



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MIRANDA HOUSE

MIRANDA HOUSE, UNIVERSITY OF DELHI, DELHI 110 007

110007

www.mirandahouse.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Miranda House was established on **March 7, 1948**, at the dawn of independence. The history of the college chronicles the journey of women's education and empowerment. The life and times of the students and teachers of Miranda House mirror that of the nation.

A college that admitted 122 young women at its inception, today has **5829 students** and **200 faculty members** across **18 departments** of **Social Sciences, Humanities, and Basic Sciences**.

With excellence and exuberance as its core elements, the college provides an intellectually stimulating and enabling environment to the students. **Inclusivity, diversity, and a love for learning** are nurtured toward the holistic development of the stakeholders. Miranda House's distinctive goal is to **inculcate leadership qualities, academic excellence, community engagement and civic virtues that contribute to nation-building**.

An overview of some accolades include:

1. Miranda House (MH) has the unique privilege of being awarded "**All India Rank 1 amongst Colleges**" for **six consecutive years** (2017-2022) by the National Institutional Ranking Framework (NIRF) instituted by the Ministry of Human Resource Development.
2. The college has an **Institutional Grade of A+ from the National Assessment and Accreditation Council (NAAC)**.
3. The college has been granted the **Star College status** by the **Department of Biotechnology**.
4. **12 alumnae of Miranda House have received the prestigious Padma Awards**.

The college combines its **rich cultural heritage and modern ethos** with a dynamism that is responsive and adapts to the demands of the changing world. The constant endeavour at Miranda House is to **integrate and digitalise** our educational pedagogies with **interactive and blended modes of learning**.

The framework of **National Education Policy 2020** strengthens the existing initiatives for **multidisciplinary research, sustainable development, environmental ethics, social entrepreneurship, skill development and employability**.

Miranda House is the **cradle of leadership**. Its alumnae, a phenomenally large number of eminent women, have broken barriers and excelled in all walks of life. The college remains committed to achieving **academic brilliance and nurturing change-makers**.

Vision

The Upanishadic maxim in the college logo "*Swadhyayann pramaditavyam*" enshrines Miranda House's understanding of what education must accomplish and steers students towards introspection and self-learning.

Miranda House envisions a world where **women have their rightful place** and are given due recognition as leaders to reach top positions in all sectors of human endeavour. To give shape to this vision, Miranda House

continually reaffirms and embraces its responsibility to build on **its historic legacy of leadership in the education of women**. It remains strongly committed to addressing issues of gender in all their complexity and preparing young women to:

- lead professionally successful lives enriched by the love of learning
- build personally fulfilling lives radiating integrity and strength of character
- sustain purposeful engagement with the world with an open mind and balanced perspective
- develop an understanding of their duty to nation and nation-building
- meet with confidence the challenges they will encounter in their lives
- flourish in a different cultural milieu in an increasingly interconnected world
- uphold the core institutional values of respect for diversity, inclusiveness, and humanism to emerge as leaders charged with new ideas and the capacity to make a difference.

Mission

The stated mission of the college is to provide:

- an active and enriching learning environment that attracts young women with aspirations to be harbingers of change
- highest quality liberal arts and basic science education through distinctive academic programmes that instil rigour in the pursuit of knowledge
- culturally sensitive inclusive environment upholding core values of unity, diversity, and integrity
- vibrant co-curricular and extra-curricular activities toward holistic education
- dedicated and responsive faculty assisting students to fulfil their aspirations and reach milestones
- competencies for new domains of knowledge, research and future of work in a globally connected world
- mentoring for leadership that instils the capacity to explore new ideas, be self-reliant, and lead from the front.

The college recognizes the significance of integral and holistic education aligned with national goals that aim to bring transformative changes in the world of women's education and empowerment.

This report delineates multiple ways in which the college ensures the accomplishment of the mission.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. MH has a **sustained legacy** of academic excellence, rich cultural activities, and inclusivity. Over seven decades, it has been committed to **pioneering women's education and empowerment**. The outstanding achievements of the alumnae stand testimony to this fact.
2. MH offers a **broad range of courses** in social sciences, humanities, and basic sciences. The distinctive feature is a strong emphasis on **academic rigour** and **interdisciplinarity** linked with experiential learning, skill development, and research potential.
3. The **enabling environment** of MH with its stellar reputation continues to attract aspiring bright minds from across the country and beyond. The **inclusive** atmosphere along with the **exceptional faculty and staff** contribute to the growth and development of each student. Faculty

observe **non-hierarchical** and **participatory** knowledge dissemination.

4. With strong emphasis on **timely delivery** of curriculum as per the academic calendar, MH ensures an effective student-centric **teaching-learning environment** through meticulous planning and implementation. **It focuses on dialogical learning, continuous assessment, mentoring** and a regular **feedback mechanism**. This is reflected in the consistently good performance of students.
5. MH instils **research aptitude** among its faculty and students through **multidisciplinary research centres, outreach programs, national/ international collaborations**, and **publications** in globally reputed journals. Students and faculty have also jointly published their research.
6. The students excel beyond classrooms, participating in **co-curricular and extra-curricular activities** by joining various societies and developing **democratic planning, organisational skills and spirit of teamwork**.
7. One of the strengths of the college is its **environmentally sustainable practices** of waste management through in-house **composting and paper recycling plants**.
8. **Inclusivity and equal opportunity** are ensured through various measures such as **the Amba Dalmia Resource centre, and QR codes outside classrooms** in an attempt to create a **disabled-friendly and accessible campus**. In addition to this, several initiatives led by **NSS, NCC, MH-Vatavaran, Enactus-MH, UBA Cell, and Equal Opportunity Cell** have contributed towards community outreach goals.
9. **Gender-sensitive education is at the heart of MH**. The **Internal Complaints Committee, Women Development Cell, Policy Centre & Gender Lab** and a focus on **Mental Health Counselling** provide support to all students and create a safe and enabling space for **women empowerment**.

Institutional Weakness

1. The **fixed curriculum** followed by the college as prescribed by the University of Delhi offers limited choice of courses. However, with the recent University of Delhi UGCF framework of **NEP 2020**, there will be greater **flexibility** in the choice of courses.
2. Although the college has good ICT-enabled infrastructural facilities, improvement is needed in **location-specific network coverage**.
3. With the growing **student enrolment**, keeping in mind the student-teacher ratio, a proportional **number of permanent teaching faculty** in the college has to be recruited.

Institutional Opportunity

1. **The flexible and multidisciplinary** nature of the curriculum offered under **NEP-2020** will provide more opportunities for collaboration across disciplines. One such focus has been the emphasis on **multidisciplinary development of Indian Knowledge System** and revitalisation of **Indian languages** through various programs organised by Department of Sanskrit, Bengali, and Hindi.
2. Due to the challenges of the pandemic, MH has accelerated the transition to digitalisation and adoption of **innovative and blended modes of learning** ensuring **equal access to resources** amongst students. It has opened ways of optimally utilizing the ICT infrastructure for wider reach and accessibility. Various **immersion programs, workshops, seminars and collaborations with national/international institutions** provide opportunities for academic enrichment. It has also opened avenues for collaboration to setup **business incubators and start-ups, networking, internship and employment opportunities**.
3. MH will continue to focus on skill enhancement and add-on certificate courses for **capacity building**.

4. There is immense scope to strengthen **waste management initiatives and programs, anti-litter drives, recycling and compost units, and water recycling**. This also creates an opportunity to contribute toward **community outreach and consciousness for a sustainable future**.
5. MH is **enhancing the use of renewable solar energy** by installing a **virtual solar metric**.
6. Project-based learning in UG programmes provides opportunities for MH to focus on research, innovation and entrepreneurship. Faculty and students are forging productive collaborations and have better scope to publish their research output. MH will provide **a sustained platform for research publication** to faculty and students by launching peer-reviewed Scopus-indexed research journals.
7. MH will strengthen its **placement cell by enhancing** career counselling programmes and placement strategies for **increased employability**.
8. MH is looking forward to the opportunities provided under **Social Entrepreneurship, Swachhta and Rural Engagement Cell (SESREC)** supported by the Ministry of Education.
9. The college looks forward to **leveraging the full potential of the UGCF course, and curriculum reforms** by augmenting infrastructural facilities, training faculty and ensuring the achievement of learning outcomes. The opportunities provided by NEP 2020 for **internationalization** will also provide a space for global exposure, collaborations, student exchange as well stronger tie-ups for research and innovation.

Institutional Challenge

1. The higher education system in the country is undergoing unprecedented transformation and to keep up with the pace, there has to be adequate infrastructural development. The college, even after developing many resource centres and labs, requires fast-paced development of cutting-edge incubation labs and start-up initiatives.
2. Due to the requirements of the prescribed and time-bound syllabus, in-depth field research outside the curriculum is a challenge that can be addressed with flexibility in courses and availability of resources.
3. The college admits students in various post-graduate courses who are taught in the departments at the university level. Therefore, the college plays a limited role in providing learning and undertaking research with the postgraduate students.
4. The college finds it challenging to accommodate all out-station students due to paucity of space in the residential hostel. Hence, approximately 10-12% of students are admissible in the hostel. This necessitates creation of more hostels for women students. Resource mobilization is needed for this purpose.
5. The college is strengthening its adaptation systems to even out the differences that emerge from the diversity in academic standards of various secondary boards, variable prerequisite academic preparation, and language proficiency. While this is a challenge, it also offers an opportunity to strengthen multilingual language lab and celebrate cultural diversities and pluralities in the country.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects form the foundation of the institutional framework of MH. Being a college affiliated to the University of Delhi (DU), the guidelines and mandated structure regarding the various courses offered – **BA(Honours), BSc(Honours), B.El.Ed and multidisciplinary courses BA(Programme), BSc(Life Sciences) and BSc(Physical Sciences)** are adhered to. Within the structured framework, MH ensures that

faculty members have **academic flexibility** for **effective teaching-learning emerging national and global trends**.

1. The **Academic Committee (AC)**, consisting of Principal in-Chair and Teachers-in-Charge of departments oversee **planning** and **implementation** of curricular aspects.
2. Faculty follow **blended teaching-learning pedagogy** that combines ‘**chalk and talk**’ method with **IT-enabled tools**.
3. Classroom discussions go beyond the syllabi, including aspects of **multi-skill development**, transforming students into **lifelong learners** and **innovators**. Curriculum delivery within the classroom incorporates a variety of learning experiences that result in **critical thinking, creativity** and **scientific temper**.
4. **Continuous Internal Evaluation (CIE)** of students is interwoven within the timetable following a timeline suggested by AC within prescribed DU framework. Internal Assessment (IA) comprises **tutorials, practical discussions, periodic assessments, class-tests, student presentations, quizzes** and **assignments**. It includes innovative assessment beyond curriculum through research and report writing, baseline tests and presentations for holistic evaluation. College awards are based on all-round achievements.
5. Within the prescribed **Academic Calendar**, MH weaves in other annual activities - memorial events, **departmental** seminars, workshops, **co-curricular** and **extra-curricular** activities, **Add-on** and **certificate courses** and **outreach programmes**.
6. Co-curricular activities: **NCC, NSS** and **Sports** are mandatory. These activities instill in students a sense of **responsibility** and **humility**.
7. MH supports a **holistic teaching-learning environment** and recognizes the dynamic **changes in the advancement of technology, social skill-sets and sustainability** and **development issues**. This involves exposure to **cultural** and **traditional art forms**. The values and wisdom embodied in these art forms inspire the students to become **responsible citizens of India**.
8. Faculty while engaged in curriculum delivery bring in fresh ideas and learnings. MH collaborates with **PMMMNTT** to ‘**train the trainers**’ through FDPs.
9. MH has collected **feedback from stakeholders**. Departments conduct **periodic self-evaluation**. Concrete suggestions and the modalities are discussed with **IQAC** and the **Governing Body**.

Teaching-learning and Evaluation

1. Admission to Miranda House is as per University of Delhi guidelines. We **adhere strictly to the reservation policy** laid down by the Government of India and are proud of the diversity of our student population.
2. Our **classrooms** are **inclusive**. A robust **tutorial system, intensive lab work**, continuous evaluation through **IA**, and a functioning **mentor-mentee programme** assess students’ abilities accurately. Department Societies foster active **academic communities**. The **Wi-Fi-enabled campus**, an excellent student-computer ratio and assistance help students **bridge the digital gap**. The **Amba Dalmia Centre** provides **ICT support for visually challenged** students.
3. **For accelerated students**, the College offers a variety of **Add-on and Certificate courses**. **Bridge courses and remedial classes** are arranged for students with academic disadvantages.
4. **Experiential, as well as participative learning, are optimized within the classroom and beyond**. Opportunities for students to **engage with experts in academia, research, as well as industry** are fostered. **Undergraduate research** is encouraged. **Internships outside the college** are encouraged and facilitated. **Extra-curricular and co-curricular activities** blend domain-based

knowledge and real-world experience. The extant research and experiential orientation will certainly ease the **transition to NEP 2020**.

5. The **use of ICT tools** is integral to academic and administrative functioning. Classrooms and laboratories are equipped with **projection facilities and Wi-Fi access**. The college website is accessible to the college community on mobile phones and other devices through a **dedicated app - acad ME**. 'acad ME' domains are used to **upload and track teachers' timetables, students' attendance and IA scores** as well as for administrative support. ICT capacities allowed a smooth transition to online teaching during the pandemic.
6. All sanctioned teaching posts have **full-time faculty**, with an average teaching **experience of over 12 years**. Almost 70% of the faculty has a PhD.
7. The internal assessment process is **flexible** without compromising on **rigour and transparency**. It is designed to best suit the **domain requirements** of each course, and the **profile of its students**. **Grievance Redressal** mechanisms, as recommended by DU, are in place and fully functional.
8. **Student Satisfaction Surveys** and the successful career paths of students validate the success of the teaching-learning processes at MH.

Research, Innovations and Extension

1. MH has been instrumental in encouraging research activities by providing the necessary ecosystem to faculty and students. The college successfully completed **11 DU Innovation Projects** and **3 DU Star Innovation Projects**. Many faculty members have projects funded by the ICSSR, UGC, DST, DBT and DRDO. The **DBT Star College Scheme** facilitated the organization of several workshops, educational visits, and support to laboratories. MH faculties also supervise Ph.D. students. **436** research papers have been published in journals which are on the UGC-CARE list, and **276** books/ chapters/ papers in conference proceedings have been published.
2. During 2016-2021, **660** workshops/seminars/lectures have been organized. The **DS Kothari Centre for Research and Innovation in Science Education** conducts the summer workshop **Flavour of Research: Investigative Projects in Multidisciplinary Contexts** wherein students from MH and other academic institutions participate. The **Innovation in Science Pursuit for Inspired Research (INSPIRE) Internship Programme** extended the gamut of scientific spirit among school students. The science departments' **Bridge Courses** facilitate the transition of first year students from school to college level.
3. MH endeavours to promote the ideal of **democratic leadership with social responsibility**. The NSS, NCC, Enabling Unit, MH Vataran, Women's Development Cell, Equal Opportunity Cell, TULA (MH-Consumer Club), Vivekanand Society, Disaster Preparedness Team, Northeast Society, Enactus, Films Society, Quiz Society, Fine Arts Society, and Unnat Bharat Abhiyan (UBA) Cell, Placement Cell and Entrepreneurship Cell organized more than **400** extension and outreach programmes. MH has received **74** awards for its extension activities.
4. MH has **215** collaborative activities from 2016-2021 which include those with **George Washington University; Shri Ram College of Commerce and Utrecht Business School, The Netherlands; Vallabhbhai Patel Chest Institute, University of Delhi; IGNOU; IISER Pune, NCERT, Education Department- MCD, and Civil Society Magazine**. Many educational/ field visits have been undertaken in collaboration with various institutions.
5. **56** academic and technical MoUs were signed from 2016-2021. They include **Rama Devi Women's University, Bhubaneswar; Government Girls College, Ajmer; and Stree Shakti- The Parallel Force**. **FDPs** were organized by the Mathematics Department in collaboration with Mahatma Hansraj Faculty Development Centre, University of Delhi.

Infrastructure and Learning Resources

MH has a **state-of-the-art infrastructure** that is periodically maintained.

1. **More than half of its 110 classrooms and lecture theatres are ICT-enabled.**
2. **New Academic Block** has added **9 ICT-enabled laboratories, 6 classrooms** and a **mini-auditorium.**
3. **7 departments** have **independent spaces** hosting **laboratories** with roof-mounted **LCD projectors** and **pull-down screens.**
4. **DSKC for Research and Innovation** has **3 advanced Research Laboratories** and **6 Multidisciplinary Research laboratories.**
5. MH has applied social science and policy research centres like **IBSD, NERRRC, PCGL, CESDM, UB Cell** and **Elementary Education Teacher Resource Centre.**
6. MH has **2 auditoriums, 2 seminar halls, 5 porta-cabins, 2 atriums, 2 committee rooms, Heritage Hall** and **Student Activity Centre.**
7. The library has **2 Digital Resource Centres.** It includes a **Special Resource Centre for Visually Challenged (ADDRC).**
8. MH library uses **LIBSYS LSease LMS** package and **OPAC** that is accessed through **6 terminals** and **3 Touch Information Kiosks.**
9. It has an outdoor bounce back shock-proof surface Basketball Court and a Tennis Court.
10. The college has **an air-conditioned multigym** and **2 open gyms.**
11. The college offers a **One Month Certificate Course** titled *Foundations of Yogasana.*
12. MH is enabled with high-speed Wi-Fi and **National Knowledge Network (NKN)** consisting of **73 indoor** and **8 outdoor Access Points.**
13. In addition to the DU Wi-Fi with an internet bandwidth of **more than 50 Mbps**, MH has taken internet from Tata Telly Business Services through RF link with a bandwidth of 30 Mbps.
14. It has proper procedures for the maintenance and upgradation of its infrastructural facilities. It is done in consultation with the constituted committees.
15. **E-tenders** are invited through the college website for all major and minor repair works.
16. MH has dedicated staff including the **Caretaker, Electrician, Plumber, Site Engineer,** and **support staff** who work round the clock to carry out instant repairs.
17. The college has **Online Internal Assessment Module** called as **acad ME** where faculty can upload study materials, quizzes, assignments, and internal assessment marks for their respective papers. This is further integrated with the **acad ME mobile app** that the students can access on their smartphones at all times.

Student Support and Progression

1. In consonance with *Nishtha Dhriti: Satyam*, a vision practised by the University of Delhi, MH is committed to forming space for experiential learning, helping students to create a niche for themselves in society and work for the holistic development of the community.
2. MH has undertaken capacity building and **skill enhancement** initiatives which include soft skills, hard skills, ICT, language and communication.
3. Students have been continuously informed and facilitated with the procedures of **Scholarships available for them. There is a provision of INR 1.27 crore in financial aid** for needy and marginalised students at MH.
4. Teaching and **learning are inventive, innovative,** and **highly participatory.** All requisite necessary

support is given through remedial classes, tutorial sessions and continuous evaluation. The e-resources are uploaded on the acad ME – E-Resources site for quick access for students.

5. The college is dedicated to creating student-faculty interaction, offering **mentoring and counselling services** and developing oversight. Each class is encouraged through class representatives to foster peer support and cohesiveness by working in collaboration.
6. For the redressal of students' grievances, Grievance **Committee** exists. Similarly, to look into Internal Assessment there is Monitoring Committee, for ensuring discipline- a Proctorial and Anti-Ragging Committee and Admission Grievance Committee to minimise admission-related issues -. The Internal Complaints Committee offers speedy resolutions, free legal assistance and counselling services. **The Women's Development Cell spearheads gender sensitization** and organizes **empowerment programmes**.
7. **Lakshita, the Enabling Society** under the aegis of Equal Opportunity Cell facilitates the PwBD students in all aspects. The college has the Amba Dalmia Resource Centre dedicated to meeting the academic needs of visually challenged students.
8. Adhering to the vision of inclusivity and integration, MH has a **North-East Students Society** dedicated to raising problems faced by them and suggesting effective measures for the resolution of the same.
9. The **NSS** and **NCC** students' volunteers work tirelessly in inculcating a sense of responsibility and service towards the Nation and society.
10. Students' driven **Placement Cell** facilitates career counselling and recruitment drives for students. It also appraises students about the requirements of job markets by organising workshops, seminars and the Annual Job Mela.

Governance, Leadership and Management

1. The vision and mission of the institution are encapsulated in the **Upanishadic maxim of the college logo *Swadhyayann Pramaditavyam*** which signifies introspection and self-learning.
2. The **illustrious Governing Body** provides guidance and vision. **The Principal, the faculty and administrative staff** form the collective decision-making body which works for the implementation of the vision and mission of the college in a **student-centric and transparent manner**.
3. **Decentralisation and participative management** are quintessential to the functioning of MH. The college practices **collective and efficient decision-making processes** through delegation of responsibilities to **Teachers-in-Charge, Staff Council Committee Convenors** and elected student representatives. **The IQAC, Staff Council and MH Student's Union (MHSU) work synchronously toward the maintenance** of an effective system.
4. **Periodic Staff Council meetings** are held **with the Principal in- Chair, to make decisions about teaching-learning processes** that are further deliberated and implemented through **Academic Committee (AC) meetings**.
5. The IQAC ensures **quality assurance of all academic and administrative activities** through its members. The best practices of IQAC include establishing **holistic feedback mechanisms and enhancing multidisciplinary research and instrumentation facilities**.
6. The college follows the financial rules, regulations and guidelines under **GFR, Government of India (GoI)** and undertakes **internal and external financial audits** regularly.
7. Payments are made through the **Public Finance Management System (PFMS)** and collected through the **Treasury Single Account (TSA)**.
8. The institution maintains academic standards through periodic preparation of the **Annual Performance Assessment Report (APAR)** of faculty and **academic audits**. Promotions are given as per CAS 2018 /University of Delhi rules.

9. The college extends all **welfare measures** to its staff prescribed by the University of Delhi and UGC guidelines.
10. To **promote inclusivity, equity, and accessibility**, the institution maintains its annual fee structure to the minimum for the benefit of each student. The fee collected is utilized for **student-centric development** activities and facilities such as: library services, sports facilities, laboratories and IT infrastructure, workshops/seminars, guest lectures, educational field trips, national and international conferences.

Institutional Values and Best Practices

1. MH has a legacy of inculcating leadership skills and values in students. It fosters a vision of gender equity, inclusiveness and empowerment through teaching-learning, research and other activities. It works on creating an enabling environment for girls across all intersections and socioeconomic backgrounds. The **Women Development Cell (WDC), Internal Complaints Committee (ICC), and various societies** work towards it.
2. MH instils constitutional values and obligations. Societies such as **TULA, Equal Opportunity Cell, and WDC**, organise **seminars/workshops** on themes such as Gandhian values, youth and nation-building, democracy and citizenship rights. MH commemorates days such as **Independence Day, Republic Day, Kargil Diwas, Shaheed Diwas**. **NSS, NCC**, and other societies conduct programmes like **Swachhta Pakhwada** and **blood donation camps**.
3. The college conducts **Green, Energy, and Environment audits**.
4. MH creates an inclusive environment for students through **Equal Opportunity Cell, North East Society, and Scholarships/endowments**.
5. MH ensures support to Persons with Benchmarks Disabilities (PwBD) through initiatives led by **Lakshita-the Enabling Society**. **Amba Dalmia Digital Resource Centre** offers state-of-art assistive technologies to visually-challenged students.
6. **Best practice 1: Rise: Research, Innovation and Skill Enhancement**
 - MH provides opportunities for multidisciplinary/interdisciplinary research through centres and labs such as **D. S. Kothari Centre (DSKC) for Research and Innovation in Science Education, Multidisciplinary Research Centre (MRC), Policy Centre and Gender Lab (PCGL), Centre for Environmental Studies and Disaster Management (CESDM)**.
 - The faculty has **450 publications in Scopus-indexed journals, h-index of 36, 6714 citations**. Students have published under faculty mentorship.
7. **Best practice 2: “Samaveshan: Environmental Consciousness and Response with Social Entrepreneurship”**
 - MH is committed to **environmental awareness and sustainable practices** through energy conservation and use of renewable resources via **solar-powered appliances, grey water recycling, in-house compost and paper recycling plants**.
 - Community outreach programmes develop **innovative environment-friendly business models for the livelihood of marginalized communities** that includes making handmade masks, bags, and spices.
 - MH is recognized as a **‘Social Entrepreneurship, Swachhta & Rural Engagement Cell (SESREC) Institution’** by **MGNCRE, Department of Higher Education, GoI**.
8. **The distinctiveness** of MH lies in nurturing **leadership**, academic excellence, and community engagement empowering **“Atmanirbhar Bharat ki Atmanirbhar Beti”**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MIRANDA HOUSE
Address	Miranda House, University of Delhi, Delhi 110 007
City	Delhi
State	Delhi
Pin	110007
Website	www.mirandahouse.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bijayalaxmi Nanda	011-27666201	9891443469	-	principal@mirandahouse.ac.in
IQAC / CIQA coordinator	Nisha Vashishta	011-27666983	9968263243	-	nisha.vashishta@mirandahouse.ac.in

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	07-03-1948

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-03-1948	View Document
12B of UGC	07-03-1948	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-06-2005	12	Validity Permanent

Details of autonomy

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

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	15-07-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Miranda House, University of Delhi, Delhi 110 007	Urban	15.11	61160.86

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEIEd,Elementary Education	48	Class XII	English,Hindi	63	69
UG	BA,English	36	Class XII	English	78	127
UG	BA,Economics	36	Class XII	English	78	103
UG	BA,Bengali	36	Class XII	Bengali	10	5
UG	BA,Ba Programme	36	Class XII	English,Hindi	231	280
UG	BA,Hindi	36	Class XII	Hindi	78	96
UG	BA,History	36	Class XII	English	58	65
UG	BA,Philosophy	36	Class XII	English	58	75
UG	BA,Sanskrit	36	Class XII	Sanskrit	39	50
UG	BA,Geography	36	Class XII	English	58	69
UG	BA,Sociology	36	Class XII	English	65	74
UG	BA,Political Science	36	Class XII	English	68	129
UG	BA,Music	36	Class XII	English,Hindi	19	20
UG	BSc,Life Science	36	Class XII	English	44	63
UG	BSc,Physical Science Comp Science	36	Class XII	English	43	48
UG	BSc,Physics	36	Class XII	English	86	202
UG	BSc,Chemistry	36	Class XII	English	78	169

UG	BSc,Botany	36	Class XII	English	39	55
UG	BSc,Zoology	36	Class XII	English	39	73
UG	BSc,Mathematics	36	Class XII	English	88	127
PG	MA,English	24	Under Graduate	English	39	23
PG	MA,Economics	24	Under Graduate	English	19	0
PG	MA,Bengali	24	Under Graduate	Bengali	6	0
PG	MA,Hindi	24	Under Graduate	Hindi	29	26
PG	MA,History	24	Under Graduate	English,Hindi	29	33
PG	MA,Philosophy	24	Under Graduate	English,Hindi	19	18
PG	MA,Sanskrit	24	Under Graduate	Sanskrit	25	23
PG	MA,Music	24	Under Graduate	English,Hindi	19	17
PG	MSc,Physics	24	Under Graduate	English	39	38
PG	MSc,Chemistry	24	Under Graduate	English	28	49
PG	MSc,Botany	24	Under Graduate	English	39	24
PG	MSc,Zoology	24	Under Graduate	English	39	28
PG	MSc,Mathematics	24	Under Graduate	English	38	35
PG	MSc,Anthropology	24	Under Graduate	English	39	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				200			
Recruited	0	0	0	0	0	0	0	0	2	120	0	122
Yet to Recruit	0				0				78			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				144
Recruited	64	6	0	70
Yet to Recruit				74
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	8	0	0	79	0	1	21	0	109
M.Phil.	0	0	0	0	3	0	1	9	0	13
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	34	0	40
M.Phil.	0	0	0	0	0	0	20	18	0	38
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	20	43	0	63	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	887	4229	0	49	5165
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	105	520	0	11	636
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	135	133	204	196
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	62	73	78	84
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	284	314	433	503
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	659	720	857	950
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1140	1240	1572	1733

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

MH incorporates a multidisciplinary approach as proposed by NEP in all its endeavors. To actualize objectives of NEP, the faculty has actively participated in conceptualization, restructuring and refinement of Undergraduate Curriculum Framework (UGCF) and adopts multidisciplinary pedagogy. Through UGCF proposed by University of Delhi, multiple entry and exits of students in courses have been well laid out. It is in the process of setting up a task force to implement the NEP in its letter and spirit aiming to create a guidance cell to counsel students about the courses offered under the UGCF. MH functions under the present CBCS-LOCF curriculum which already offers flexibility to students and allows them to opt for allied courses, under Discipline Specific Elective (DSE). Under General Elective (GE), students can opt for two courses other than core papers of their discipline. In addition to this, students opt for Skill Enhancement Courses (SECs) that enable experiential learning through engagement with environmental education, community service, and prepares them for internships, apprenticeships, and research projects. MH does not restrict itself with “one issue one discipline.” It promotes plurality of perspectives encouraging multidisciplinary and interdisciplinary research. The 18 departments including social sciences, humanities, and sciences endeavor to create space, cutting across various disciplines and providing scope for collaboration. Few instances include- Department of Economics and Sociology offered a course on Rhetoric and Development from 2016-2019 across disciplines. Faculty and students of Department of History and Geography carried out joint research on the topic, “Climate Variability, Water Security and Livelihood Resilience: Role of Traditional Knowledge and Modern Technologies in Rajasthan, India” which was published as a book titled, Waters of Rajasthan. Flavour of Research: Investigative Projects in Multidisciplinary Contexts conducted by D. S. Kothari Center for Research and Innovation (DSKC) brings together 06 departments and offers a summer internship program for students. In order to further the NEP’s inclusion of multidisciplinary, Social Science Departments in partnership with the Natural Science Departments organized an international conference on “Science and Society” in 2021-22. The conference deliberated

	<p>on breaking the binary between science and social sciences. Aligning with the vision of Atma Nirbhar Bharat, it focused on the idea of using scientific knowledge for society.</p> <p>Multidisciplinary/interdisciplinary FDPs on Applications of Mathematics in Business and Social Sciences; and on the theme of development and promotion of national and indigenous languages were conducted in 2022 by the Departments of Mathematics, Political Science, Sanskrit and Hindi. With an emphasis on conceptual clarity, substantiated by research skills, the institution has created various research centres for undergraduate research; the multidisciplinary research centres include: Multidisciplinary Research Centre (MRC), Policy Centre Gender Lab (PCGL), Centre for Environment Studies and Disaster Management (CESDM), D. S. Kothari Centre for Research and Innovation in Science Education DSKC, and North-East Regional Research and Resource Centre (NERRRC) which lay emphasis on intertwining issues of environment, gender, policy making, health and citizen sciences. The institution plans to strengthen the best practices in multidisciplinary collaborations mentioned above and align it with the goals of NEP.</p>
2. Academic bank of credits (ABC):	Miranda House, a constituent college of University of Delhi, will adhere to the protocols and regulations of Academic Bank Credit as mandated by the University of Delhi.
3. Skill development:	<p>MH is committed to imparting skills that align with the National Skill Qualification Framework (NSQF) across academic curriculum of both Sciences and Social Sciences Disciplines. The college has been strengthening its infrastructure following the proposed skill based offline courses offered by NSQF such as IT/ITeS/Social Media Marketing/ Remote working. Institution imparts Skill Development through following aspects: (i)Curricular: Various departments offer Skill Enhancement Courses under CBCS-LOCF promoting experiential learning of subject through individual and group-based project presentations and field visits. Courses also instil values like Professional Ethics, Gender Sensitization, Human Values, Environment and Sustainability. For example: Department of Elementary Education offers bilingual programme integrating innovative pedagogy with a study of subject knowledge, human</p>

development and communication skills. (ii) Co-Curricular: The NCC and NSS provide exposure for developing their organizational skills along-with constitutional values. Extra-curricular activities through societies and clubs inculcate leadership skills in students. To strengthen linguistic and communication skills, a community radio has been established and foundation of a Multilingual Digital Language Lab is being laid. MH also has multidisciplinary research centres which help in building research aptitude and writing skills. The community outreach programmes in neighboring urban clusters such as Projects Aagaaz (for teaching underprivileged children), Sadbhavna (for helping elderly and orphans), Sakaar (for helping fellow visually impaired peers) and Sahyog (For mental health awareness) promote righteous conduct and soft skills. The Placement Cell serves as the foremost platform for interaction between various stakeholders that shape and facilitate the career aspirations of students. The cell's portal has materialised the aim of being technologically driven, ensuring efficiency and target achievement. (iii) Extra-curricular: Environment Society (MH Vatavaran), MH-SPICMACAY, Debating Society, Dance Society, Music Society, Vivekanand Society, Disaster Preparedness team, Unnat Bharat Abhiyan Cell, Women Development Cell, and TULA MH-Consumer Club, aim to harness versatility. Gandhi Study Circle and the Vivekananda Society instill values of Satya (Truth), Ahimsa (Non-Violence), Sahanshilta (Tolerance) among students. The Enabling Society 'Lakshita' aims at empowering PwBD learners by providing them computer skills. Enactus contributes towards building social entrepreneurship based on inclusivity and outreach. The events funded under Corporate Social Responsibility (CSR), such as 'Project Zaffran' aim at creating self-sustaining business of spices, empowering women who were victims of domestic violence; 'Project Ikhtiyaar' for utilising hidden potential of water hyacinth. Under the prestigious Pradhan Mantri Kaushal Vikas Yojna (PMKVY) a Skill Hub has been established to train women/school drop-outs from marginalised communities to acquire entrepreneurial skills by learning how to make environmental friendly products such as green bags as well as getting training in AI. Faculty members

	<p>and non-teaching staff are involved as trainers for the programme. Hybrid mode courses on life-skill include add-on courses on Legal Literacy, Theatre, IT skills that enrich students' understanding of the subject and enhance career opportunities available to them. The college is striving for collaborations and support to create start-ups and incubation labs. The NERRRC, funded by the North East Council of GoI, will be establishing an incubation lab to provide opportunities for start-up to students from the region.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>MH adopts Indian Knowledge System to enrich its existing curriculum. Across departments, Indian political system, culture, languages, and traditional knowledge of vedic mathematics and sciences have been incorporated in the course modules/units. Specific papers across Humanities and Social Sciences are framed to introduce the literary cultural practices, for example, in papers titled Indian Classical Literature, Indian Epigraphy, Paleography and Chronology. Through such papers, students are introduced to manuscripts and inscriptions from classical periods. Courses are offered in Punjabi and Tamil languages for BA programme. MH has been offering courses through full-fledged Departments of Bengali and Sanskrit. Departments of History, Political Science, Geography, Economics, Sociology have been organizing seminars, talks, and heritage walks to introduce and sustain students' interests in Indian arts, culture, tradition. Faculty deliver classroom lectures in bilingual mode wherever needed. Departments of English, History, and Hindi carry out research and writing in several Indian languages like Bengali, Bhojpuri, Hindi, Malayalam, Marathi, Telugu, Tamil, and Urdu. They are working with the objective of translation and preservation of Indian texts and culture, for instance, translation of Abhigyaan Shankantulam and works on Bhojpuri performance artist and reconstruction of ideas of Ramcharitramanas. MH is in the process of instituting a Multilingual Digital Language Lab to facilitate the above-mentioned goal and provide a well-equipped teaching-learning environment. The college also conducted an FDP in association with Shiksha Sanskriti Utthan Nyas on the "Concept of Indian Languages in National Education Policy (NEP) 2020", under the aegis of Mahatma Hansraj Faculty Development Centre (A Centre of MoE,</p>

	<p>Government of India under PMMMNMTT), which emphasized on local language as a medium of instruction and reflected upon the need to promote, preserve and enrich all Indian languages. Department of Sanskrit offers inter-college certificate course on Sanskrit language and organises Sanskrit speaking camps. Several value -based and skill-based language courses are being offered in Bengali, Punjabi, and Tamil. Hindi department's annual magazine, Pehchan and its literary club, Shabdita work towards promoting Hindi language among students by publishing their written works. NERRRC creates library, documentation centre, museum for promotion of indigenous language and culture of the North-East region. Leirang, the North East festival showcases their diverse food, culture, language, arts and crafts. Innovative efforts like organising regional fairs, online quizzes on different cultures, promotion of regional films, photo exhibition are also encouraged. Several societies of the college such as SPICMACAY, theatre society and Mridang, the music and dance society of MH are actively involved in reviving Indian art, music and culture. The Herbal Garden and the upcoming "Nakshatra Vanam" of college is oriented towards creating awareness regarding the in-situ conservation and rich medicinal biodiversity of the nation. Recently, the college planted "Panchvati" trees, bringing in scientific Vedic knowledge for environmental sustainability. Various immersion programs with International/Global Universities on the theme of Indian culture, heritage and promotion of India's role as Vishwa-Guru are being offered. MH also aspires to create an Indian Knowledge Centre in alignment with NEP goals.</p>
5. Focus on Outcome based education (OBE):	<p>MH believes in Outcome Based Education (OBE) to enhance the quality of teaching-learning and instill professionalism in our students. Keeping the OBE approach in mind, the college follows the Learning Outcome- based Curriculum Framework (LOCF) introduced by UGC in July 2019. Various courses of LOCF provide tremendous scope to students regarding creative thinking, analytical skills, and problem-solving aptitude. This orients them to be good citizens and contribute to social justice and nation building. The curriculum helps in developing and strengthening their skills for a successful</p>

progression to higher education or job market. For example, in the ongoing LOCF programme, the college offers various SEC, like Heritage and Tourism, Archives and Museum, Renewable Energy and Energy Harvesting. This enhances career opportunities for students such as archivists, archaeologists, museologists, data analysts, editors, media communication professionals, energy maintenance/harvesting professionals. The Placement Cell of Miranda House organises Quantizilla (a mock aptitude test series) to train students in analytical, critical reasoning, and problem-solving skills. Assignments, tests, presentations, projects, field works are assessed and critical feedback is given to the students. Faculty feedback and mentoring as well as interface with the industry, augment their scope for employment and prepare them for successful start in their desired career choices. Innovative methods like online quizzes, power-point presentations, book reviews, research paper writing, are used to continuously monitor students' performance. Consequently, the graduates of MH pursue research at the best institutions in India and abroad (University of Oxford, Cambridge, and other top QS world ranking universities in USA and Europe). Current placements as well as positions held by alumni testify to the fact that students of MH go on to take a leading role in both the public and private sectors. For example, in 2020 itself, more than 30 companies (Tata, Outlook, Thomson Reuters, ICICI Bank, Mahindra Logistics, Barclays) offered jobs and internships to more than 600 students. MH provides an ecosystem to facilitate research and a hands-on approach towards learning. The institution is equipped with state-of-the-art laboratories, a library, research centres, and science museums. The college library has a vast collection of books and journals in various subjects. It has subscription to online digital resources and research databases; JSTOR, Inter-Library Loan and DELNET. The college organizes workshops, webinars, seminars and lectures in offline as well as hybrid modes to facilitate exchange of knowledge. Eminent scholars from India and abroad are invited to share their expertise in various subjects with the students. The Adventure Club and Sports Department organise trekking, games and yoga classes for students. The college ensures mental well-being of the students by providing counselling

	services as well as through the mentor-mentee programme.
6. Distance education/online education:	<p>During the pandemic, MH seamlessly adopted online pedagogy amidst changing circumstances by incorporating new technologies. Classrooms were already equipped with projectors and screens. MH has state-of-the-art seminar room and conference facilities to ensure seamless connectivity in webinars and hybrid meetings. The use of online platforms like Zoom, Google Meet, Microsoft Teams and Moodle for faculty members and students enabled them to connect effectively and organize online classes, lectures, meetings, webinars and other events during the pandemic. Currently these platforms are being used to organize guest lectures by eminent national and international speakers, performers, dancers and musicians overcoming pandemic and distance related restrictions. It continues to enhance the teaching-learning practice and provides a wider worldview to the students. The continuity of hybrid mode has been sustained by robust IT infrastructure and upgraded Wi-Fi connectivity. The practice of uploading reading material, class assignments, tests, and conducting viva-voce on Google Classroom has contributed tremendously towards continuity in teaching-learning and assessment. Department of Chemistry, Physics and Zoology conducted virtual labs for their students. Department of Elementary Education conducted its School Internship Programme asynchronously and synchronously in ODL with government schools. The online methods enabled comprehensive assessment by using different modalities for comparative evaluation. The college provided laptops to students which facilitated a smooth transition to the online mode. MH attended to the requirements of economically weaker and PwBD students by providing assistive devices and cellular data packs. The University of Delhi collaborated with IQAC Miranda House to organise a five-day long 'National Online Administrative Training Programme', April 12-17, 2021. Earlier, Department of Zoology had organised a webinar on 'Moodle: An Open-Source Learning Management System Webinar Series', April 22-23, 2020. During the pandemic, the institution made reading material accessible to students as e-resources in advance through Google drive. This practice continues even after returning to</p>

the offline mode. Access to N-LIST, e- resources of INFLIBNET through individual passwords are provided both to faculty and students, facilitated by the college library. Faculty are members of the Delhi University Library System (DULS) through which they access books and journals, and update online reading material for students. An Indo-Dutch collaborative exchange programme with Utrecht University, The Netherlands was continued in an online mode with a specially designed course on themes of internationalization, diversity and intercultural interactions. The college will further the online collaborations to design multidisciplinary online courses with other universities including global institutions to realize the goal of internationalization. The institution has begun the process of associating with Indira Gandhi National Open University (IGNOU) for the purpose of offering vocational and other courses through the ODL mode.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
402	402	402	402	402
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	34	34	34	34

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5153	4495	4095	4153	4199
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1124	898	745	745	745

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1475	1348	1400	1425	1379

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
194	194	194	194	194

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	200

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 86

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
78.47	145.14	158.51	220.49	207.84

4.3

Number of Computers

Response: 175

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

MH, a constituent college of the University of Delhi, maintained by UGC, has a history of academic and extramural excellence. Departments uphold **sustained institutional excellence** through **continuous curriculum development, delivery, participation and progressive enrichment**.

1. The **Academic Committee**, consisting of Teachers-in-Charge of all departments, and its various multidisciplinary working groups like the **Workload Committee, and Timetable Committee** oversee **planning and implementation** and ensure effective teaching-learning. Following appropriate **orientation** sessions, students make informed choices regarding various **elective and optional papers**. The workload distribution amongst faculty and timetables are announced before the beginning of **each academic semester** thus ensuring that all classes begin on the first teaching day. Departments conduct **periodic self-evaluation** and discuss **modalities for improvement** with **IQAC**.
2. Within the university-mandated courses, the college runs **AECC** course in English, Hindi, Sanskrit, and Environmental Science. The outreach courses in B.El.Ed. - School Internship and School Contact Programme enable school-level curriculum enhancement, **pedagogy and teaching**. Teachers use English and Hindi as the medium of interaction for the effective delivery of lessons in some courses. **Remedial classes and bridge courses** are held for students requiring additional support. Add-on and certificate courses in **Medical Bio-technology, Nano-Chemistry, Legal Literacy, Consumer Awareness, Foundation of Yogasana, Data Analytics and Machine Learning, Rethinking the Obvious, Mobility Training for Visually Challenged, Bioinformatics, Foreign Languages: French, German, Spanish** enable students to gain knowledge beyond the curriculum.
3. The College has a **robust ICT infrastructure** that enhances teaching. **MH-acad-ME** App is an online platform used by faculty, students and administrative staff for uploading **timetables, lesson plans, e-content, quizzes, broadcasts, attendance, internal assessment and notifications**.
4. **Blended teaching-learning pedagogy** that combines **chalk and talk** method with IT-enabled tools like **electronic presentations, simulation software, virtual labs and online resources** have enhanced the teaching-learning process. This proved to be a valuable asset in virtual teaching during the COVID-19 pandemic.
5. **Assignments, presentations, hands-on training, and practical work** mandated in certain courses and **SEC** courses incorporate **experiential learning**. Brainstorming in smaller tutorial groups and practicals provides **motivation and creative headspace**. **Internal assessment** is a dynamic process emerging out of **discussions, presentations, quizzes, assignments and class tests** aimed to prepare students for an intensive understanding of courses and examinations. IA marks are moderated by **departmental moderation committees** and subsequently by the **College Moderation Committee** before submission on **University Portal**.
6. Students with short attendance and inadequate academic performance are counselled by faculty.

Student-teacher interactions under the **Mentor-Mentee-Programme** enable discussions on **physical and mental well-being**. **Peer mentorship** is also encouraged to augment teaching-learning.

7. Besides **curriculum delivery** teachers continuously participate in DU and outside, to develop and **revise the curriculum**. It brings fresh ideas and **new learnings** into existing courses. They also **collaborate with regional, national and global institutions** like IISER, Rama Devi Women's University (**Odisha**), University of Guelph (**Canada**), and Gothenburg University (Sweden) to share knowledge.
8. The administrative support enables the faculty to focus on effective teaching-learning and academic intricacies. **MH-EventHub** and **MH-Infracare** are apps which enable checking availability and booking venues for events, logging and **tracking infrastructure maintenance** respectively.

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

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

Response:

Miranda House adheres to the **DU Academic Calendar** for undergraduate and postgraduate teaching, strictly following the mandated **admission process, teaching days, timetable, class hours, credit requirements – lectures, tutorials and practicals, examination and evaluation schedule**.

1. The Academic Calendar provides a robust structure for continuous teaching and learning. It also provides for sustained interest and joy of learning without compromising rigour and quality. **Curriculum delivery** within the classroom space incorporates a variety of learning experiences that result in **critical thinking, creativity and scientific temper**. For enabling **smooth and safe blended teaching-learning** and ensuring **digital skill proficiency** the college provides the faculty and every Mirandian an **email-id with the college domain**.
2. Every academic session begins with an **Orientation Programme** for the Freshers where students are introduced to their **departmental curricula, college library, co-curricular activities** like NSS, NCC and Sports and **extra-curricular activities like dramatics, debates, music, film-making, fine arts** and **college facilities like counselling and medical room**.
3. **Continuous Internal Evaluation (CIE)** of students is interwoven within the annual academic calendar, semester-wise. **Tutorials and practicals** factored in as per credit requirements ensure discussion in smaller groups that enable students to think critically, analyze and communicate. Individual students are trained to write assignments effectively with precision and clarity, tabulate observations and results methodically. The **AC** in its meeting at the beginning of each semester draws up a timeline for smooth internal assessment within the teaching process. This includes suggested dates/ weeks for conducting assessments, class tests, quizzes, projects, fieldwork, report writing, presentations and assignments. Faculty have the flexibility to adjust timelines keeping students in mind. **IA marks** are moderated at the departmental level and subsequently by the **College Moderation Committee** before uploading on DU portal.

4. Each **department analyses end-semester examination results**. The analysis is **presented and discussed in AC**, which then suggests the modalities for improvement.
5. The COVID-19 pandemic required DU to change the academic calendar, which was followed by MH. CIE was conducted using **MH-acad-ME App, Microsoft Teams, and Google Classroom** in the form of **assignments, student presentations and quizzes**. The college facilitated end semester evaluation through **OBE**.
6. Besides the formal CIE process, the students are also evaluated for their research and writing skills. They undertake **internships, research projects, field trips, excursions, summer projects** for academic enrichment that transforms into **lifelong learners and innovators**. Faculty are mentors at **MH Research Centres - DSKC, IBSD, OSDD, PCGL, and CESDM**.
7. Within the UGC/ DU mandated structure, MH weaves in a calendar of its **annual activities**, some as **guided by DU** and some **exclusive to MH**. This calendar lists the various prefixed **memorial events, departmental seminars, workshops** and a variety of outreach programs. Eminent speakers including **Honorable Finance Minister Smt. Nirmala Sitharaman, Member Niti Aayog Dr VK Paul** have delivered lectures. These special lectures and panel discussions expose students to the latest developments in subjects related to the curriculum and beyond. The students are rapporteurs and discussants during these lectures as well as seminars. Their report writing skills also become part of their holistic evaluation.

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 34

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 79

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	20	16	16	16

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 18.47

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1315	867	599	685	690

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

All departments, and the courses therein, support a **holistic teaching-learning environment** and recognize the importance of climate change, environment protection and sustainability. **Ethics in education and gender sensitization** are key to creating an overarching ecosystem of good values and responsible citizens.

- 1.The college notifies faculty, non-teaching staff and students about the **Code of Professional Ethics** that **ingrains moral and ethical values** including qualities of **honesty, integrity, discipline, empathy and respect for the other**.
2. Courses on **Ethical Decision Making, Bio-ethics, Ethics in the Public Domain, Sociology of Gender, Feminism, Women’s Writings, Women Power and Politics, Human Rights, Gender and Environment, Fundamentals of Ayurveda, Environmental Management, Disaster Management, Wildlife Conservation and Management, Intellectual Property Rights** are offered within the academic curriculum. First-year students study **AECC - Environmental Science**. Departments weave in the latent understanding of simplicity and sustainability to avoid wastage in all their activities.
3. On average, every year the college offers papers: **30 concentrating on Environment, 35 focusing on Gender issues, 65 reinforcing Human Values and 40 strengthening Professional ethics**.
4. Student researchers interning on **20 projects** in the **PCGL** develop gender sensitivity and exchange ideas with peers and mentors to cope with gender discrimination and marginalisation within society. Workshops, lectures, and film screenings help students understand the layers of overlapping marginalisation and empower them to become strong, progressive women.
5. Mirandians pledge to keep the college premises and its surroundings clean. Students pursuing co-curricular activities, **NCC and NSS**, participate in **Swachh Bharat Abhiyan**, tree plantation drives, health camps, projects for marginalized communities - **Saksham, Sadbhavana, Sahyog, Aagaaz, Sakaar, Self-defence** workshops to name a few.
6. Environmental consciousness and sustainable coexistence are the ethos of MH. The Environmental

Society, **MH Vatavaran**, spreads awareness about environmental protection, **climate change, and disaster management**. The **paper recycling** plant recycles used paper to produce handmade paper recycled products that are given as mementoes to guests. The **composting** unit converts approximately 100 kilograms of biodegradable waste and shredded horticulture waste into organic compost that is used in college lawns. Through course projects, **DU Innovation Projects, Add-on courses and Workshops**, many students have carried out research involving the tensile strength of recycled paper, monitoring air and water quality, and analysing the nitrogen content of compost to name a few. Activities organized by **Enactus, WDC and Lakshita** focus on entrepreneurship, gender equality and inclusion.

7. MH has a **UBA Cell**. This necessitates the **adoption of rural spaces** that are developed holistically through education, cleanliness and skill development programmes. **Burari Ct, Majara Badarpur Burari, Dhirpur and Jagatpur in North Delhi, and Anantpura (Alwar Rajasthan)** are the villages adopted. Opportunities and potential for development and ideas for self-reliance are discussed with the villagers. A Mask-making Project started during the pandemic continues to provide employment to the women of Burari. This has diversified to the making of green bags. This also provides a sense of pride and commitment to the student participants of this outreach programme.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

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

Response: 3.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	13	13	13

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

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

Response: 33.11

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

Response: 1706

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 111.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
2062	1852	1496	1411	1460

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1727	1513	1378	1378	1378

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 94.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
1113	976	671	633	681

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

1. As a public-funded institution, MH is committed to providing quality education to its diverse student population. We seek to create an enabling environment, motivating peer-learning for the whole community. We aim at inclusive classrooms and respecting diversity. MH also encourages extracurricular participation, believing that confidence and satisfaction gained in the extra-curricular space help boost academic performance.
2. Assessing Learning Levels: A robust tutorial system and intensive lab work enables teachers to observe students' learning abilities, needs and difficulties. Internal Assessment is used to monitor students' progress through continuous evaluation. Teachers integrate assignments, projects and other innovative instruments to gauge students' course-specific achievements. The mentor-mentee programme enables active guidance and mentorship. Department Societies help foster active academic communities.
3. Additional support to students with difficulties: The pace of classroom teaching is kept student-friendly. Personalised support is also provided through the tutorial system. Within the coursework, students are helped with reading material and improvement assignments. Many labs are conducted as group activities. This fosters peer-learning. The Wi-Fi enabled campus, an excellent student-computer ratio and assistance help students bridge technical and digital gaps.
4. Several departments offer Bridge Courses for 1st year students, especially in sciences, to address academic heterogeneity at the entry level.
5. MH is committed to providing an enabling system for PwBD students. The Amba Dalmia Centre provides ICT support for visually challenged students. Reading material in accessible format, computers and devices with assistive software are provided to these students.
6. Support during the Pandemic: Teachers were quick to recognise the changed circumstances, and responded sensitively, promptly and effectively to new kinds of learning inequalities, including the digital divide among students. Reading material, recorded lectures and audio-visual repositories were created to provide the necessary support.
7. Advanced courses and UG research for high achievers: Within the framework of CBCS and CBCS-LOCF UG Programmes, options provided under GEs and DSEs allow high achievers to opt for higher level papers. Many departments offer SECs in project mode, encouraging experiential learning.
8. Students are encouraged to study beyond the prescribed curriculum. Many students supplement coursework with online resources like MIT courseware, NPTEL, MOOCs, Coursera and others.
9. For accelerated students, the College offers a variety of add-on and certificate courses, which are non-credit courses, but are extremely sought after because of the value they add to the prescribed curriculum.
10. D S Kothari Centre for Research and Innovation in Science Education (DSKC) and Policy Centre & Gender Lab (PCGL) are hubs for interdisciplinary, UG research. DSKC offers Summer Workshops every year. Several multidisciplinary projects under prestigious schemes including DBT Star College, DU Innovation and DU Star Innovation have given opportunities to students to undertake research and publish alongside faculty mentors in reputed journals.
11. The presence of multidisciplinary labs with state-of-art research facilities provides students with the

opportunity for motivational interactions with Ph.D. scholars.

12. Students are also encouraged to apply for prestigious scholarships including INSPIRE as well as Summer Internships and Exchange Programmes with leading International Universities.

13. The college gives out Merit-cum-Means scholarships and awards to motivate students to excel.

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

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

Response: 27:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

1. The college strives to make an active learning environment available to all students by enhancing the classroom experience in various ways. Fieldwork and hands-on project works are encouraged within coursework and beyond it through departmental and extracurricular activities. Individual work and collaborative group works are blended to optimize experiential as well as participative learning and generate problem-solving skills.

2. In several courses, this student-centric approach is **intrinsic to the curriculum.**

a. Experiential learning is encouraged through projects and research work that is an intrinsic part of several **Skill Enhancement Courses** as well as **General Elective Courses** offered by various departments. Examples are:

(i) Techniques of Ethnographic Filmmaking (SEC, Sociology)

(ii) Historian's Craft (SEC, History)

(iii) Fieldwork and Research Methodology; GIS and Remote Sensing (Core Courses, Geography)

(iv) *Bhasha aur Samaj* (GE, Hindi)

b. The B.El.Ed department curriculum is strongly experiential, with projects, practicum and engagement with schools comprising a very large component.

3. Departments enhance experiential and participative learning by generating opportunities for students to engage with experts in academia, research as well as industry.

a. **Seminars, conferences, workshops, webinars and guest lectures** are organized by all departmental societies to expose students to academicians, practitioners and experts in various fields.

b. **Undergraduate research** is encouraged through **guided student projects** in almost all departments.

c. **The DSKC and the Policy Centre and Gender Lab** provide the facility for undergraduate research under the guidance of MH faculty to enhance participative learning and problem-solving abilities

d. **Internships outside the college** are encouraged and facilitated, within the University regulations for attendance and continuous assessment.

4. In addition, several **Add-On and Certificate Courses** provide a variety of experiential opportunities to students. These include **Short Duration Certificate** courses such as **Computer Applications** and the courses under the **Indo-Dutch Collaborative Program**; Add-On Courses such as those on **Bioinformatics, Nanotechnology and The Rhetoric of Development Course; Foreign Language Courses** and so on.

5. Experiential and participative learning is also enhanced through a very wide array of **extra-curricular and co-curricular activities**. These activities blend domain-based knowledge and real-world experience and expose students to inter-disciplinary domains, technical skills as well as performing arts.

a. Examples of **extra-curricular societies** providing the space for experiential learning and application of knowledge to real world issues are **Enactus** and the **Entrepreneurship Cell**.

b. An example blending extracurricular skills and domain-based expertise is **Robotics Society**, where students work on various projects throughout the year and participate in various prestigious competitions. Similarly, **Raahi**, a History Department initiative, curates and organizes very popular historical walks in various parts of Delhi.

6. We are also active participants in the **Unnat Bharat Abhiyan (UBA)**, under which MH students learn about, and contribute to, efforts for sustainable development in the adopted villages. During the Covid pandemic, students worked on the **Mask Making Project in Burari** as part of an employment-generation effort for marginalized women.

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

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

Response:

1. **ICT Infrastructure:** MH continuously strives to create an eco-system that is **as close to the ICT frontier** as our resources permit. Classrooms and laboratories are equipped with **projection facilities and have Wi-Fi access**. All faculty members and students have access to a dedicated **institutional Google suite**, which is used routinely for official communication and teaching-learning. Departments and societies also use **WhatsApp groups for communication**.
2. MH website portal provides login to all teachers and students. The website is accessible to the college community on mobile phones and other devices through a **dedicated app - acad ME**. 'acad ME' domains are used **to upload and track teachers' timetables, students' attendance and internal assessment scores**. Administrative support is available to faculty through acad ME, to ensure smooth rendering of academic content.
3. The **well-equipped computer labs** in the college ensure that all students, regardless of their socio-economic conditions, have access to ICT in college. **Laptops are issued to students on request**.
4. **The Amba Dalmia Centre** provides ICT support for **visually challenged students**. During the pandemic, the College was especially supportive to the requirements of these students.
5. **The Library** is equipped with **management software Libsys** which enables users to locate books easily.
6. **ICT to facilitate teaching-learning:** Use of ICT tools has become integral in preparing lectures, sourcing and distributing reading material, collecting information, maintaining records and for communication. Chalk and talk is **supplemented by PPTs routinely** to help students visualise better. Faculty are also involved in the preparation of e-Resources for the University of Delhi, and for MOOCS.
7. **Overcoming challenges during the Pandemic:** The general familiarity with ICT, and the presence of ICT infrastructure, particularly a dynamic website and a user-friendly mobile app – the MH acad ME – allowed a smooth transition to online teaching when the situation so demanded in 2020. **acad ME was quickly upgraded in 2020** to accommodate uploading of teaching content, online quizzes and evaluation. To retain flexibility and variety in the ICT experience, faculty were encouraged to **experiment with various online teaching and networking platforms such as Google Classroom, Microsoft Teams, Skype** etc. A series of workshops to familiarize faculty with Microsoft Teams was organized in September 2020. All faculty have official Teams accounts in addition to Google accounts, to enable seamless online connectivity with the college community. Teachers and students explored **virtual labs**, online computer programming portals and designed recorded experiments for the lab courses. Using ICT tools, over 100 students successfully completed a **6-8 week Summer Workshop under the DS Kothari Centre at MH**. **Recordings of the online lectures and reading material** were made available to students to mitigate issues arising out of a digital divide.
8. Besides using ICT tools for teaching-learning, administration and evaluation, the College also used **ICT tools for providing a learning environment for holistic development**. Departmental and extracurricular Societies held numerous **online webinars; activities such as debates, quizzes, performing arts, even social events such as Farewells and Freshers' Welcomes were taken online**.

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

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

Response: 27:1

2.3.3.1 Number of mentors

Response: 194

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 75.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
152	152	147	140	139

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

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

Response: 12.95

2.4.3.1 Total experience of full-time teachers

Response: 2513

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

- Mode:** Being a constituent college of the University of Delhi, **MH adheres to the guidelines and regulations of the University** pertaining to internal assessment.
- In the pre-pandemic period, the pattern of internal assessment prescribed by the University attributed 20% of marks to quizzes, tests, assignments and projects and 5% marks to attendance. These guidelines were routinely announced to students by teachers, and also made public in the **Handbook of Information**, available on the college website. (<https://www.mirandahouse.ac.in/files/Handbook%202020-21.pdf>).
- During the pandemic**, the University revised these norms to waive the attendance requirement. Students were required to submit **one assignment online**. Accordingly, this pattern of internal assessment was adopted by MH. **Flexible formats, including online quizzes and assignments, as well as flexible deadlines helped students to overcome challenges** posed by illness of self and

family members and connectivity issues.

4. **Support:** While adhering to the University norms regarding internal assessment, MH has retained the **flexibility to allow teachers to design the pattern and schedule of internal assessment** to best suit the **domain requirements** of the course being assessed, and the **profile of the students** attending the course. Keeping in mind the requirement of the course and the needs of students, different methods like class tests, assignments, projects and class presentations are employed for continuous assessment.
5. The **acad ME** app allows teachers to create and administer quizzes online. The Google Suite is also used to generate and accept assignments.
6. **Students are provided practice questions and practice tests. Improvement tests are encouraged.** The tutorial system and contact hours help students to clear doubts and to prepare for internal assessments as well as semester-end centralised examinations. Students involved in outreach and cultural activities and NCC cadets are provided with **enabling flexible deadlines**. This allows for their holistic development without adversely affecting their academic performance.
7. **Transparency: The finally compiled internal assessment grade is shared with students**, and displayed on departmental notice boards for at least a week. Internal assessment scores are also uploaded on the **acad ME** app, and accessible to students. In addition, during the pandemic, **platforms such as Google Classroom** allowed for easy **online sharing of assessed grades**. This allows for a prompt correction of errors, should any occur. Students are able to track their attendance through the acad ME app in real time. Due concessions for extra-curricular and co-curricular activities are granted.
8. **Moderation and Monitoring:** Each **department has a Moderation Committee** that comprises the senior-most faculty member, the current teacher-in-charge and the previous teacher in charge. The committee scrutinizes the IA submitted by each faculty member before submission to the college, to ensure consistency across courses. Once the IA has been submitted to the college, it is also scrutinized by the **College IA Monitoring Committee**.
9. The IA scores uploaded on the University portal are displayed to each student. Each student physically signs a hard copy of the score-sheet carrying her IA marks, to verify that no data-entry error has occurred in the process of uploading the marks.

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

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

Response:

The College has, as per UGC regulations, a strong grievance redressal mechanism to accomplish its mission of quality teaching-learning in an enabling environment.

Structure and redressal:

The college has established three layers of grievance redressal in consonance with the mechanism laid down by DU:

1. Students can bring issues regarding evaluation and any discrepancy in IA marks to the concerned teachers. Teachers try to address evaluation related issues with fairness.
2. Each department has a **Department Moderation Committee** that comprises the Senior-most faculty member, the current Teacher-in-Charge and the previous Teacher-in-Charge. The committee scrutinizes the IA submitted by each faculty member before submission to the college, to ensure consistency across courses.
3. After IA has been submitted to the college, it is further scrutinized by the **College IA Monitoring Committee. The IA Monitoring Committee is a statutory body that deals with grievances which are unable to be handled at the departmental level.**
4. The composition of the College IA Monitoring Committee is:
 1. Vice Principal/ Bursar
 2. Staff Council Secretary
 3. Senior most teacher- Sciences
 4. Senior most teacher- Humanities and Social Sciences
5. A student may approach the **College IA Monitoring Committee** in case her grievance is not addressed appropriately at the level of the department. This Committee ensures that all grievances are resolved in a time-bound manner, and the timelines laid down by DU regarding the uploading of the IA marks are maintained.
6. While adhering to the University norms regarding IA, the College has retained the **flexibility to allow teachers to design the pattern and schedule of continuous internal evaluation** to best suit the domain requirements of the course being assessed, and the profile of the students attending the course. Individual teachers share IA scores with students routinely after each assessment. It is a practice to share answer keys and grading rubrics so that students satisfy themselves with the parameters used. A system that ensures prompt correction of errors, should any occur, exists. **Students are able to track their attendance through the acad ME app in real time and have a fair idea of their marks for attendance.** In addition, both during the pandemic and after, platforms such as **Google Classroom** allow for easy online sharing of assessed grades. These processes are designed to minimize student grievances regarding IA while ensuring rigour and exacting standards.
7. The college also has an **Academic Grievance Redressal Committee**. The Committee consists of the following members Vice Principal, Bursar, and two Senior-most Teachers. The Principal functions as an appellate.
8. This committee addresses student grievances as and when received. The cases addressed by this committee include grievances related to: **a. Internal Assessment b. Change of course c. Miscellaneous Complaints** related to any issue faced by students in their departments or Students' Society or related to infrastructure.
9. Students can also make a representation regarding their grievances to the College. They can either email their grievances to principal@mirandahouse.ac.in or submit the representation to the College Office.

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

2.6 Student Performance and Learning Outcomes

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

Response:

- MH is committed to a set of broad learning outcomes, aligned to its legacy, vision and mission which cover all aspects of student life at college. These are **dynamic and responsive to emerging areas of knowledge, the world of work and the needs of students**. The entire MH community works towards fulfilment of these objectives.
- Academic Calendar:** Miranda House adheres to the academic calendar and examination schedule announced by the University. The academic calendar is **displayed on the Miranda House website**. The **college website** is also regularly **updated on all matters**. **Contact details** on the website **enable students to access administrative support staff as and when required**.
- Course Outcomes and Learning objectives:** All courses offered at MH are as per **DU Guidelines**. Accordingly, the college adopted the **CBCS framework** from July 2015. The nomenclature of courses offered under this programme Core courses, DSC, SEC, GE, and DSE reflect expected outcomes. **Links to all University documents in this regard are available on the college website**. The **college Prospectus and website** carry details of the **course structure** and options available to students for each type of course.
- Counselling sessions** are arranged at the beginning of each semester to ensure that students make **informed choices** regarding optional papers - DSE, GE and SEC following their long-term academic and career plans.
- The generic objective of a specific course is communicated to students by faculty at the beginning of each session. These are **reiterated through discussions** and small group tutorials. Through hands-on training in all laboratory courses, the importance of arriving at an outcome in consonance with the task set is emphasised. Lab work and tutorials provide **immediate feedback** to students.
- CBCS LOCF** : Since 2019, DU has shifted to the LOCF paradigm. The LOCF contains very clearly articulated learning objectives and course outcomes.
- Curriculum revisions: MH faculty actively participate in curricular revisions at the university level**. This exercise helps teachers to visualise and articulate course outcomes and learning objectives in their respective disciplines.
- Faculty training:** Faculty are encouraged to participate in FDPs to gain further knowledge about specific course objectives and tune classroom teaching accordingly. Departments organize **in-house discussions** and **Educate the Educator Programmes** to help create and disseminate course templates with details on objectives and learning outcomes.
- Evaluation:** Continuous formative discussions and evaluation of assignments, quizzes, and project reports ensure desired outcomes. Grading is done regularly and students are given feedback and marks to enable them to improve. The IA marks awarded are based on this continuous internal evaluation. Information about end-semester DU examination date sheets and special notifications

for different courses are available on the college website. **The college website also provides links to the DU portal regarding examination forms and results.**

10. **Pandemic:** During the pandemic, teachers quickly adapted to the online mode of teaching. Across departments, revised assessment criteria and examination patterns were communicated to students. The institution responded with empathy and ensured that the MH community emerged from the crisis, stronger than before.

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

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

Response:

- MH believes in continuous upgradation and works towards attainment of the desired outcome in its teaching-learning process. It holds itself accountable to students who are its primary stakeholders.
- The **Academic Committee conducts periodic internal audits.** Through this the **programme outcomes are monitored** regularly at the college level.
- Systemic mechanisms** are in place to continuously monitor the academic progress of students and ensure that course and programme outcomes are attained. During **lectures, tutorials, practicals** as well as **mentor-mentee meetings**, teachers keep track of students' learning. **Feedback** from these is used for remedial sessions.
- Student evaluation:** The degree programmes offered at MH are evaluated through internal assessments as well as external examinations conducted by DU. Internal assessment constitutes 25% of the total marks (30% of the total marks in case of B.El.Ed programme). This is conducted through continuous evaluation. Assignments, class tests, projects given by faculty are aligned with course and programme outcomes. **The Department Moderation committees ensure standardisation in the grading process.**
- Examination results:** Every year, the college undertakes a **careful programme-wise analysis of DU Examination Results. This analysis is available on the college website.** The analysis of the final grades of students, which include performance in semester-end centralised examinations and IA, reflects Miranda's adherence to the motto 'No Student is Left Behind'.
- Student feedback:** Teachers individually take feedback from students about their classroom experience. Further, feedback is also obtained through mentor-mentee interactions. In addition, students can make their views known through their **Class Representatives and Society and Students' Union office bearers** since it is easier for some students to have their opinions conveyed to the department and college authorities through their peers.

7. **Student Satisfaction Survey:** The college conducts a Student Satisfaction Survey, which seeks to understand students' perspectives on course-related matters. The survey is available on the college website and students are encouraged to participate. It helps the college devise **strategies for continuous improvement**.

8. **During the pandemic**, special provisions were set in place to accommodate various exigencies. DU prescribed certain **modifications in internal assessment**. The Academic Committee of the college took timely and sensitive action to implement these. In addition to the traditional assignments, teachers also framed online MCQ tests, presentations and alternative work. These modifications in assignments facilitated students' **learning in the online mode** while simultaneously ensuring that learning and course outcomes were met.

9. A large number of students get **prestigious scholarships and internships**, pursue higher academics and get **good placements**. This reflects the attainment of desired and stated goals.

10. **Career and Higher Education:** Students' job positions and higher education pathways point to the extent to which programme outcomes have been achieved. MH carefully follows and analyses the career and higher education trajectories of its students.

11. The multidisciplinary nature of many of our courses, the extensive use of ICT and the essential inclusivity of our classrooms make us more than ready to transition smoothly into the **National Education Policy**.

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

2.6.3 Average pass percentage of Students during last five years

Response: 95.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
1456	1294	1290	1318	1320

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

2020-21	2019-20	2018-19	2017-18	2016-17
1475	1348	1400	1425	1379

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.32	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 4714.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
863.07	815.55	1349.58	818.85	867.47

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

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

Response: 12.89

3.1.2.1 Number of teachers recognized as research guides

Response: 25

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

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

Response: 42.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	6	7	14

3.1.3.2 Number of departments offering academic programmes

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

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

3.2 Innovation Ecosystem

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

Response:

MH has been instrumental in encouraging research activities by providing the necessary ecosystem to faculty and students. To augment innovative research, MH has established different Labs and Research Centres.

1. The **D S Kothari Centre for Research and Innovation in Science Education**, and the four **Advanced Research Laboratories**, namely the **Material Science Research Lab**, **Biosciences Research Lab**, the **Nano Science Research Facility**, and the **Plant Tissue Culture Lab**, carry on expansive scientific research. “**The Flavour of Research**” summer research programme has enthusiastic participation. The college also has a **QuarkNet Nodal Centre**, a **Robotics Lab**, and a **3-D Printing Lab**. These Centres and laboratories impart training to students towards innovation, product development and transfer of knowledge and technology.
2. The **DU Innovation Projects** and **DU Star Innovation Projects** helped in strengthening undergraduate multidisciplinary research.
3. The **Multidisciplinary Research Centre** focuses on research and innovation in different disciplines. It has been instrumental in developing technology transfer and patents.
4. The **Policy Centre and Gender Lab (PCGL)** established in 2020 provides training to students on

research methodologies and encourages them to identify social and gender-specific issues confronting society. PCGL carried out research on the impact of the pandemic on a plethora of socio-economic parameters related to women and girls.

5. The **Open Source Drug Discovery (OSDD) Centre** trains several students in the basic tools of cheminformatics and bioinformatics for drug and vaccine discovery for tuberculosis.
6. **MirandaTech: The Green Technology Park** is an eco-friendly attempt to ensure that MH is a green campus. It houses paper recycling, composting unit, solar plant, hydroponics system and soil-less plantation.
7. The **IBSD-Miranda House Centre for North-East Studies** provides a facilitating environment to different stakeholders across colleges and leads pathbreaking research on the region.
8. MH has **Elementary Education Teacher Resource Centre**, and the **Amba Dalmia Digital Resource Centre for Visually Challenged (ADDRC)**. The ADDRC has over 1000 books and magazines in Braille. Additionally, students have also formed audio files of books.
9. The **Entrepreneurship Cell (E-Cell)**, and the **Placement Cell** promote an environment for young women to hone their skills and find productive employment. The **MH Community Radio** strives to provide unique insights into innovative career opportunities in several areas.
10. **Unnat Bharat Abhiyan Cell**, MH, has partnered with five villages with the aim of identifying developmental challenges and evolving appropriate innovative sustainable solutions. **Mask Making Project in Burari village** is one such socio-economic solution. **Enactus** successfully runs wide-ranging projects like **Zaffran, Jazba, Daryaft, Ikhtiyaar, Tarang, and Dhreya** ranging from providing sustainable employment to underprivileged rural women, to hand-holding acid attack survivors, heritage tourism, to environmental “waste does not go in waste” projects.
11. To further the aim of holistic knowledge, MH has established **Centre for Environmental Studies and Disaster Management** for training, research, and engagement of students in environmental and disaster education. A **North East Regional Research and Resource Centre** has been instituted for research and development of the North East region.
12. During 2016-2021, **56 MoUs** have been signed with institutions for knowledge exchange and collaborations.

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

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

Response: 274

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

2020-21	2019-20	2018-19	2017-18	2016-17
54	56	65	54	45

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 1.4	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 35	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 25	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 1.13				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2020-21	2019-20	2018-19	2017-18	2016-17
66	34	37	45	37

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	27	34	45	18

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension initiatives and dedicated forums are integral to the institution's operation and ensure that we fulfil our social duty. The National Service Scheme (NSS), the National Cadet Corps (NCC), UBA Cell, Enactus and many other societies carry out invaluable work of extension activities and help in sensitizing students on various social and environmental issues.

1. The MH NSS volunteers work on projects, namely **Saksham** (for women empowerment), **Aagaaz** (for teaching unprivileged children at **Hakikat Park**), **Sadbhavna** (for helping elderly and orphans), **Sakaar** (for helping fellow PwBD students in our college) and **Sahyog** (for mental health awareness). **Swachhta Pakhwada** is celebrated with participation from students, faculties, and administrative staff. **Onella**, the NSS Diwali Mela, gives a platform to NGOs and local artisans to sell their products.
2. The **National Cadet Corps** at MH has a strong and dynamic NCC programme. With the motto *Ekta aur Anushasan*, MH NCC works towards creating a pool of organized, trained, and

motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.

3. **MH Vatavaran, the Environment Society**, gives voice to common environmental concerns and builds sensitivity. MH has a solid waste management project where organic compost is made from biodegradable waste, and a paper recycling plant. The societies' volunteers win many laurels and MH was given **the Plastic-Free College of the Year Award in 2018**.
4. **Enactus MH** tries to understand and find solutions to the social problems that are deep-rooted in our society. Their projects **Zaffran, Dhreya, Ikhtiyaar** and **Tarang** are for helping marginalized women for sustainable livelihood.
5. **TULA (Consumer Club)** is a unique initiative for spreading consumer rights awareness. For 15 years TULA is working incessantly to acquaint students with consumer rights by conducting workshops, seminars, competitions, and **certificate course on consumer awareness**.
6. The **Unnat Bharat Abhiyan Cell** of MH has drawn up **Village Development Plan** involving four villages in and around Delhi, namely **Burari, Jagatpur, Dhirpur and Majra-Badarpur Burari**, and one in Rajasthan, **Anantpura**. **Mask Making Project in Burari village** is a socio-economic intervention leading to gender empowerment.
7. MH believes in giving voice and wings to one and all. **Lakshita, the Enabling Society** is an active forum providing support to PwBD students through various extension activities including self-defence workshops and accessibility support. The **Equal Opportunity Cell** organises activities and programmes to bring about socio-economic equity. MH is dedicated to creating a gender-sensitive environment through the activities of **WDC** and **Queer Collective**.
8. The **North-East Society** and the **IBSD-North East Centre** help to bridge the chasm between north-eastern regions and other parts of India and to create holistic development. The **Foreign Students Association** of MH ensures a welcoming environment and smooth transition to college life.
9. MH spearheads innovative outreach campaigns/activities such as **the No Poster Party** to stop littering of flyers and posters during the DU election. The **Covid Helpdesk** initiative provided logistical support to tide over the challenges of the pandemic.

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

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

Response: 21

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	2	3	3	1

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

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

Response: 255

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	56	22	78	12

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

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

Response: 16.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
866	456	1213	466	546

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

3.5 Collaboration

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

Response: 215

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	47	44	43	37

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

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

Response: 56

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	11	8	9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

1. MH has upgraded infrastructure and innovative technology for teaching-learning.
2. **More than half of its 110 classrooms and lecture theatres are enabled with ICT projectors, whiteboards, and pull-down screens.**
3. **The new Academic Block has added 9 ICT-enabled laboratories, 6 classrooms and a mini auditorium with a seating capacity of 170 equipped with an AV system. It has placement centre rooms.**
4. MH has **common Digital Resource Centres** with a cluster of **80 computers** on LAN.
5. MH has a total of 1679 computers that include Desktops, Laptops, Netbooks and Tablets. The computer-student ratio is better than 1:3.
6. **Seven departments have independent spaces hosting large state-of-art laboratories with roof-mounted LCD projectors and pull-down screens for blended learning.**
7. Botany Department has a **Museum, Herbarium, Tissue Culture Facility**, and a dedicated **Botanical Garden and Herbal Garden.**
8. Zoology Department has 2 laboratories: **1) Morphology, Ecology and Animal Behaviour and 2) Physiology, Biochemistry, Cell and Molecular Biology.** Their **Museum** consists of a collection of **550 zoological specimens** and a collection of CDs on Global Warming, Climate Change, Ozone Depletion and Waste Management.
9. Chemistry Department has **3 laboratories and 1 Physical Chemistry Instrumentation Laboratory.**
10. Physics Department has **2 laboratories, a dark room and a computational laboratory.**
11. Computer Science Department has **two laboratories** working fully on **Linux-based open-source software**: one with more than **35 computers** on LAN, and the other with **35 laptops** connected to college Wi-Fi.
12. Geography Department has **2 Cartographic Laboratories** and one **Remote Sensing and GIS laboratory** with **20 computers** with upgraded software.
13. **DS Kothari Centre for Research and Innovation** has **3 advanced Research Laboratories: Bio-Sciences research, Nano-Science Research and Plant Tissue Culture.** These offer a comprehensive Technology Enhanced Learning Environment, integrating computer-based real-time data acquisition systems using a vast range of sensors, video clips, simulations, graphical representation, data analysis and modelling tools.
14. MH has **QuarkNet Nodal Centre, Robotics Laboratory, 3-D Printing Laboratory** and **MirandaTech:- Green Technology Park.**
15. MH has **6 Multidisciplinary Research Laboratories** for:
 - Bio and soft Materials Research
 - Opto Electronic and Surface Science
 - Materials Processing and Device Fabrication
 - Chemico-Kinetics
 - Machine Learning and Design Thinking
 - Citizen Science and Environmental Epidemiology

16. MH has applied social science and policy research centres like **IBSD, Northeast Regional Research and Resource Centre (NERRRC), Policy Centre and Gender Lab (PCGL), Centre for Environmental Studies and Disaster Management (CESDM), Unnat Bharat Cell and Elementary Education Teacher Resource Centre.**
17. **MH Library** has three levels with **6 dedicated segments: textbooks; General Books; Reference Tools; Reserves; Periodicals; and Braille Books.** It uses **LIBSYS LSEase LMS** package and **OPAC** that is accessed through **6 terminals and 3 touch Information Kiosks.**
18. The Library has **2 Digital Resource Centres:** one with **30 computers** to access e-resources with an **LCD Projector** enabled meeting hall and a **Special Resource Centre for Visually Challenged (ADDRC).**
19. MH has **2 auditoriums, 2 seminar halls** with a seating capacity of 550 and 200, **5 porta-cabins, 2 atriums** and **2 committee rooms** equipped with an **EVOTA projection system.**
20. The **Heritage Hall** and **Student Activity Centre** are multipurpose learning studios.

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

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

Response:

The **vibrant ecosystem of co-curricular, cultural, and sports activities** is at the heart of MH. The focus on **the dynamic and holistic development of students** makes the institution a **cradle of leadership.** The cultural societies and sports teams at MH have always been strong competitors and achievers. Therefore, MH ensures that it provides the best facilities.

1. MH hosts several cultural events in its **outdoor spaces** like the **open-air theatre, 2 arcades, cafeteria lawns, front lawns, sports ground, hostel lawns,** etc. The **bank foyer** is periodically used for exhibitions and help desks for events.
2. MH has **2 auditoriums:** one with a seating capacity of 450 persons, an excellent acoustic system, a control room, a high luminosity 5000 Lumen XGA projector, a wide display Screen (16' x 12'), a remote-controlled automated drop-down screen, and Internet Connectivity. The other one is a newly built **mini-auditorium** with 170 seats.
3. **The Heritage Hall and the Student Activity Center** are exquisite learning studios used extensively for organizing indoor music concerts, dance, theatre, workshops, exhibitions of photographs, paintings, art installations, prestigious public lectures, and panel discussions. They are innovatively used for **baithak style** gatherings.
4. MH has an active **Physical Education Department** that inspires the college community to work on a **fitness regime** and organizes several intra-college sports events, morning sessions on aerobics, yoga, recreational games, an annual sports festival, *erobern*, and freshers' cross-country race.
5. The college has an **air-conditioned multigym** with free weight and cardio training equipment like treadmills, cross-training gears, and bicycles. It also has **2 open gyms.**

6. MH has a large sports ground comprising a **competitive netball area** of 30.5m x 15.25m, a **badminton court** of 13.4m x 6.1m, and an **archery area** of 10m x 25m. The sports ground also hosts all athletics sports like field events and flat races.
7. **MH is the only college that has an Outdoor Bounce Back Shock Proof Surface Basketball Court** with a dimension of 26m x 14m. It has a **tennis court with a synthetic surface** with a dimension of 23.77m x 10.97m, **husky mats with 25mm thickness for taekwondo** and **martial arts** competition with an arena of 10m x 10m. MH provides facilities for chess as well.
8. The college offers a **One Month Certificate Course titled *Foundations of Yogasana*** to motivate students to pursue Yoga daily for the manifestation of physical, mental, emotional, and spiritual wellness.
9. The National Cadet Corps (NCC) of MH has 160 cadets. There is a **dedicated space for NCC with office space** to conduct meetings, rooms for changing and storing uniforms and trunks that hold miscellaneous items used for NCC activities.
10. Keeping health and hygiene as the topmost priority, the college washrooms have been renovated with **sanitary napkin vending machines** and **disabled-friendly washrooms** that are maintained by housekeeping staff.

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

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

Response: 69.77

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 60

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

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

Response: 305.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
58.36243	221.59986	1115.97299	715.66337	566.36299

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

1. The MH library is technologically modern, well-stocked, well-equipped and user-friendly.
2. It introduced automation of services with procurement of **LIBSYS LSEase LMS package Version LSEase.Rel .1.0 in 2001**.
3. The library operation became **fully automated in 2005**. At present LIBSYS, the Web-based Integrated Library Management System (WILS) is used as an ILMS platform where all the functions of the library management i.e. Acquisition, Cataloging and Circulation, and Serial management are executed.
4. The library uses a web-centric Online Public Access Catalogue (OPAC). **OPAC** access is through **6 terminals** and **3 touch information kiosks**. OPAC has made it easy to search for a complete library collection giving complete details of the bibliographic reference and its location in the library.
5. A **barcoded college Identity Card** is issued to the students at the time of admissions which is used for the dual purpose of a library membership card. The barcode helps in automatic registration, check-in and check-out of books that is done by a Barcode Scanner.
6. The library allows the issues of 4 books to undergraduate students, 5 books to Postgraduate Students and 10 books to faculty at a time.
7. The library is provided with Electronic Resources Management Package through Delhi University Library Systems (DULS) with a total of **43270 e-journals** and more than **100 databases**.
8. **INFLIBNET N-List** provides access to more than **97,000 e-books** and **6,000 e-Journals** to students and faculty.
9. MH has invested in linking with other well-established Library Resource Centres such as the **American Central Library, British Council Library, the N-List, DELNET** and other e-resources. Consequently, MH library members can avail e-resources available on other library systems.
10. **30 LAN-connected** desktops have been installed in the Digital Resource Centre (DRC) with Wi-Fi and internet facilities through LAN. These computers are used to access the various library resources that the College has subscribed to.
11. There is a widescreen LED television, placed at the reception counter of the library, which is used

to display important information, rules and regulations of the library in a loop.

12. The library office has one server (Intel(R) Core (TM) i7-8700T CPU @ 2.40GHz, 16.0 GB (15.8 GB usable) 64-bit operating system, x64-based processor, Windows 10 Home Single Language, for smooth functioning of the library.
13. The library uses plagiarism software **URKUND** for authenticating research papers and providing originality reports.
14. The **Amba Dalmia Digital Resource Centre** situated within the library is specially dedicated to visually challenged students. It uses special software - JAWS, SAFA-NAB, LEKHA, Talking Type Writer and Duxbury **Braille Translator**. It also has a **Braille Printer** and **Lex Scanner**.
15. The Library OPAC link is available on the College Website. The library database can be searched through this link from any device on the campus.
16. One of the future expansion programmes of the library is to update **the complete automation of library usage** enabling self-check-in and check-out with the help of an **Electronic Security Gate**.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 7.99

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
9.25	7.37	7.72	7.96	7.64

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 1.76

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

Response: 94

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

State-of-Art Infrastructure:

The college has taken a quantum leap in digital infrastructure to remain on the leading edge as a knowledge-based community, leveraging e-resources.

- 1.To overcome the challenges faced by the pandemic, the teaching pedagogy had to depend on IT infrastructure. This transformation was possible due to our strong Wi-Fi-enabled campus with one hundred Wi-Fi Access Points to create a networked community with the motto “**Learning Anytime Anywhere.**”
- 2.MH campus is on **National Knowledge Network (NKN)**, with high-speed Wi-Fi enabled through **73 indoor** and **8 outdoor Access Points** that enable all the devices on the campus to be connected to the Internet.
- 3.All standalone computers have a wireless card and are also connected to Wi-Fi.

4. MH has an internet connection with a bandwidth of **more than 50Mbps**. Additionally, it has taken a Wi-Fi connection from Tata-Telly Business Services through an RF link with a **bandwidth of 30Mbps**. These are managed by a Wi-Fi controller located in the Main Server Room in Digital Resource Centre1 (DRCl) managed by Sophos Firewall XG
5. Maximum speeds on servers are: Maximum Download and Upload speed (DU internet): 33.2 Mbps and 18.2 Mbps; Maximum Download and Upload speed(Airtel internet): 27.12 Mbps and 30.93 Mbps
6. To conduct online webinars, workshops, and meetings for a large number of participants, **2 online Zoom versions** were purchased: one account supporting up to hundred participants and the other supporting up to thousand participants.
7. MH has developed an Online Internal Assessment Module, where faculty upload the internal assessment marks for their respective papers. This module has an inbuilt system to calculate cumulative marks for tests/quizzes and attendance given to each student. The internal assessment data can be directly uploaded from the module to the DU portal.

Several new initiatives have been taken to enable a transparent and interactive teaching-learning environment.

1. A Software Module has been developed for online uploading of course-wise and paper-wise study Material for Students at the MH Portal.
2. This is further integrated with the **acad ME mobile app** of the college which students can access on their smartphones. Students can login into their acad ME logins after completing the self-registration process with the student login using their college Roll No.
3. The App has the capability of uploading study materials, notes, quizzes, and video links by teachers from their respective faculty login at the college website. The study materials and quiz scores can be accessed by students through the registered logins of the App.

The New Upgradation Activities include:

1. Three years warranty of Wi-Fi Controller Ruckus Zone Director is procured for smooth functioning of the wireless network in both old and new Academic Block.
2. APC 10 KVA Online UPS With 65AH Batteries were installed in the new Academic Block Computer Labs.
3. APC 2 KVA is installed for R. F. Link Tower
4. Sophos Firewall XG has been installed for managing the bandwidth of the TATA internet service.
5. People Link PTz Camera and conference Microphone and Speaker are used for online meetings through any software platform like Zoom, MS-teams, and Cisco Webex.

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

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

Response: 29.45

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 8.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.92	6.68	8.41	39.31	21.44

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

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

Response:

MH has established procedures for maintenance and upgradation of **physical, academic and support**

facilities taking into consideration the growing need of accommodating an **increasing number of students** and **faculty** members over the years.

Physical Infrastructure

1. Systematic efforts have been made to identify **the requirements, allocation of funds, and prompt execution of work** following the standard operating procedure.
2. The main responsibility of maintaining the physical infrastructure lies with the **Building Committee** comprising the Principal, Bursar, Section Officer Administration, and Convenor: GB nominated member.
3. Decisions regarding construction and repair (major and minor) are passed through the **Building Committee** which decides on the **budget, feasibility, and anticipated challenges**. The procedure also involves **consultation with stakeholders** to create a comprehensive report for the same. These recommendations are finally approved by the Governing Body of the college following all codal formalities.
4. E-tenders are invited through the college website for all major and minor repair works.
5. Special care is required since **MH is a heritage architecture**. The repair materials are carefully chosen keeping in mind the original look of the building. The college consults authorized architects and experts wherever required.
6. A **Complaints Register** is maintained by a **full-time caretaker** in the administration. The maintenance of this register enables delegation of work to the respective persons who are in charge and provides clarity regarding the time spent in responding to the complaint. This **enhances accountability** and ensures that the work is completed in a **timely manner**. The complaint is closed after the successful completion of the required job.
7. The college has dedicated staff including the **caretaker, electrician, plumber, site engineer, and support staff** who work round the clock to carry out instant repairs. Proper functioning of borewells, regular cleaning of storm water and sewage drains, underground as well as overhead tanks come within the purview of their responsibilities.
8. The entire college premises is regularly cleaned and sanitized. Hygiene protocols are diligently followed. Sanitation, security services and housekeeping services are outsourced to external agencies.
9. MH also has **Annual Maintenance Contracts** for certain facilities and equipment such as the maintenance of air-conditioners and the Industrial RO system. These contracts are reviewed and renewed based on the feedback.

Academic and support facilities

1. The college ensures constant maintenance and upgradation of its strong IT infrastructure to keep up with **fast-evolving technology and demand**.
2. A dedicated team of IT staff is supervised by a **Senior Technical Assistant**. Maintenance protocols include **regular check-ups of IT equipment and systems, upkeep of computers, and synchronization of network infrastructure** spanning labs, classrooms, auditoriums, a library, and offices.
3. The in-house IT staff conducts **regular orientation for faculties and students**. As a team, it is readily available for assistance in everyday operations.
4. The campus is **CCTV enabled** and footage is recorded for discipline and security purposes. The IT staff is responsible for the installation and maintenance of the CCTV network as per evolving physical infrastructure.

5. The **Timetable Committee** ensures that classrooms, labs, and seminar halls are utilized in an efficient manner. Seminar halls and Auditoriums can be booked in advance. Rules and regulations for the usage of equipment in seminar halls and labs are properly displayed to the stakeholders.
6. The college library is constantly updated. A **Library Committee** is in place comprising the Principal as the Chairperson, the bursar as the ex- officio member, the Librarian as the Convener, the Member Secretary, and the Teachers-in-Charge representing their respective departments. The Library Committee meets at least twice a year to discuss various issues related to the efficient functioning of the library, including maintenance and upgradation of facilities like the binding of books, purchase of new equipment, shredding of books etc.
7. Reading resources are maintained and upgraded on the recommendations of the teachers. Accordingly, **the subscriptions** of magazines, newspapers, general reference materials, and vast e-resources are renewed and upgraded.
8. To ensure efficient utilization of library resources, rules and regulations are well laid out and displayed at various places to the stakeholders.
9. MH also has a very **well-maintained sports complex with facilities for both indoor and outdoor sports**. A **Sports Committee** comprising a total of 06 faculty members (2 faculty members from the Department of Physical Education and Sports Sciences and 04 faculty members from other departments of the college) hold regular meetings as per department requirements (training sessions, facilities maintenance, departmental activities etc.). Procurement of equipment and maintenance of stock is carried out by the faculty members of the department as per the SOP of the college.
10. The sports ground, basketball court, tennis court, indoor gym and open gym are cleaned every day. The repair and maintenance are done from time to time as required. The department/ sports room and storeroom cum locker room are maintained by the faculty members and ground workers.
11. The **Cafeteria Committee** consisting of faculties regularly checks the quality and hygiene standard of food served at the college canteens. For renewal of contracts, E-tenders are invited through the College website.
12. The **Garden Committee** supervises the maintenance and utilization of gardens and sprawling lawns of the college with the help of dedicated in-house as well as outsourced staff.
13. The labs are maintained with the **Lab Development Fund** which is a part of the annual fees paid by the students enrolled in departments that offer compulsory practical courses.
14. The department with the Teacher-in-Charge as the chair conducts regular meetings to decide on the expenditure for the maintenance of labs and procurement of its equipment.
15. All the items required for the lab work (apparatus, instruments, teaching aids) are procured from approved vendors. The **Purchase Committees**, with the **Teachers-in-Charge, Bursar, SO Accounts, SO Administration, and Stores-in-Charges** as members, are responsible for the upgradation and renewal of these contracts. The tenders are invited from suppliers through e-tenders that are advertised on the College website and GeM following GFR.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
486	472	437	387	366

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 2.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	120	111	115	108

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

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

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

Response: A. All of the above

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

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

Response: 17.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
1056	735	200	321	1600

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 5.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
134	98	86	35	15

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 61.15

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

Response: 902

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

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

Response: 20.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	54	23	22	16

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

2020-21	2019-20	2018-19	2017-18	2016-17
221	194	159	134	90

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 18

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

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

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

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

Response:

- 1.MH is committed to instilling leadership skills in students by following the vision of “**Swadhyaya Pramadityam**” – self-learning and introspection. The democratic spirit of MH is demonstrated by the principle that ‘each voice matters for us.’ This is done through the involvement of students in all activities of the college, and through the establishment of a proactive **MH Students' Union** (MHSU) which ensures administrative, co-curricular and extracurricular activities are conducted for the benefit of all.
- 2.MH has its constitution as per DU guidelines. MHSU is an annually elected body consisting of the following office bearers: **1. President, 2. Vice-President, 3. Secretary, 4. Joint Secretary, 5. Treasurer**. Faculty advisors of MHSU ensure that the elections of the office bearers are free and fair. MHSU has its own dedicated office on the college premises.
- 3.MHSU organizes various college activities- counselling during admissions, festivals, graduation dinner, and educational tours, to name a few.
- 4.Societies and clubs for extra-curricular activities have their office bearers. They conduct seminars,

conferences, and workshops to create awareness and empower students.

5. NSS, NCC and Sports conduct co-curricular activities with active student participation ably led by democratically elected student representatives.
6. For **inclusivity and broadening** horizons students are encouraged to form clubs based on their shared interests. After three successful years, these associations can be formally converted into societies with the approval of the Staff Council.
7. **Each department has an elected Students' Union** that includes the President, Vice President, Joint Secretary, and Treasurer. Each class has a set number of **Class Representatives (CR)** who are democratically elected and responsible for conducting GBM, organizing various academic and co-curricular activities, and encouraging students to actively participate.
8. During the pandemic, the MHSU took initiatives to increase digital inclusivity. They set up a **Covid help-desk** to help communities in getting medical care.
9. The student-led **Placement Cell** acts as an interface between academia and industry to provide employment to MH students. It also organizes **career counselling sessions, and career fairs (Job Mela)**, and **extends internship opportunities** to gain experiential learning.
10. The student-centric leadership component of the college is visible from the constitution of the **IQAC** consisting of two student representatives to contribute their ideas for promoting academic excellence. The **ICC** has three student representatives elected through a transparent and democratic procedure.
11. To facilitate the academic culture to *ideate, incubate, and innovate* MH has student-driven platforms in its various research centres.
12. MH Hostel is a residence for 360 students. The **MH Hostel-Union** is an elected body of residents that organizes educational, social, and cultural activities. The residents provide strong support for the administration and management of the hostel.
13. The role of student representatives is commendable in supporting various departments in conducting intra- and inter-college activities and programmes.

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

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

Response: 38.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	55	39	35	29

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

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

1. An active alumnae association contributes significantly toward the preservation of the vision and rich heritage of the college. It supports the overall growth of MH by encouraging it to incorporate changes and respond positively to the needs of a changing world.
2. The **Miranda House Alumnae Association (MHAA)**, a registered body since 2003, has its office in the college.
3. The MHAA is an autonomous body governed by a duly elected Executive Committee, comprising 11 members. It is constituted annually in conformity with the association's by-laws. Ex-officio members include the Principal, Vice-Principal, President, and Secretary of the MHSU.
4. MHAA can co-opt members as well as designate one or more patrons. The executives are chosen to represent all alumnae generations. All previous college students are eligible to join. Former and present teachers who have never attended the institution as students are eligible to join as Associate Members without voting rights. Some members of the MHAA are representatives of various decision-making bodies of the college.
5. The college has a proud list of distinguished alumnae, including **Padma Awardees** belonging to numerous professions. They have contributed vigorously and earned laurels for themselves and the institution. The prominent alumnae include **Sheila Dikshit, Mithu Alur, Anita Desai, Anjolie Ela Menon, Mira Nair, Shovana Narayan, Charu Sila Mathur, Bina Agarwal, Arti Mehra and Rajni Abbi** among many others. With this legacy of exceptional alumnae, MH has been able to foster visions of gender equity in society and inculcate leadership values and skills in women.
6. The MHAA is involved in many programmes for the College, sponsoring various **Alumni Fellowships/Scholarships**, such as the **Angeli Qwatra Award and Pushpa Goyal Memorial Award**. It also provides support for current students through career counselling, guidance, and mentoring.
7. The alumnae's involvement in raising donations for facilitating auditorium renovation is laudable and about 148 alumnae contribute INR 10,000 each under the initiative '**Give for Miranda**'. Along with this the faculty contributes towards scholarships, endowments, and fellowships and provide support to students on regular basis.

8. The association is further committed to creating awareness campaigns among students by organizing seminars. **Stage performances by noted alumnae have been organised by the MHAA.** It has also organized a special screening of the movie 'Padman' to create awareness of menstrual hygiene.
9. The Governing Body of MH has alumnae representatives to strengthen the **decision-making process.**
10. **Departments organize alumnae meets and events** which are an invaluable source of information and motivation for the current students. Many alumnae have joined the college as teachers and MH Principals, thereby cementing and furthering the vision of Miranda House.
11. The MHAA is an exemplar of the **continuum of rich values and a vibrant legacy** dedicated to infusing progressive, secular, and liberal outlooks among the stakeholders by strengthening emotional and professional bonds.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

1. The vision and mission of the institution are encapsulated in the **Upanishadic maxim** of the college logo *Swadhyayann Pramaditavyam* which signifies **introspection and self-learning**. Miranda house stands for creating **citizens committed to nation-building and upholding the values of the constitution**. Keeping with the spirit of our Indian constitution the college ensures and practises the **philosophy and ideals enshrined in our constitution**.
2. In the last seven decades of its existence, MH has evolved as **an institution of exemplary standards**, continuing to provide its students with an environment of high academic achievement and a variety of rich cultural activities. MH has been recognized as **Rank-1 College in Colleges Category** in the country by the **National Institutional Ranking Framework (NIRF)** from the **Ministry of Education, Government of India**, consistently for 6 years from 2017 to 2022. The spirit of **nationalism, citizenship values and women's empowerment** resonated in academic, curricular, co-curricular and extension activities.
3. Pioneers of MH were charged with a **spirit of adventure, steeped in idealism, and committed to women empowerment and the task of ensuring holistic development**. MH nurtures highly aspirational and **intellectually empowered women who take up leadership roles** in varied fields of social, political, and economic lives.
4. MH combines its rich heritage and legacy with a dynamism aligned with the changing face of education in the context of the nation's goals and towards the flourishing of the **National Education Policy (NEP 2020)**. The college is able to achieve its excellence under the wisdom and guidance of the **visionary leadership of the illustrious Governing Body Members**. The Governing Body includes Executive Council members from the University of Delhi who are eminent Professors, the Principal as the Member Secretary including two teacher representatives and one non-teaching representative. The Principal, the faculty and administrative staff form the **collective decision-making body** which works for the implementation of the vision and mission of the college in a **student-centric and transparent** manner.
5. The **Staff Council** is empowered to make decisions on the multiple aspects of teaching-learning activities. The faculty, staff members and students constitute members of the various societies, co-curricular and extracurricular activities of the college and contribute to the **syncretic process of leading together**.
6. The **IQAC** of the college consists of the Principal-in-chair, Coordinator, teacher members, non-teaching members, student members and illustrious external members and alumnae. It is the overarching body which ensures quality in teaching-learning and other activities.
7. The **Academic Committee (AC)** and its sub-committees like the workload committee ensure the facilitation of teaching-learning and timely delivery of the curriculum. AC is a representative body which includes the Principal-in-chair, the Teachers-in-Charge of all departments and invited members from other committees. During the COVID-19 Pandemic lockdown, regular meetings of AC ensured seamless transition of teaching-learning from offline to online mode. Handholding of all stakeholders – faculty, non-teaching and students, was ensured during the challenging times.
8. Non-teaching staff are also part of strategising and formulating action plans and championing

organisational challenges. **Participatory models of working** and **team initiatives** optimize organizational effectiveness including views of every stakeholder.

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

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

Response:

1. **Decentralisation and participative management** are quintessential to the functioning of any democratic institution. Miranda House exhibits **collective and efficient leadership through delegation of responsibilities** among the faculty and administrative staff by constituting different committees and ensuring the participation of stakeholders through active consultation and feedback.
2. Our decentralization and participative management are **best reflected in the process of students' admission**. Each year, the admission process begins with the meeting of the **Academic Committee**, headed by the senior-most teacher-in-charge of the college, to discuss the lessons learnt from the previous admission cycle and calibrate the admission process with the changes introduced by the University of Delhi. The Academic Committee, thus, sets the strategies to ensure that forthcoming admission process is smoothly conducted.
3. Subsequently, an **Extended Admission Committee** is constituted by the **Staff Council** incorporating **two faculty members from each department**. The college extensively offers a gamut of subject combinations under BA programme. A **B.A. Programme Admission Committee** is formed as a subset of the Extended Admission Committee which comprises members from all the participating departments.
4. **Non-teaching staff is assigned to each department for providing necessary technical support** in various activities, such as certificate verification, record keeping and help in the process of fee payment. They also guide students and faculty members on various admission related issues, whenever necessary.
5. As the undergraduate admission process is completed on the centralised web portal of the University of Delhi, some applicants need **guidance and digital resources to complete their applications on the online system**. For this, the college has established a **Digital Resource Centre (DRC)** equipped with **internet-enabled computers and technical resource persons** to assist the applicants.
6. After receiving applications, the college starts publishing cut-offs (minimum percentage of marks required) for admission in various courses decided by the concerned departments. The cut offs are finalised in the meeting of the Extended Admission Committee after being scrutinised **by the associated teaching and non-teaching staff, IT department, Admission Committee and finally by the Principal**, before publishing it on the University of Delhi's website.
7. Senior student representatives and presidents of the student union, various college societies, **NSS and NCC are roped in during the admission process to provide necessary**

assistance to the applicants. The NSS and the convenors of the Enabling Society are available to provide support to the PwBD students.

8. A **Public Relations Desk (PR Desk)** consisting of faculty members from various departments is created to counsel and **guide admission seekers**. A detailed advertisement is published online and the steps are clearly explained.

9. A college level **Grievance Committee** as per the University of Delhi guideline is formed to look into admission related grievances. A **Nodal Officer** is appointed from amongst the senior faculty members, to resolve any such grievances. The Principal is also accessible and available throughout the admission process.

During the pandemic, all these processes were completed in the online mode, including counselling and guidance to applicants through the availability of the PR Desk on the online platform.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

In alignment with its vision and mission, the college steers towards its perspective plan by working on the following focal points and institutional strategies:

- a. Enhancing Teaching-Learning and Resources
- b. Energising Research and Professional Practices
- c. Emphasising on Graduate Outcomes
- d. Enabling Outreach and Inclusivity

These focal points are based on the **parameters of NIRF**, the Ministry of Education, Government of India. Perspective plan and concomitant strategies are decided through consultative meetings followed by periodic evaluation and review by a dedicated committee. SWOC analysis is conducted by the Principal, IQAC Coordinator, NIRF Coordinator and team. This provides clarity about opportunities and challenges and gives direction for incremental changes. The objectives, strategies, activities and intended outcomes are intricately laid down in the context of each focal point. While the equal emphasis is given to each focal point, the effective deployment of the perspective plan can be best exemplified in Focal Point-2 Energising Research and Professional Practices.

1. Objectives for Focal Point-2 include:

- (i) creating an enabling research environment.
- (ii) inculcating love for research in undergraduate students and faculty.
- (iii) motivating undergraduate students to pursue careers in research,
- (iv) strengthening research and instrumentation facilities as well as the capacity of faculty and students.
- (v) inspiring faculty members and students for embarking on individual and collaborative research.

2. Intended outcomes include:

- (i) establishment/strengthening of Multi-Disciplinary Research Centres and labs facilitating research projects and studies.
- (ii) incremental increase in instrumentation facilities.
- (iii) enhancement of research aptitude of faculty and students.
- (iv) research projects with policy and societal implications.
- (v) students pursuing research as career goals, research publications, patents and other research products.

3. Some of the activities highlighting research output include:

- (i) MH organizes capacity building in research under the aegis of DSKC with workshops/ programmes such as the Summer Internship Programme called “*Flavor of Research: Investigative projects in Multidisciplinary contexts*”.
- (ii) Departments and Placement Cell facilitate several **internship** programmes and career counselling sessions
- (iii) PCGL organises sessions on *Research Methodology* and encourages them to identify gender specific issues. A **seminar was organized** on “*Collaborative Research to meet Global Challenges*” in 2020. **One week online Interdisciplinary Faculty Development Programme** on *Applications of Mathematics in Business and Social Sciences* was organized by the Department of Mathematics & IQAC, Miranda House, and Hansraj College, University of Delhi.
- (iv) **Add-on Certificate Courses** on *operations research, data science and analytics, medical biotechnology, nano-chemistry* etc. are also offered.

These efforts culminate into crucial research output/outcomes such as research projects; supervision of PhD students under MH faculty, strengthening of the existing centres, creation of new labs and increase in instrumentation. These research engagements have helped us achieve **450 research publications in Scopus-indexed journals. The college has H index of 36, 6714 Citations, 01 Patent being granted and 7 published.** The continued success of MH is evident from its sustained excellence in all the NIRF

parameters. This has led to the college being recognized as **Rank-1** College in **Colleges Category** in the country by the **NIRF, Ministry of Education, Government of India**, consistently for 6 years from 2017 to 2022 with **research and professional practice** being its main strength.

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

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

Response:

MH is a constituent college of the **University of Delhi** which is maintained by the **University Grant Commission** and is under the aegis of the **Ministry of Education, Govt. of India**.

1. The institution has an **effective and efficient management system, with clearly defined policies and transparent mechanisms** in place. The administrative setup is planned in a way that the **Governing Body, IQAC, Staff Council and the Student Council work synchronously** towards the maintenance of an effective system. The well-structured organisational and administrative structure of the college follows norms prescribed by the parent university and the funding agency.
2. **The Governing Body** ensures smooth functioning of the college administration. It has experts from different fields as its members and runs under the statutes and ordinances of the University of Delhi. It is responsible for taking crucial decisions in terms of appointments, service rules, recruitment policies and promotional policies as per the directives of the University of Delhi.
3. The **Principal** leads the academic as well as administrative activities and steers the flow of work ensuring the completion of all that is planned each year. This includes the smooth functioning of the administrative section, facilitating a flexible and enriched mode of teaching-learning and encouraging several curricular, co-curricular and extra-curricular activities in college.
4. The **Vice-Principal and the Bursar** are appointed on rotation by seniority for a period of two years to assist the Principal. **The Administrative Staff** includes the college **Administrative Officer, Section Officer Administration, Section Officer Accounts**, and their team of support staff.
5. The **Internal Quality Assurance Committee with the Principal-in-chair and the IQAC Coordinator** streamlines, enhances, and gives direction to quality academic initiatives. It also inculcates good practices through external and internal academic audits.
6. The **Staff Council** with its committees is at the helm of the academic affairs of the college with the Principal-in-chair. Staff Council meetings are held regularly for the effective planning and implementation of programmes like teaching-learning, academic administration, curricular and extracurricular activities. It lays down the policy that is implemented through the **Academic Committee** consisting of the **Teachers-in-Charge** of all departments. The **Internal Complaints**

Committee (ICC) with its mandated members address the complaints against sexual harassment.

7. There are 18 departments representing sciences, social sciences, and humanities. Each department is led by a **Teacher-in-Charge** who interfaces between the college administration and stakeholders of the department. Each department has an elected student representative body including the president, vice-president, treasurer and class representatives from each year. Students in consultation with their faculty members and with approval from the Principal, organize academic and cultural activities.
8. The duly elected **Student Union** includes a student president and her team representing the student community and adds immensely to the extracurricular and co-curricular activities of the college. The **Extended Student Union** consists of the elected presidents of 29 curricular and co-curricular societies. The student union and each society periodically conduct General Body Meetings.

MH has a well-equipped **Library** headed by the Librarian and supported by an efficient staff-Professional Assistant, SPA, Library Assistant and Attendants.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

1. Being a University of Delhi constituent college, the **Central Government welfare rules and regulations** are extended to the teaching and non-teaching staff of the college. These include:

I. Leave rules allow the staff to avail casual leave, special casual leave, earned leave, medical leave, half pay leave, commuted leave, extraordinary leave, child care leave, maternity leave, paternity leave, adoption leave, study leave, sabbatical leave, duty leave and others. The college has extended the **maternity leave benefits to the contractual staff** as well.

II. Leave Travel Concession (LTC) and **Home Leave Travel Concession (HLTC)** are available to all teaching and non-teaching staff.

III. House Rent Allowance (HRA) and **Transport Allowance (TA)** wherever applicable are made available to the employees.

IV. Retirement benefits like GPF/CPF, Gratuity, NPS, pension and encashment of earned leaves, as well as **Loan benefits**, are available to employees.

V. Free/subsidised health care is available in the WUS Health Centre, Government hospitals and **empanelled private hospitals**.

VI. In-house medical unit is well equipped with medical instruments and the availability of a doctor and nurse. It includes a Sickbay, with 2 medical beds and an attendant bed.

VII. Departmental libraries have been established in each department. Central Library has a wide range of books/journals and **a dedicated air-conditioned teachers' reading hall**.

VIII. The college provides **an air-conditioned common Staff Lounge and dedicated Staff Room** to each department with access to pantries and RO water.

IX. There is proper **ICT support for faculty, staff, and students**. The campus is WiFi enabled and in addition to the computer labs, **all faculty members have been provided with laptops/netbooks**.

X. Disability-friendly infrastructure includes special washrooms, dedicated ICT coding of classrooms, and in-house **ADDRC Facility** (Ramps, QR codes, escalator, disabled-friendly parking, braille notice boards).

XI. During the Pandemic COVID-19, an automated sanitiser dispenser and thermal screening have been installed.

XII. MH is the winner of **the Vice Chancellor's cup** as well as several other awards for **best presentation in DU Flower Show**, consecutively for the last five years. The beautiful green environment provides a pleasing ambience for faculty, non-teaching staff, and students.

2. Sports and recreation facilities include a **bounce back shock-proof surface Basketball court, synthetic Tennis court, Martial Arts arena, air-conditioned multi-gym, and two open gyms** alongside the sports ground.

3. Residential facilities include a dedicated **Principal's bungalow**, a complex of **20 teachers' flats and 30**

quarters for **non-teaching staff** available.

4. The hostel provides **furnished accommodations for the Hostel Warden and the Resident Tutor. Guest Suites** can be reserved for visiting faculty and resource persons.

Other welfare measures include:

- **Counselling and support centre** managed by a Counsellor and network of certified Counsellors;
- **Teachers' Welfare Committee** and **Resident's Welfare Committee**;
- **Round-the-clock availability** of site engineer, plumber, and other professional support;
- College Cafeteria, kiosks, and coffee counters for refreshments;
- **Sustainable Values:** Recycling and composting unit provide recycled paper bags and compost for personal use;
- **Parking space** for vehicles of teaching/non-teaching staff;
- 24/7 campus security, **Bank facility, and Safe drinking water.**

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

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

Response: 6.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	20	14	13	13

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	1	1	1

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 26.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	45	45	27	29

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

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

Response:

MH decrees periodic **preparation of individual formal reports on personal, scholastic, and extramural achievements** by its employees to appraise performance.

1. **Teachers-in-Charge (TIC)** of Departments and Conveners of various societies and task groups submit an **Annual Report (AR) of their activities**. The **faculty regularly update their profile and curriculum vitae** on the college website. Teachers are encouraged to report their achievements, research undertakings, publications, administrative duties, evaluation responsibilities and student-centred activities.
2. The **repository of information** collected by the college also helps the college assess teachers' commitment, engagement and progression in the institution both academically and in administrative exercises.
3. The institution has **developed an Online Self Appraisal Proforma (SAP)** based on the **University guidelines**. SAP is self-evaluated on the existing rubric to assign API scores along different dimensions. IQAC members scrutinise the proforma.
4. The peer review and feedback of students enable a **360-degree performance appraisal** of the faculty. The Teachers-in-Charge of all departments are tasked with circulating and retrieving **feedback questionnaires** from the students to ascertain teacher's pedagogical strengths, communication skills and ability to create a stimulating class environment. This **feedback is duly evaluated by the IQAC** who in turn, recommend constructive measures to improve the performance of the teachers.
5. All teaching faculty members who fill out their **Annual Performance Appraisal Report (APAR)** are reviewed and assessed by a duly constituted screening/selection committee at the time of career advancement. Teaching faculty are promoted based on a minimum specific grade in the Annual Performance appraisal report.

Non-Teaching Staff

1. The **performance appraisal** of the non-teaching staff is carried out **as per UGC/DU norms**. This entails an annual performance appraisal submitted to the Reporting Officer who assesses work output, personal attributes and functional competency based on which **career progression schemes including promotion by Departmental Promotion Committee** is decided.
2. Non-teaching staff performance is reviewed annually. The Reviewing Officer provides evaluation taking into consideration the assessment of the Reporting Officer as well as independent feedback. The **promotion** in certain non-teaching staff positions is also **subject to the completion of their training programmes**. This ensures that the non-teaching staff progressively enhance their skills and maintain a high quality of work.
3. For the laboratory staff appraisal, the Teacher-in-charge of the respective department is the **reporting authority**. The performance appraisal is then **reviewed by the Administrative Officer** followed by **an appraisal of the Principal**.
4. **A periodic review of the performance of both teaching and non-teaching staff** is also carried out by the **IQAC** which updates the employees on their assessment. This creates a robust feedback loop in the institution.
5. As an institution, MH nurtures and **aids the development of all** of its employees, be it **permanent, temporary, ad-hoc or contractual employees**.

MH incentivizes the teaching and non-teaching staff by giving them awards/certificates at MH Founder's Day Celebration for recognizing their contribution to the institution.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

MH aims to carry out systematic and strategic use of financial resources to attain its maximum efficiency and efficacy with accountability and transparency.

1. The college conducts **internal and external financial audits** on a regular basis. The college follows **all the financial rules, regulations and guidelines under the GFR rules of the Govt. of India** for the functioning of audits. Annual Accounts and Budget Estimates are prepared for every financial year according to the **guidelines of the University of Delhi**.
2. To ensure **transparency in matters of transactions**, all the payments are made through the **Public Finance Management System (PFMS)**. To enhance transparency in the realm of **purchases** made by the institution, all major purchases are done through **Government e- marketing (GeM)** and quotations for prices are diligently corroborated before purchase.
3. In carrying out academic, curricular, co-curricular and extracurricular engagements through grants received from governmental agencies and the university, **the funds expended are authorized through certificates attested and audited by the institutional Chartered Accountant**.
4. The financial statements and books of accounts of the college are maintained with the **highest professional accounting standards** that are subjected to independent third party audits, for an objective and independent audit opinion to see whether the statements have been presented fairly and follow accounting standards.
5. Being a constituent college of the University of Delhi, **the internal audit is conducted by the University of Delhi that examines the financial management protocols and maintenance of prescribed books** of accounts providing advisories for improvement in the system. The internal audits recommend any needed improvements in the execution of the work and responsibilities such as: **(1) control and governance of process and management (financial and administrative) (2) Proper physical verification of assets (movable and fixed)**.
6. **Mandatory external audit of the financial statements and accounts** is conducted by the Auditors from the office of **the Comptroller and Auditor General of India (CAG)**. They provide a true and fair reflection of the activities of the college as per prescribed accounting standards. The bills, vouchers and revenue expenditure are examined, and bookkeeping including stock and purchase register are checked. Utilization certificates for grants received from various sources are also audited. Audit objections, if any, are responded to, with appropriate explanations and reports. Procedural improvements suggested are diligently followed after getting them **approved by the Governing Body**. Appropriate replies including Action Taken Report (ATR) are furnished to the respective auditors.
7. In a bid to maintain and **consistently improve the financial processes, audit related documents are preserved in an Accountant General of Central Revenue (AGCR) repository** for future

reference. The Principal, Bursar and Section Officer, Accounts maintain transparency, efficiency and accountability in all monetary transactions.

8. The institution believes in providing adequate financial resources to create a **conducive environment for innovation based on sound principles of efficient budgeting, capping and moderation**. Non-essential expenditures are strongly discouraged and the institution consistently strives to improve itself in financial management.

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

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

Response: 180.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.85930	29.00000	30.13973	53.29532	39.52636

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

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

Response:

Miranda House is a constituent college of the University of Delhi. It receives grants in the form of 100% grant-in-aid from the Government of India through University Grant Commission.

1. **The Annual Maintenance Grant includes salary, retirement benefits and non-salary components.** The college prepares a budget estimate according to its estimated expenditure which is presented to the Governing Body (GB) for approval and duly submitted to the sanctioning

authority. Authorization of the Principal and the Bursar is sought for all financial transactions. The funds are judiciously used for improvement in teaching-learning, academic enrichment and infrastructural support. The members of the Building Committee, Purchase Committee and Accounts Office assist in the process of planning, preparation, allocation and utilisation of funds.

2. The larger principle of **fiscal discipline and optimum utilisation of funds** is ensured by strict monitoring and financial transaction through **Public Finance Management System (PFMS)**. Funds are disbursed only after scrutiny of estimated budgets and comprehensive proposals. **Planned and non-planned budgets are created and expenditures are capped.** Funds are used for specific and designated purposes only.
3. In terms of **redistribution, funds are equally yet proportionally divided amongst the departments, commensurate to the composition of students and requirements of the department.** The college mobilises funds for its assigned activities, tasks, and development that are judiciously utilised.
4. Optimum utilisation of funds is ensured through allocation for **effective teaching-learning practises** that include Orientation Programmes, Workshops, Interdisciplinary activities, training programmes, and Faculty Development Programmes that ensure quality education.
5. The budget is utilised to meet day-to-day operational expenses, maintenance of infrastructure and fixed assets. **Expansion, repair or construction of new facilities in the institution is only undertaken after submission and approval by the University Grants Commission (UGC) and the University of Delhi.** Enhancement of library facilities is done in consonance with requisite funds every year.
6. Funds are also allocated for social service activities as part of social responsibilities through NSS and NCC. The institution also acts as a responsible host for other satellite and open learning programmes such as **the Non-Collegiate Women's Education Board (NCWEB) through efficient utilization of funds received from the University of Delhi.**
7. **To promote inclusivity, equity and accessibility, the institution maintains its annual fee structure to the minimum for the benefit of all students.** The fee collected is utilized for student-centric development activities and facilities such as: library services, sports facilities, laboratories and IT infrastructure, workshops/seminars, guest lectures, educational field trips, national and international conferences.
8. The funds collected are through a Treasury Single Account (TSA) thereby ensuring transparency and accountability. **The utilization of funds received is scrutinized through annual financial audits.**
9. MH receives various **merit-cum-need based scholarships**, sponsorships, donations and project grants from Government/NGOs/Alumnae and Faculty. This is disbursed and utilised for mandated purposes and duly audited.
10. MH hostel is partially maintained by the UGC fund and fees received from the hostel residents.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC plays a central role in the maintenance of working standards and quality in the academic and administrative units. The two practices institutionalized by the IQAC to ensure and enhance the qualitative indicators are:

I. Bolstering Multidisciplinary Research:

1. The concerted efforts of the IQAC and NIRF Coordinating team have resulted in varied research activities including strengthening and establishment of interdisciplinary/multidisciplinary research centres.
2. The **Multidisciplinary Research Centres** at MH focus on innovative research and **synergistic** linkages between teachers and students to engage in **interdisciplinary/ Multidisciplinary research projects**. D. S. Kothari Centre for Research and Innovation in Science Education (DSKC) conducts Summer Workshop for Students titled, '**Flavour of Research: Investigative Projects in Multidisciplinary Contexts**'. Multidisciplinary Research Centres have strengthened the **linkages between sciences and social sciences**.
3. **PCGL** is engaged with research projects leading to undergraduate students being initiated into a culture of action research that can lead to policy intervention.
4. **CESDM** is involved in training and capacity building in the field of **disaster studies** and **risk assessment**. **IBSD MH** encourages research on sustainable development with a focus on the North-East Region.
5. **Add-on courses, seminars, workshops** and **international conferences** are conducted to create better opportunities for multidisciplinary learning.
6. IQAC encourages faculty and students for **quality publications** in Scopus, UGC and Peer-Reviewed journals. College incentivises and recognises teachers' and students' efforts in multidisciplinary research.
7. IQAC conducts **Career counselling involving alumnae who are researchers**.
8. Institution **collaborates with national and international institutions of eminence**, to provide exposure and training to faculty and students.
9. Faculty **are encouraged to apply for research grants and consultancies** in institutions like the Indian Council of Social Science Research (ICSSR), Indian Council for Historical Research (ICHR) and the University Grants Commission (UGC), Department of Science and Technology (DST), Department of Biotechnology (DBT), IGNOU.
10. To ensure enrichment and dissemination of knowledge, online library resources are created and training is provided to the stakeholders.
11. **Innovative Pedagogies** include hands-on-training in laboratories, brainstorming, concept mapping, field excursions, technology training and other experiential and immersive learning.

II. Building institutional Efficiency and Accountability:

IQAC recommends effective methods of improving performance of stakeholders- teachers, students and non-teaching staff through various strategies and processes.

1. IQAC takes cognizance of formal and informal reports and feedback from students periodically

and **robust student feedback mechanism has been developed** for this purpose.

2. IQAC instils best practices in various aspects of working of the administrative branch by **capacity-building of functionaries**. It has developed a **Non-teaching Self Evaluation & Feedback Form** for their professional development. **Periodically, Self-Enhancement Workshops** are organised to improve work ethics, data management and stress management skills of the staff.
3. IQAC has conducted **Internal and External Academic Audits**. The internal audit members included members of IQAC. The committee for external academic audit included senior professors from sciences and social sciences of the DU. Suggestions and recommendations arising out of the internal and external audit report are shared with the departments for improvement.
4. IQAC has conducted holistic environmental audits including **Green Audit, Energy Audit** and **Environment Audit** to enhance **environmental consciousness and responsibility**.

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

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

Response:

MH adheres to a consultative process for improving its teaching-learning processes that are reviewed periodically considering the feedback from the stakeholders. In the first cycle of NAAC conducted in 2017, MH was awarded a grade of A+(3.61). Recommendations from the NAAC peer team have been incorporated to strengthen mechanisms of teaching –learning and research.

The peer team appreciated the teaching-learning and research facilities of MH and emphasized enhancement and upgradation in research facilities and the establishment of a formal feedback mechanism. Keeping this in mind the IQAC adopted the following:

I. Establishing Holistic Feedback Mechanisms

1. MH promotes **peer monitoring** to improve the efficiency and efficacy of teaching-learning. The Academic Committee conducts periodic meetings to oversee and analyze the teaching-learning process. Meetings emphasize on completion of syllabi, continuous evaluation processes and analysis of semester results. Thereafter feedback is provided to departments to strengthen their self-evaluation processes. Documented by the IQAC, this provides directions to all stakeholders.
2. **Feedback from Stakeholders** is an important component of incremental improvement in teaching-learning. **Feedback and recommendations** are collected from all the stakeholders - students, non-

teaching, staff, and alumni to facilitate teaching-learning reforms. With constructive feedback, the IQAC is able to develop mechanisms for consistent and periodic reforms in teaching-learning process related to its structure, methodologies and learning outcomes. Over a period of time, the College has strengthened and created a formal feedback mechanism by conducting surveys across all stakeholders through online forms. This data is collated and the feedback is analysed and evaluated for implementation.

3. Earlier the academic audit was conducted internally by the Academic Committee. The IQAC has initiated an external academic audit to further strengthen the teaching-learning process. This feedback with periodic academic auditing has been able to reinforce the mechanism of peer learning and monitoring along with improving academic standards over the years. This consultative process institutionalized by the college adhering to its core values is manifested in the incremental improvement in our academic standards of both students and teachers year after year.

II. Enhancing Research and Instrumentation Facilities

1. The construction of the **new Academic Block** with **9 ICT-enabled state-of-the-art** Undergraduate research laboratories and **6 classrooms** was completed in the year 2019.
2. The **DBT Star status** of the college enabled the upgradation of a variety of instruments in Undergraduate laboratories as well as in centralized research facilities.
3. This enabled MH to have spacious and well-equipped laboratories. This new block provided space for setting up New Research Centres like the **Multidisciplinary Research Centre** with **50 new instruments** enabling cutting-edge research.
4. The research environment has been enhanced by the presence of several **interdisciplinary/multidisciplinary labs** and centres including PCGL, CESDM and NERRRC.
5. MH is in the process of setting up a **Multilingual-Language-Lab** for translation and transliteration aligned with the principles of NEP- 2020

The incremental improvements in the institution have led MH to be recognized as **NIRF Rank-1** in the College Category consistently for 6 years from 2017-2022.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

1. MH has a sustained legacy of promoting and inculcating leadership values and skills in students. It fosters a vision of **gender equity and empowerment through its teaching-learning, research and other activities**. It works on creating an enabling environment for girls across all intersections including disability, sexuality and socio-economic background.
2. Gender sensitisation is integral to course curriculum. MH offers papers like 'Women, Power, Politics', 'Ethics and Gender' etc. Certificate courses, panel discussions, and workshops are conducted on gender-specific subjects including legal literacy.
3. **Women Development Cell (WDC)** addresses questions of gender equity by (i)conducting interactive sessions, workshops, seminars, movie screenings; (ii)ensuring a **safe and enabling environment** through self-defence workshops and awareness generation programmes on cyber-crime; (iii)**upholding the principles of intersectionality**; (iv)undertaking **research projects** on women's education, health, and sanitation. For example- **Problems faced by First Generation Learners: Navigating University Education and Cultures** is an ongoing project (v)conducting workshops on mental health and career counselling (v)enhancing the value of the girl child through programmes in collaboration with **UNESCO** titled **“Girl Force: Unscripted and Unstoppable”** held in October, 2019.
4. The **Policy Centre and Gender Lab (PCGL)** provides a platform for research in the area of public policy and gender studies. In 2020, it has undertaken research on the impact of pandemic on women of different age groups and professions. The study strives to provide inputs for policy interventions. In collaboration with **Rama Devi Women's University (RDWU), Odisha, PCGL organised an FDP on “Gendered Contours of the Pandemic: Reinventing Public Policy and Leadership Transformation” in 2020.**
5. The **Internal Complaints Committee (ICC)** of MH is the statutory body which works towards the **prevention and redressal of sexual harassment**. It creates legal awareness, facilitates counselling and prompt redressal of complaints. In **February 2019, a workshop on online safety** was organised on the concept of social surfing and how to make the internet a safer place for women and girls.
6. The **Queer Collective** of MH focuses on the health and well-being of transgender persons and advocates for their mainstreaming. A panel discussion on 'Gender: Identity and Expression' was organised in August 2019.
7. **Unnat Bharat Abhiyan (UBA) cell** and **Enactus** work with marginalised rural women encouraging **entrepreneurship** skills and promoting **livelihood generation**.
8. To provide **enabling space for PwBD** students, the college has facilities like **QR codes**, ramps, escalators, dedicated washrooms, and reserved parking. **Self-defence workshops** are conducted for visually challenged students. The college has digital resources specifically addressing their needs.
9. MH has installed **sanitary napkin vending machines** in washrooms. Programmes on **Menstrual Health and Hygiene** are conducted regularly. A public screening of the film *Padman* for community awareness on taboos surrounding menstruation was organised in 2018.
10. MH has a well-equipped **gym, and sports facilities**, encouraging students to participate actively in

their **physical and mental well-being**. A dedicated counsellor and a network of certified counsellors are available for students in the college counselling centres.

11. MH has CCTV cameras installed at various locations to ensure safety and security. Women security guards are also present on campus.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

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

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Through several initiatives and innovation projects, the College has an effective **Solid Waste Management System** which starts with waste segregation at the source.

1. **MH Vatavaran** and **NSS** volunteers conduct **anti-litter drives** in the College and its surroundings during various events. The collected waste paper is recycled at the College Paper Recycling Unit. **One side of printed paper** is reused for internal communication. Recycling of used paper follows the **principle of the four R's: reduce, reuse, recycle and recreate**.
2. The **Composting Unit**, set up by an NGO, uses a mechanical crusher to crush biodegradable waste from the College café and hostel kitchen. This crushed biodegradable waste along with the **horticulture waste**, consisting of shredded dry leaves from the campus, undergoes **aerobic decomposition** to produce organic compost rich in nutrients. The organic compost produced is used in the college gardens and lawns. MH has an MoU with an NGO for operating and maintaining the composting facility at MH.
3. Efforts are constantly on to **discourage Single Use Plastic (SUP)**. **The plastic waste** is segregated at the source and subsequently handed over to authorised recycling firms.
4. Efforts towards reducing the carbon footprint include **reducing energy consumption, using alternative energy sources, such as solar photovoltaic** wherever possible, and planting trees to absorb carbon dioxide. **Tree plantations** are carried out across the college campus in a well-planned way to contribute to **reducing the carbon footprint**, without interfering with the natural lighting in classrooms. The total carbon absorption capacity of the campus is **22.49 tons**.
5. The Department of Chemistry has been advocating for **green practices in the laboratory and management of chemical waste**. A concerted effort is made to **reduce the generation of hazardous waste and manage chemical and bio waste as per prescribed protocols**. An inventory of all hazardous chemicals with their Material Safety Data Sheets (MSDS) giving information about the properties of the chemical, its hazard identification, first aid measures, handling, storage and disposal are kept available and properly displayed. Experiments have been re-designed to use **diluted solutions**, instead of concentrated solutions.
6. MH periodically **disposes of the unserviceable electronic and electrical equipment** diligently following the process of writing off and safe disposal. Within this, potentially hazardous items and **e-waste** are handled carefully following necessary protocols. **MH Vatavaran** volunteers have organized campaigns for the collection of used batteries, cells, cameras, CDs and mobile phones. **A drop box is placed strategically in the Auditorium Foyer and Administration Office as a collection point**. **Glass/metal waste** collection bins are placed on the campus.
7. The college has a **hydroponics unit**, wherein grey water is recycled to be used for irrigating the lawns and gardens.
8. Waste paper is recycled at **MH Paper Recycling Unit** that is then enhanced for use in other purposes.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

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

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

Response:

1. MH implements policy initiatives and programmes launched by the Government of India (GoI) and Delhi University (DU) for inclusivity, equity, and accessibility. It follows the mandated reservation policy of the GoI for admissions of students and appointment of staff.
2. The Equal Opportunity Cell ensures an equitable space for students belonging to socially and economically disadvantaged backgrounds. It undertakes various initiatives like remedial and

bridge courses, counselling, and organising workshops and seminars, to raise awareness about equity and equality. Ambedkar's **vision of inclusive education** is a running theme across various programmes and activities organised by the college.

3. As per DU admission guidelines, MH admits students from different linguistic diversity. Teaching-learning is conducted in bilingual mode, wherever required and study materials are provided both in English and Hindi to make it accessible to all the students. The college offers language courses like Bengali, Punjabi, and Tamil to B.A.(Programme), while B.A.(Honours) is offered in subjects like Hindi, Sanskrit, English and Bengali.
4. Several **scholarships/endowments, which are need-cum-merit based, are being offered to students. Complete or partial fee concessions/waivers** are given to students based on the annual income of their parents. Financial support is also provided through the **Principal's Fund for Needy Students**, a major part of which is contributed by the faculty members of the college.
5. MH, with **empathy as the central spirit**, undertakes a **range of initiatives to promote and uplift PwBD students. Amba Dalmia Digital Resource Centre offers state-of-art assistive technologies** to the visually challenged. **Lakshita, the Enabling Society** organises various programmes to raise awareness about specific needs and concerns of the PwBD students through campaigns such as **“International Deaf Awareness Week”, “International Braille Day” and workshops on “Disability and Sexuality”**.
6. The **North-East Society** at MH provides a platform for students coming from the North-Eastern states of India to **promote and nurture their culture** through various **cultural programmes**, food festivals, seminars and workshops. The society in collaboration with **Disaster Preparedness Team** organised a webinar on **Infrastructural Development and Potential Disaster Threat: A Case Study of Northeast India** in February, 2021.
7. **North-East Regional Research and Resource Centre** of MH has been granted a research project by the North Eastern Council, Shillong, GoI with an aim of skill enhancement, training and development of North-Eastern youth.
8. **Queer Collective** offers an equitable space to all genders. It spreads awareness about sexual identities, rights of transgender persons and queer communities as provided in the Constitution of India. WDC along with Adwitya - MH Fine Arts Society, organised *Gumaan*, a session on sensitisation on the transgender community in September 2019.
9. **Promoting inclusivity as its core value**, MH creates an enabling environment for students **through a robust and structured mentor-mentee system** providing academic guidance, career counselling, and ensuring their mental well-being. It ensures **peer mentoring and practice of ‘Hand Holding’** through class groups and volunteer activities.
10. **Anukriti**, the Hindi dramatic society organises *Halla Bol: Annual Street Theatre Festival* covering a wide range of themes that are relevant to various socio-cultural issues.

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

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

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

Response:

1. As an institution, MH is dedicated to inculcating constitutional values and creating responsible citizens through its various curricular and extracurricular activities.
2. In pursuit of creating vigilant citizens, **Vigilance Awareness Week** is celebrated. It promotes "**Satark Bharat Samridh Bharat**" (*Vigilant India Prosperous India*). The Principal administers the integrity pledge to students, teaching and non-teaching staff.
3. College committees like the Proctorial Committee, Anti-Ragging Committee, Internal Complaints Committee, Academic Grievance Redressal Committee and the Equal Opportunity Cell work towards promoting constitutional obligations.
4. MH organizes seminars/webinars on **Gandhian values, democracy, and citizenship** rights. For example, in September 2019, a talk on **Acquaintance with Gandhi** was organized. This was followed by a Nukkad Natak and a silent march in October 2019 to celebrate Gandhi Jayanti and focus on Gandhian values. **Vivekanand Society** conducted an event on **National Youth Day** (January 12) with the theme of *Channelizing Youth Power for Nation Building*.
5. The **Consumer Club** of MH, **TULA**, imparts training in consumer awareness and redressal of grievances. It annually organises a "**3 Day Workshop on Consumer Awareness**" with an aim of creating empowered consumers. **Mock Courts** are organised to impart legal awareness. Knowledge dissemination through seminars, lectures, street plays and roadshows helps students make judicious decisions in purchasing services and goods, and avail legal remedies. An annual magazine **SANTULAN** on consumer rights and awareness is published by the club.
6. **Equal Opportunity Cell (EOC)**, **WDC** and **PCGL** regularly promote **Gender sensitization**, and values of equality and justice through conferences and workshops. EOC conducts its annual festival *Bodhisattva* on the birth anniversary of **Ambedkar** followed by an interactive talk on affirmative action.
7. The **NSS Unit** undertakes activities for community service. Some examples include a **fundraiser campaign** to help victims of the Amphan cyclone, planting saplings under **Van Mahotsav**; a 16-day long programme on cleanliness called **Swachhta Pakwada** in 2020.
8. **160 NCC** cadets strive towards inculcating a sense of discipline and duty towards the nation by engaging in activities and programmes commemorating days like **Rashtriya Swachhata Diwas, Fit India Campaign, Martyr's Day, Shaheed Diwas, the Constitution Day, etc.** They have been selected to participate in the **Republic Day and Beating the Retreat parade** of the country. **Cadet Manya Kumar** completed the Republic Day Camp (RDC) 2021 and was awarded the **All-India Best Cadet** in the Republic Day 2021.
9. **EOC** is dedicated to **inclusive growth** and **creating equitable and accessible space** for all. The cell organised seminars and talks on relevant themes such as Margins of Higher Education in 2020 to create awareness amongst disadvantaged students regarding their constitutional rights. Information on various government scholarships is also provided to students.
10. The college celebrates the **Ethics Week** in which normative and philosophical ideas are deliberated upon. The students learn about the significance of **human values, honesty and integrity** to contribute as responsible citizens and fulfil their constitutional obligations. For example, the Department of Philosophy conducted a certificate course on **Living Values: The Significance of Values in the Times of Crisis** in February 2021.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

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

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

Response:

Miranda House observes several National and International commemorative days, events, and festivals.

- 1. National Youth Day** is celebrated by Vivekanand Society to mark the birth anniversary of **Swami Vivekanand**. Eminent speakers are invited to spread the idea of active and positive participation of youth in the development of the country.
- 2.** The college celebrates **Army Day, Indian Airforce Day, Navy Day, and NCC Day** commemorating the selfless service of the military personnel. As a tribute to the martyrs, NSS celebrates the **Kargil Vijay Diwas** by sending handcrafted eco-friendly Rakhis to the soldiers as a token of gratitude for their selfless service to the nation.
- 3.** On the occasion of 51st anniversary of NSS day, an event was organised revolving around the theme **FIT INDIA, HIT INDIA**, supporting the GoI's call for a fitter nation.
- 4. Gandhi Jayanti and Martyr's day** are observed by the **Gandhi Study Circle** to highlight the relevance of Gandhi in contemporary times.

5. TULA, the Consumer Club celebrates ‘**National Consumer Day**’ and ‘**World Consumer Rights Day**’.
6. The Women's Development Cell organises a series of events to celebrate ‘**International Women’s Day**’. Several other events are held on **National Girl Child’s Day, International Day of Women and Girls in Science, and Menstrual Hygiene Day**.
7. MH Vatavaran celebrates the ‘**World Environment Day**’. Several other days are also commemorated to acknowledge the value and importance of the environment and its protection, like **World Environment Day, National Paper Bag Day, World Wildlife Day, World Water Day, Earth Hour, Earth Day, Ozone Day, and Wildlife Week**.
8. To celebrate different languages, the college observes **Mother Language Day, International Mother Language Day, Hindi Diwas and World Sanskrit Day**. It also conducted a Faculty Development Programme in collaboration with Shiksha Sanskriti Utthan Nyas on *Concept of Indian Languages in National Education Policy (NEP) 2020* as a **mark of observance for Mother Language Day**. The FDP focused on the National Education Policy (NEP) 2020 and its thrust on local language as a medium of instruction.
9. National days like the **National Voters’ Day, Republic Day, Independence Day, Rashtriya Ekta Diwas, Vigilance Week and Constitution Day** are celebrated to honour the country’s journey in nation building and commemorate the constitutional rights and values bestowed upon the citizens of India.
10. MH conducted a 16-day long programme on cleanliness called **Swachhta Pakwada** to spread the importance of cleanliness among the students and this event succeeded in encouraging large numbers of people to maintain cleanliness in their surroundings.
11. MH celebrates **International Yoga Day** which focuses on the importance of Yoga in building a healthy body and mind. The other international days celebrated in the college are **International Day for Disaster Risk Reduction, International Day of Disabled Persons, World Intellectual Property Day, World Health Day, World Kindness Day, World Toilet Day, World Blood Donor Day, International Day of Happiness, World Population Day and World Food Day**.
12. The Bengali Department organises **Vasant Utsav** and the NSS organises **Diwali Mela**. All students and faculty participate to celebrate diversity and pluralities in the country.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practice A

1. Title of the Practice:

RISE

RESEARCH, INNOVATION AND SKILL ENHANCEMENT: Research and Innovation for academic excellence and employability

2. Objective of the Practice:

Miranda House (MH) is committed to providing a stimulating and active learning environment for all stakeholders with a vision to instil **rigour** and **capacity development**. Going beyond regular teaching-learning initiatives in the classroom, **it aims to provide unbridled opportunities for research at the undergraduate level** to foster a culture of inquiry, discovery, innovation, entrepreneurship and student excellence. **Multidisciplinary/Interdisciplinary research** with inclusive participation of sciences and humanities aligns with national goals. The college strengthens **research infrastructure and instrumentation facilities** for inspiring students and faculty to embark on **collaborative and individual** research. It motivates students to **pursue careers** in research.

3. The Context

Undergraduate students have untapped potential for innovation and research. The National Education Policy (NEP) 2020 promotes undergraduate research in its curriculum framework. GoI has invested in higher education and learning, scientific infrastructure and world-class research programmes. Research and Development goals of the country require nurturing and training of young minds through meaningful interventions. The National Institutional Ranking Framework (NIRF) has also highlighted research and professional practices as one of the five parameters of academic excellence. The college has a legacy of innovative research practices which was strengthened in its pursuit of maintaining the academic standards promoted by NIRF and NAAC. An enriching UG research experience via project-based learning provides the platform for the students to connect the world of textbook knowledge to experiential learning. Most institutions of higher learning, research organisations and employers look for evidence of such creative engagement in the student's portfolio of achievements. Students gain through early association with faculty members on collaborative research, and participation in research seminars, conferences, and opportunities to publish.

4. The Practice

1. Since 1984, MH has been a pioneer in the field of UG research through a Programme for Promotion of Scientific Interest in Youth supported by the DST Govt. of India. This laid the foundation for

establishment of the prestigious **D. S. Kothari Centre (DSKC)** for Research and Innovation in Science Education. An important stated objective of DSKC has always been to engage UG students in research. This led to the enhancement of the basic infrastructure and procuring equipment for establishing **(i) Research Laboratories; (ii) Laboratories for Advanced Experiments; and (iii) Project-based Learning Studios and Laboratories.**

2. DSKC and its vibrant research and outreach activities positively changed the ethos of the college, impacting departments of science and humanities alike. The flagship programme of DSKC, is a 6 - week summer programme - **“Flavour of Research. Learning in Multidisciplinary Contexts”**. It attracts a large number of students from across the country. Students work in **teams** following their research interests under the supervision of faculty mentors. **Academic and skill enhancement exercises, hands-on workshop training, product development, and lectures** by externals are regularly conducted. Students display their research outcomes through **poster presentations** that are evaluated and recognised by external subject experts.
3. Promotion and training in research have helped students garner positions in **the Summer Research Fellowship Programmes** of prestigious institutions. A large number of students are also recipients of **DST INSPIRE Fellowship**.
4. The **Multidisciplinary Research Centre (MRC)** in MH is an ecosystem that promotes growth through research, innovation and application of science and technology. The research facilities for sciences and humanities are co-located in the MRC. It has also given an impetus to ongoing research by way of adding advanced instrumentation facilities in its 6 new labs.
5. Other multidisciplinary research initiatives include **Policy Centre and Gender Lab (PCGL), Centre for Environmental Studies and Disaster Management (CESDM), North-eastern Regional Research and Resource Centre (NERRRC), and QuarkNet Nodal Centre** which are adding essence to the flourishing research activities in the college.
6. These multidisciplinary initiatives provide a platform for collaborative research work between faculty and students that encourages students, to cross over to the professional world. This creates internship and employment opportunities.
7. Linkages with the industry and incubation centres focus on the enhancement of translational research in the college. The environmental monitoring sensors developed in the MRC are at the final stage of product development with the industry.
8. Disciplines in Humanities and Social Sciences like Political Science, History, Geography, Economics and English encourage research and writing in multidisciplinary fields. The **Multidisciplinary Innovation Projects of DU** and **Star Innovation projects** have strengthened collaborative research between students and faculty, and inculcated innovative thinking and solutions.

5. Evidence of Success

In the last five years these efforts have culminated in crucial research outcomes providing evidence of success:

1. The DBT Star status of the college enabled upgradation of a variety of instruments in Undergraduate laboratories as well as in centralized research facilities.
2. With the completion of the construction of the **new Academic Block** in 2019, 09 ICT-enabled state-of-the-art undergraduate research laboratories were added. This new block provided space for setting up the **MRC** with **50 new instruments** enabling cutting-edge research.

3. At present, **11 PhD research scholars** are working at MRC under the supervision of MH faculty.
4. There is **01 patent granted and 07 published**.
5. These research engagements have helped us achieve **450 research publications in Scopus indexed journals, the college has h-index of 36, 6714 citations**.
6. There are **03 DU Star Innovation Projects** and **11 DU Multidisciplinary Innovation Projects** that were sanctioned in the year 2015-16. The work, however, continued till late 2016 providing opportunities for students and teachers to collaborate further for research. In 2020, faculty and undergraduate students contributed to an edited volume "*Waters" of Western Rajasthan: Myths, Traditions, Life and Livelihoods*, which emerged out of one of the innovation projects. Manjari Singh, an undergraduate student involved in one of the projects published a book titled, *Chhutki and Cheero* in 2019 emerging out of another innovation project.
7. The evidence of this best practice of the college is recognised by **the Ministry of Education, Government of India by bestowing the college with NIRF Rank-1** College for 6 consecutive years from 2017 to 2022, with **research and professional practice** being its main strength.

6. Problems encountered, and Resources required

1. Existing infrastructural facilities have given a head start to research by the faculty and they have used initial work as the basis for setting up research in frontier areas, with the award of substantial grants from funding agencies. These facilities need to be strengthened and maintained.
2. There is a major gap between research and development of technology within industries. Thus, it has become the need-of-the-hour to collaborate with the industry and set up a Technology business incubator which will act as an ecosystem to promote growth through scientific research, innovation, product development and application of technology, while also providing a mechanism for technology transfer and patents.
3. Skill Development and Add-on Courses are needed to enrich learning and introduce students to the frontiers of knowledge and application. These courses require additional funds, laboratories and infrastructural facilities.
4. The college has strong linkages with highly acclaimed national and international organizations and institutions across all fields. This should be further strengthened by increasing the bilateral/multilateral exchange program in the college.

7. Future Plans

1. To develop its **entrepreneurship cum skill development cell**, where hands-on experience through short-term certification programs will be given to students of undergraduation and postgraduation.
2. To offer courses in research methodology.
3. To collaborate with premier national and international organisations for student internships and employment opportunities.
4. To expand the research initiatives of PCGL with augmented resources contributing to policy intervention at national level.
5. To set up business incubators and start-ups which will promote growth through scientific research, innovation, product development and application of technology.
6. To launch peer-reviewed Scopus-indexed research journals providing platform for faculty as well

as students' publications.

7. To ensure optimal utilization of the grants received by the college to set up North-East Regional Research And Resource Centre by developing an innovative incubation lab, start-ups, and media centres with a focus on the North-Eastern states promoting the idea of '**Ek Bharat Shreshtha Bharat**'.

Best Practice: B

1. Title of the Practice:

Samaveshan : Environmental consciousness and response with Social Entrepreneurship

2. Objective of the Practice

Miranda House (MH) is firmly committed to **capacity building** and imparting smart entrepreneurship that is **climate resilient, gender-sensitive and socially inclusive**. MH strives to create a **holistic space of learning beyond classrooms** through community-based environmental practices and outreach efforts. The college is dedicated to generating and disseminating a consciousness of sustainable living and social entrepreneurship through various activities and programmes. The environmental practices that are being followed in the college and the outcomes achieved by them are a testimony to the commitment towards **Sustainable Development Goals (SDGs)**. In this process, young minds are trained to become the **torchbearers of social change**.

3. The Context

India in its march towards '**Atmanirbharta**', is faced with a unique set of challenges having to manage **imperatives of development** and **pressures of environmental degradation**. Contributing towards **inclusive environment-conscious entrepreneurship** and **capacity building**, MH has employed an advanced strategy for **Institution-Community synthesis** through proactively **adopting strategic methods of social outreach**. In efforts geared towards environment protection and consciousness, **the institution is committed to 3R - reduce, reuse, recycle, which has expanded to 6R – reduce, reuse, recycle, recover, re-create, refuse!** This is also aligned with the **vision and mission of the college to contribute toward creating responsible green citizens**. The institution identifies the **desired developmental needs** to make a significant difference in the larger community by strengthening **engagements with institutions/bodies/agencies and the private sector through their CSR initiatives**.

4. The Practice

1. Aligning with its commitment to environmental consciousness, and adhering to all applicable

- environmental regulations, MH undertakes several innovative and **transformative green practices**. These play a vital role in achieving sustainable development.
2. MH buildings are designed to ensure optimal utilization of natural light and ventilation. The college uses solar energy through **Solar Photovoltaic (SPV) Street Lights, Solar Water Heaters** and a **Grid Interactive Rooftop SPV plant**. To conserve fresh water, the college has set up a grey **Water Recycling unit**.
 3. The college has conducted **green, environmental and energy audits** as best practices.
 4. MH has **verdant lawns with maximum tree/plant coverage**. The institution through its various societies encourages faculty and students to plant saplings on a regular basis leading to both an aesthetically pleasing and environmentally friendly campus.
 5. The college has an effective **Solid Waste Management** system that starts with **waste segregation at source**. **Anti-litter drives** are regularly conducted. The **composting unit** converts **biodegradable waste** into compost. Used paper is recycled at the **Paper Recycling Unit**. The recycled paper is made with natural additives: leaves, fruits and petals for improving the appearance, texture and colour, imparting pest-resistance by neem leaves and higher tensile strength using bamboo shavings.
 6. MH is **dedicated to capacity building and imparting entrepreneurship skills** that contribute towards the welfare of the larger community. This has been reflected in our environment friendly practices, efforts towards sustainable development and community outreach initiatives led by **Unnat Bharat Abhiyan (UBA) cell, Enactus, NSS, NCC, and MH Vatavaran**. They have been striving toward **nurturing meaningful partnerships across communities**.
 7. The **UBA cell** has adopted five villages and implemented a Village Development Plan (VDP). They train rural women to make **handmade masks and bags from sustainable materials for sale**. This imparts **livelihood skills enabling them to become entrepreneurs**.
 8. UBA cell conducted a two-week online certificate course on **Community Outreach Program: 'Together we can'** to understand the nuances of positive collaborative community engagement. More than 600 students and faculty from different parts of the country attended this programme.
 9. **Enactus**, seasoned in **developing innovative environment-friendly business models for life and livelihood for marginalized communities**, also effectively leads community development projects. They have been involved in activities such as **employing women from low-income areas and training them in stitching, sewing and making natural handmade spices through sustainable and eco-friendly mechanisms**.
 10. **MH undertakes awareness generation programmes for environmental consciousness like Swachhta Pakhwada** for the neighbourhood. MH is also collaborating with UNEP through students' Little **Book of Green Nudges (LBGN)** programme generating awareness of environmental protection. The college has promoted initiatives like **"Bring your Own Mug"** in order to discourage **Single Use Plastic (SUP)**. MH received the **'Plastic Free College of the Year'** award from the Indian Institute of Ecology and Environment (IEEE) and the National Institute of Cleanliness Education and Research (NICER), on World Environment Day 5 June 2018.
 11. Conservation of water, food, paper, electricity, and other resources is encouraged through student-led campaigns.

5. Evidence of Success

1. The surplus energy generated by the **7kWp renewable SPV that is fed into the grid** leads to deduction in equivalent electricity units. **40 standalone SPV lights** and **7 Solar water**

- heaters** contribute towards electricity saving.
2. **300-400 Litres of grey-water** from hostel kitchen is recycled using **Hydroponics technique** which, along with rejected water from the Industrial RO units, is channelised for irrigating lawns and gardens.
 3. MH lawns cover a total area of **398279** sq. ft. with **163** full-grown, **350** semi-grown trees, and approximately **9920** shrubs/hedge plants. The college has a carbon absorption capacity of **22.49 tons**.
 4. The **Composting Unit** processes up to **100 kg of biodegradable waste** and a proportionate amount of **horticulture waste** every day. MH also encourages sustainable practices in its **vicinity**. The neighbouring **non-teaching staff-quarter** has been recognised by the **Municipal Corporation of Delhi** for its **zero-waste management**.
 5. MH **souvenir-shop** sells in-house recycled paper products, compost, and indoor plants. These are also presented as **gifts and souvenirs** to guests and resource persons.
 6. In association with Pradhan Mantri Kaushal Vikas Yojna (PMKVY) and National Skill Development Corporation (NSDC) MH has launched skill-hub centres on the campus.
 7. The Skill Hub imparts and inculcates skills among underprivileged and school drop-out women between the age-group of 15-40 and makes them empowered and *Atmanirbhar* (self-reliant). **Two courses** under this initiative are: 1) 3 months course on **Green Paper Bag Making** which has **74 students** and 2) 6 months course on **Artificial Intelligence** which has **17 students**.
 8. Community outreach initiatives like **Skill-Hub** and **UBA Cell** train women from marginalized sections in making **Green bags** and **Home-made Masks** respectively.
 9. **Entrepreneurship projects like *Ikhtiyar*** aim to produce manure using water hyacinths extracted from river Yamuna. **Multidisciplinary research projects like *Climate Variability, Water Security and Livelihood Resilience*** investigate the role of indigenous knowledge and modern technologies to create climate-smart communities in rural areas.
 10. MH was recognized as a **sustainable campus** by MGNCRE, Department of Higher Education, Ministry of Education, Government of India. In September 2019, MH received an award for delivering **Excellence in the area of Environment and Society** given by Pandit Deendayal Upadhyaya Smriti Sansthan (PDUSS) under the guidance of the Ministry of Environment Forest and Climate Change (MoEFCC).
 11. MH has been recognized as a '**Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution**' for its community outreach, entrepreneurship and environmental awareness programmes post COVID-19 by Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education, Government of India.

6. Problems encountered, and resources required

1. The institution can expand these **outreach endeavours** with greater resources to make meaningful contributions to national efforts toward sustainable living.
2. With time, the college will require greater **capacity for e-waste management**.
3. MH needs to create a viable **Business to Business network, markets** and **generate sufficient resources** to support social entrepreneurship in this venture.
4. The outreach programmes can further improve when these upgraded skills are **sustained** over a period of time.
5. **Removing socio-cultural and language barriers** has been identified as crucial for building durable ties with the community.

6. More viable **economic models** with **promotion** of environment-friendly practices are needed to enhance the **marketing of recycled products**.
7. **Increased financial assistance** is required for efficient maintenance of several environmental projects undertaken by the college.

7. Future Plans

1. MH is forging ahead to bring scalability to this best practice by setting up of **Social Entrepreneurship, Swachhta and Rural Engagement Cell (SES REC)** supported by MGNCRE, **Ministry of Education**. MH will offer **short-term research internships** and conduct **workshops** on Sanitation, Hygiene, Waste, Water and Energy Management.
2. Disaster Preparedness Team, Centre for Environmental Studies and Disaster Management along with IBSD MH are planning to conduct a range of **multidisciplinary workshops** and **risk assessment mapping**.
3. UBA cell plans to expand its initiatives towards **holistic school education and strengthen sustainable livelihood initiatives** for rural women.
4. MH will enhance the **use of renewable solar energy** by installing a **virtual solar metric** to be completed by 2023.
5. **Panchavati** trees were planted, adding to its efforts for *Nakshatra Vanam* instilling **Vedic knowledge** about **conserving biodiversity**.
6. MH will continue to build **stronger intra-community ties** in promoting environmental literacy among the target community, along with imparting skills for a better future.
7. The marketing of homemade products can be enhanced by e- marketing.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

MH is a **pioneering institution** dedicated towards **holistic education** of women and instilling **leadership capacity** in them. Since its inception, the college has been committed to nurturing young minds and removing socio-economic barriers and discrimination faced by them. MH envisions a world where women have their rightful place and are given due recognition as leaders who reach top positions in all sectors of human endeavour.

The unique talents and potential for leadership in the students are cultivated:

1. In the classroom

The ethos of classroom teaching in MH represents *Swadhyayann Pramaditavyam* which means introspection and self-learning. Classroom teaching is characterized by a thrust on **non-hierarchical pedagogy** and **collaborative** learning where students are encouraged to develop their **critical thinking**. Faculty provides nurturing and stimulating environment where students develop their **communication skills, analytical abilities, academic ethics and teamwork**. Pedagogical methods include **small group tutorials, flipped classrooms, field trips, class presentations and projects**. MH inculcates professionalism, nationalism and ethical values fostering qualities of **accountability, responsibility, and integrity**.

2. Beyond the classroom

At MH, learning and training go beyond the classroom. Students join societies and clubs as per their hobbies and interests. They organise enriching seminars, workshops, and events on themes related to leadership and capacity-building. This helps them in developing **holistic personality and imbibe the spirit of democratic planning and teamwork**. MH offers **certificate and add-on courses** related to **legal literacy, consumer affairs, and women-specific laws** making them aware of their rights and duties. These efforts culminate in creating empowered women citizens.

Students take part in NSS, NCC, and sports, and lead several social outreach activities. The NSS instils organizational skills to serve society and the nation through programmes related to *Aatma Nirbhar Bharat, Sarva Shiksha Abhiyan, Child Labour, Promotion of Art and Culture, Prime Minister's Overarching Scheme for Holistic Nourishment* etc. Student volunteers work with the underprivileged communities in the neighbourhood. Outreach programmes include projects like **Saksham** (for women empowerment), **Aagaaz** (for teaching unprivileged children at Hakikat Park), **Sadbhavna** (for helping elderly and orphans), **Sakaar** (for supporting peers) and **Sahyog** (for mental health awareness). This helps them build **courage, ethics, empathy, and righteousness**. EOC and Lakshita lead efforts to enhance **accessibility, equity, and self-reliance**. They develop a sense of **collaborative learning, inclusivity, trust, and problem-solving capacity**. **Self-defence and well-being workshops** give a critical edge to students in this journey making them confident to **overcome barriers in society**.

3. Research, Innovation, and Collaboration:

MH is known for its outstanding faculty who inculcate **inquisitiveness for research**. It is carried out through **Multidisciplinary Research Centres, Policy Centres, and national and international collaborations**. MH has established the **DS Kothari Centre for Research and Innovation in Science Education** and **3 advanced Research Laboratories**. Other innovation centres include **Open-Source Drug Discovery Centre, QuarkNet Nodal Centre, Robotics Laboratory and MirandaTech: The Green Technology Park**. They focus on training, innovation, product development, mechanisms for technology transfer and patents.

Initiatives for applied social science research include **Institute of Bio-resources and Sustainable Development (IBSD), Centre for Northeast Studies, Policy Centre and Gender Lab (PCGL), Elementary Education Teacher Resource Centre and Centre for Environmental Studies and Disaster Management (CESDM)**. MH has **9 ongoing MoUs**. Faculty and students

collaborated for DU **Multidisciplinary Innovation Projects** and Star Innovation Project. Students have honed their research skills and their writing abilities leading to **joint publications** with faculty in **books** and **edited volumes**.

4. Community Outreach

MH is dedicated to community outreach. **The Unnat Bharat Abhiyan (UBA)** Cell has **adopted 5 villages** (namely **Jagatpur, Burari, Dhirpur, Badarpur Majra Burari, Anaptura**) and has formulated a **Village Development Plan (VDP)** assisting rural communities in skill development and livelihood opportunities. During the pandemic, students and faculty facilitated the training of rural women to make **handmade masks**. Students created opportunities through the **souvenir shop** of MH for sale of these masks. At this moment, this venture is providing short-term employment to few residents. This project has a larger vision to expand the scale of this work to diversify into other products like **bags, kitchen towels, cushion covers, and simple items of clothing**.

At the social entrepreneurship society **ENACTUS**, students **undergo training** with experts to develop innovative business models for life and livelihood of the marginalised communities. Projects like **Pick with Pride, Project Pehchaan, Project Tarang, and Project Zaffran** focused on the upliftment of the underprivileged. Students initiated a **college helpdesk and resource pool** during the second wave of COVID-19 where a large database of information regarding medical facilities and several health-related leads were collated and support was provided across the country.

These specific examples provide evidence that soft skills, empathy and training on **social entrepreneurship have created leadership skills** amongst students to excel in the field of community and social service.

5. Placement Opportunities

The Placement Cell organises career counselling and training programmes. It has **collaborated** with several prestigious companies working in different sectors, such as **DE Shaw, ICICI, Oberoi Group, ZS Associates, and Thomson Reuters**. A panel discussion was held in February 2021 on '*Exploring New Horizons with Leadership and Professional Development*' with esteemed speakers to **train students towards skill enhancement**. It organises an **annual internship and career fair**. Departments conduct **career counselling sessions and leadership training programmes** throughout the year specific to their field. Ritika Mukherjee, a former student (2019-22), is the youngest Indian who has been awarded the prestigious **Rhodes scholarship** in the year 2022. She is also a founder of an online platform, *InVolMEnt*. CPL Manyu M. Kumar was awarded the **All-India Best Cadet, SW (Army Wing)**. She received a medal and Prime Minister's Baton in January 2021.

MH prepares students to excel in academic scholarship, community engagement, and civic virtues that contribute to building "**Atmanirbhar Bharat Ki Atmanirbhar Beti**". The emerging leaders exhibit confidence and become role models for women and girls in India. The testimony to this fact is the **national recognition** of the alumnae bestowed with **12 Padma Shri** and **03 Padma Bhushan**. Young women across the country are inspired by these exemplars and aim to rise above their hardships to shine and contribute to nation-building and social change.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Miranda House is constantly evolving in the field of academic engagements, knowledge sharing and innovation. The college is working towards scaling up and expanding its capacity building in research through strengthening and creating new labs and centres. New collaboration for academic courses, programmes and training has been undertaken with NCWEB and IGNOU.

Aligning with National Education Policy 2020, the college is working towards bolstering Multidisciplinary Action Research by collaborating and signing new MoUs with other national and international institutions. MH has signed MoU with Think Education Advisory Service LLP, Mumbai, Maharashtra for Immersion and Customised training programme for faculty, students and academic leaders.

The college has signed MoU with People For Animals Uttarakhand to undertake a series of programmes for outreach on campaigns on animal welfare and is also offering Ahimsa Fellowship for students.

For 'Advancement and Sharing of Knowledge' of employees, faculty and students, MH has signed MoU with Institute of Nuclear Medicine and Allied Sciences (INMAS) facilitating joint projects, lab sharing and exchange of INMAS scientists and MH faculty.

MH is aiming to galvanize entrepreneurial engagements through start-ups. In partnership with the Department of Science and Technology, GOI, the college will set up 'Inclusive-Technology Business Incubator (iTBI) in which 6 faculty members would be trained for entrepreneurship promotion.

As part of the vision of Atma Nirbhar Bharat, MH is striving toward greater opportunities in placement by enhancing skill-based training and internships. The college is not only creating job avenues but also working towards creating job opportunities for others. In partnership with Invest India, the college will be initiating establishment of skill development centres and an academia-industry interface.

MH, under its North-East Regional Research and Resource Centre, is in process of strengthening Community Radio and incubation lab.

A range of initiatives is planned to be undertaken to augment e-governance, health care management, and uplift PwBD students. MH is working to install automation in Library check-in and electronic Security Gates.

MH is in discussion with Springer Nature for publication in a peer-reviewed journal.

The alumnae network is being strengthened through a digital archiving project and a dedicated website to enhance networking.

Concluding Remarks :

MH has over seven decades of rich legacy sustained by achieving several milestones, emerging as a pioneer of women's higher education. The institution ensures accountability and capacity building of students and staff through the IQAC. Faculty enrichment is done through FDP, ICT upgradation and training. Students are

engaged through formal training, innovative pedagogies, experiential learning and mentoring.

MH has 31 vibrant societies for co-curricular and extra-curricular activities providing equitable space to students that promote equity, inclusion, empowerment, and responsible citizens.

Placement cell, ENACTUS and Entrepreneur Cell undertake myriad skill-enhancement initiatives, including offering courses, counselling sessions, and placement opportunities. Creation of skill-hubs and outreach programmes like Green Bag-Making has created livelihood opportunities for marginalised women. Students are encouraged to become future job creators. International and National Collaborations for knowledge advancement are being strengthened through MoUs.

MH maintains a high sustainability quotient through concerted endeavours. It minimizes carbon footprints through Solid Waste Management, Compost Unit, Paper recycling plant, and grey water recycling to create Zero Waste Campus. Solar Panels are installed for renewable energy generation. As one of its best practices, the college aims to strengthen its efforts toward outreach and inclusivity by enriching environmental consciousness and responsibility within the larger community.

College is at the forefront of research, innovation, product development, mechanisms for technology transfer and patents with its labs, innovation centres, 450 research publications in Scopus indexed journals, h-index of 36, 6714 Citation, 01 Patent Grant and 7 published. One of the best practices of the college is to facilitate multidisciplinary research, especially for undergraduate students. A smooth transition to the proposed undergraduate programmes of the NEP 2020 will be possible by further strengthening this best practice.

As a premier educational institution in the country committed to women's education and leadership, MH practices a syncretic and empathetic approach in its teaching-learning and supports students' advancement with scholarships, endowments, fee waivers and holistic peer-mentoring. Our alumnae sustain this fervour by serving the country as torchbearers in different fields, thus making India proud.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 2549 Answer after DVV Verification: 2513</p> <p>Remark : DVV has made the changes by not considered those teachers whom left the college and physical education.</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>151</td> <td>133</td> <td>122</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>56</td> <td>65</td> <td>54</td> <td>45</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per pro-rata basis of shared report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	154	151	133	122	100	2020-21	2019-20	2018-19	2017-18	2016-17	54	56	65	54	45
2020-21	2019-20	2018-19	2017-18	2016-17																	
154	151	133	122	100																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
54	56	65	54	45																	
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>74</td> <td>78</td> <td>74</td> <td>74</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>34</td> <td>37</td> <td>45</td> <td>37</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	136	74	78	74	74	2020-21	2019-20	2018-19	2017-18	2016-17	66	34	37	45	37
2020-21	2019-20	2018-19	2017-18	2016-17																	
136	74	78	74	74																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
66	34	37	45	37																	

Remark : DVV has made the changes as per cross verify the ISSN number from UGC Care list/SCOPUS and Web sciences.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
65	52	66	53	40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	27	34	45	18

Remark : DVV has not considered ISSN number. DVV has made the changes as per shared first page of books and chapters by HEI.

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

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	8	10	12	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	2	3	3	1

Remark : DVV has not considered participation certificate. DVV has not considered award received for other than extension activities.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
146	79	36	111	30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
87	56	22	78	12

Remark : DVV has not considered day's program.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13911	7614	3822	8498	1495

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
866	456	1213	466	546

Remark : DVV has not considered day's program.

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

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9.25181	7.36966	7.72324	7.96582	7.64135

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9.25	7.37	7.72	7.96	7.64

Remark : DVV has made the changes as per invoice of books by HEI.

4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 471 Answer after DVV Verification: 94</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)</p>																									
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 869 1046 1043"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>47.95970</td> <td>65.31877</td> <td>93.21381</td> <td>121.8713</td> <td>148.0100</td> </tr> <tr> <td></td> <td>7</td> <td></td> <td>9</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1122 1046 1256"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3.92</td> <td>6.68</td> <td>8.41</td> <td>39.31</td> <td>21.44</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per repair and maintenance signed by audited statement.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	47.95970	65.31877	93.21381	121.8713	148.0100		7		9	8	2020-21	2019-20	2018-19	2017-18	2016-17	3.92	6.68	8.41	39.31	21.44
2020-21	2019-20	2018-19	2017-18	2016-17																						
47.95970	65.31877	93.21381	121.8713	148.0100																						
	7		9	8																						
2020-21	2019-20	2018-19	2017-18	2016-17																						
3.92	6.68	8.41	39.31	21.44																						
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1534 1046 1668"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>265</td> <td>204</td> <td>194</td> <td>80</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1747 1046 1881"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>98</td> <td>86</td> <td>35</td> <td>15</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per pro-rata basis of shared offer letter by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	265	204	194	80	45	2020-21	2019-20	2018-19	2017-18	2016-17	134	98	86	35	15					
2020-21	2019-20	2018-19	2017-18	2016-17																						
265	204	194	80	45																						
2020-21	2019-20	2018-19	2017-18	2016-17																						
134	98	86	35	15																						
5.2.3	<p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/</p>																									

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
103	117	46	57	33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
56	54	23	22	16

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
221	194	159	134	90

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
221	194	159	134	90

Remark : DVV has made the changes as per pro-rata basis of shared qualifying letter by HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	61	68	35	55

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared award letter for the year 2016-17. DVV has not considered award received in inter college.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
47	60	43	42	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	55	39	35	29

Remark : DVV has made the changes as per shared report of events by HEI.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : B. 4 Lakhs - 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Alumni contribution amount has not reflect on audited statement.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	21	19	16	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	20	14	13	13

Remark : DVV has considered one teacher once for a year.

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	2	4	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	1	1	1

Remark : DVV has not considered workshops.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
114	47	49	28	31

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
110	45	45	27	29

Remark : DVV has not considered workshops.

7.1.4 Water conservation facilities available in the Institution:

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

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

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report and photos of SL No. 1 and 2 by HEI.

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report of SL No. 1,2 and 3 by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 913 986 1025"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1106 986 1218"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>402</td> <td>402</td> <td>402</td> <td>402</td> <td>402</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	20	20	20	20	20	2020-21	2019-20	2018-19	2017-18	2016-17	402	402	402	402	402
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	20	20	20	20																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
402	402	402	402	402																	
2.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 110 Answer after DVV Verification : 86</p>																				
2.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1541 986 1688"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>106.32213</td> <td>286.78763</td> <td>1209.18680</td> <td>837.53476</td> <td>714.37307</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1769 986 1881"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>78.47</td> <td>145.14</td> <td>158.51</td> <td>220.49</td> <td>207.84</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	106.32213	286.78763	1209.18680	837.53476	714.37307	2020-21	2019-20	2018-19	2017-18	2016-17	78.47	145.14	158.51	220.49	207.84
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106.32213	286.78763	1209.18680	837.53476	714.37307																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
78.47	145.14	158.51	220.49	207.84																	
2.3	<p>Number of Computers</p> <p>Answer before DVV Verification : 1649 Answer after DVV Verification : 175</p>																				

