



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHARAJA AGRASEN COLLEGE

MAHARAJA AGRASEN COLLEGE, VASUNDHARA ENCLAVE

110096

mac.du.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharaja Agrasen College was established in August 1994 as a constituent college of the University of Delhi. Initially named Co-Educational College, it was later rechristened as Maharaja Agrasen College, after a great Indian ruler. Catering to the educational demands of the thickly populated East Delhi, the college commenced its journey with 220 students enrolled in the two most popular courses: B.A. (Pass) and B. Com (Hons) in a part of a school building, without adequate water and electricity. In 2010, the College shifted to a spacious verdant state of the art infrastructure spread over 10 acres and offers 10 courses across 15 departments to nearly 2400 students and attracts the student intelligentsia from various parts of not just Delhi, but from all parts of the country. Its phenomenal growth has been recognized in its assessment and accreditation by NAAC with Grade 'A' in 2016 and All India Rank 52 by NIRF, and Ranks 20 in Science, 28 in Arts, and 30 in Commerce streams by MDRA, India Today in 2021.

The college is one of the few in the university with a wi-fi enabled campus, two conference and committee rooms, five smart hybrid classrooms equipped with state-of-the-art multi-media teaching aids, ten smart classrooms with over-head mounted projectors and speakers, a 750-seater auditorium, a contemporary ICT and media lab, sports ground, well equipped library and Laboratories along with a 58 seat girls hostel. A state of the art, soundproof wifi enabled recording studio has been set up with the latest recording facilities.

To augment students' skills, Abdul Kalam Centre launched several short-term courses for the students to ready them for the future awaiting them. The e-Learning Platform Moodle on the college website augments the conventional teaching-learning process and promote blended learning in the college. Conscious of its responsibility to provide a holistic learning environment to its students and to help them evolve as sensitized citizenry, the college takes pride in its experiential learning and community outreach programs such Project ABHI, Nistholi and Akshar. Our NCC cadets have done us proud despite their initiation just a few months ago in 2021.

Maharaja Agrasen College successfully ran a Quarantine Centre with the support of Government of NCT of Delhi from May to September 2020 in which around 1000 persons from 8 different countries stayed for 7 days each and availed home like facilities away from their families.

Vision

The vision and mission of an institution is its guiding framework. It defines its goals and outcomes both at the macro and micro level. The leadership at helm in the form of the Governing Body works closely in tandem with the Principal of the college to ensure that the policies of the institution and its practices lead to its defined vision, which is "Pursuit of knowledge, innovation and research through holistic and transformative education to nurture future leaders." They also acknowledge that the vision and mission of the institution is dynamic and organic. It must modulate with the changing needs of its students and society at large.

Mission

The college is committed to:

- ? To impart world-class higher education.
- ? To empower students to evolve as creative and intellectual professionals.
- ? To provide a conducive environment for collaborative opportunities between industry and the academia.
- ? To evolve socially responsible men and women, sensitive and sensitized to green best practices.
- ? To raise outstanding citizens who bring value to society and contribute towards nation building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Assessment and Accreditation

- NAAC Grade 'A' in 2016.
- NIRF ranking in top 50 institutions all over India (2018-2021).
- Rank 27 in Arts, 29 in Commerce and 21 in Science in MDRA – India Today (2021).
- Accreditation by AISHE annually.

Academics – Enrichment and Achievements

- A balanced mix of courses in all three streams - Humanities, Science and Commerce
- Meritorious University toppers who have excelled in academics.
- Skill based Short Term Courses to improve students' employability.
- 7 Star Innovation Projects augment student driven research and innovation.
- Conferences, seminars, workshops and invited talks expose students to the best minds and evolving fields of research.
- Faculty members attend Faculty Development and Refresher programmes and are provided timely duty/ study leave/ sabbatical for pursuing doctoral/ post-doctoral research.
- Faculty members engage in development of e-content, new curriculum development and revision at the University level.
- 40 faculty promoted to the next level, 11 are now professors.

- Faculty publish articles in refereed peer review journals of repute.
- Non-Teaching Faculty upgrade their skills in training programs.

Infrastructure

- A 10-acre green differently abled campus in the heart of East Delhi with 5 acres of green coverage. Proximity to the metro station attracts students from NCR.
- 93 spacious Wifi enabled classrooms, tutorial rooms, department rooms and laboratories with ergonomic furniture provide a comfortable learning space.
- State of the art air-conditioned auditorium with seating capacity for 750 students.
- A spacious and well-lit library with a reading room with intra access to e publications via INFLIBNET and online access to DULS.
- Well-equipped ICT, Media and other Science Laboratories.
- A clean, safe, and secure 58 bed Girl's hostel.
- MAC Wellness Centre with gym facilities
- Abdul Kalam Research Centre offers a single platform for logistics and infrastructure support for research.

Digital Interface

- MAC – Elearning Portal augments teaching with innovative digital elearning aids.
- Faculty trained to prepare econtent to augment traditional classroom teaching.
- Systematic upgradation to a wifi enabled campus, five state-of-the-art smart classrooms with multi-media teaching aids and recording studio.

Experiential Learning Through Community Outreach

- Project ABHI
- Project Nistholi
- Project Akshar

Inclusivity in Diversity

- **Participation in Ek Bharat Shreshth Bharat**
- **National Cadet Corps**
- **National Service Scheme**
- **Equal Opportunity Cell**
- **SC/ST Cell**

Extension Study Centres

- **IGNOU**
- **NCWEB**

Institutional Weakness

- **Need to implement campus wide ERP management system.**
- **Need to initiate exchange programmes and collaborations with other universities and institutions both at the national and international level.**
- **Need to fill vacant posts on priority basis.**
- **Follow up with the University of Delhi regarding the proposal for approval of new 3 postgraduate and 8 undergraduate courses already approved by the Governing Body.**
- **Encourage innovations and patents.**
- **Registration of Alumni Body.**

Institutional Opportunity

- **Effective utilization of alumni for quality enhancement.**
- **To translate augmented industry – institution interface into collaborations.**
- **To attract international students.**
- **To sign MOUs with national and international organisations for student and teacher exchange**

programmes, research, and employment opportunities.

- To offer more skill development courses to enhance students' employability.
- Encourage filing of research patents.
- Set up Language Laboratories.

Institutional Challenge

- To expedite filling up of vacant positions.
- To expedite approval and introduction of new courses with University of Delhi.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The primary goal of Maharaja Agrasen College, a constituent college of University of Delhi is to ensure optimum teaching-learning and timely completion of the CBCS-LOCF syllabus in both letter and spirit. Faculty across departments have regularly been head and additional examiners of specific papers, members of curriculum development and revision committees, have set question papers and contributed in the design and development of curriculum for add on courses. Since pedagogy and planning go hand in hand, the IQAC formulates the academic calendar much in advance so that there is healthy consonance and synergy between academics and co and extra-curricular activities.

Sensitisation of students pertaining to issues of Environment and Sustainability, Gender, Human Values and Professional Ethics is very important. Papers offered under Generic Electives, Skill Enhancement Courses (SEC) and Discipline Specific Elective courses are offered keeping in mind these parameters. Special lectures, workshops and conferences are also organised to bring awareness and improve the overall growth and development of students.

Periodic assessment and review of students is taken in the form of class presentations, assignments, group discussions and tests and followed by remedial measures. Tutorials and faculty-student meetings are regularly held to ensure successful learning outcomes and make necessary shifts in pedagogy accordingly. To ensure effective curriculum delivery, faculty continuously upgrade their knowledge and technical skill by using e-learning tools, by participating in faculty development programmes, presenting their research papers in conferences and by publishing their research articles.

Samvaad, Parent-Teacher meetings are conducted to discuss their students' progress.

Teaching-learning and Evaluation

Maharaja Agrasen College is proud of its diverse student community and all efforts are made to give personalised attention to all learners. Tutorial group size of 10/15 students and remedial classes benefit students. They are also encouraged to present and publish their research papers. National Student Academic Congress is held regularly wherein students not only lead in organisational activities but also present their papers.

In order to ensure effective and technology driven learning, MAC's e-learning platform- Moodle has been extensively used to promote learning and research. The college believes that learning horizons should be taken beyond curriculum and classrooms. Holistic development of students is the need of the hour and students are thereby engaged in experiential learning, participative learning and problem-solving methodologies. In this regard, the college has taken numerous initiatives such as adoption of Baroji and Nistholi villages, initiation of National Cadet Corps for girls, experiential learning through NSS, Equal Opportunity Cell, Project Akshar, regular Industrial and Field visits etc. In addition, the college has ICT enabled smart classrooms, recording studio, simulators and computer software packages, e-resources in the college library and a wifi enabled campus to provide a more meaningful and enhanced learning experience.

Internal Assessment is conducted as per the guidelines of University of Delhi. Detailed feedback and suggestions are given to students by faculty members for improvement. The moderation committee of the college ensures transparency in the internal assessment and attendance marks and addresses grievances of students if any.

Research, Innovations and Extension

Maharaja Agrasen College provides vibrant platforms to impart holistic education to students. To promote institution-neighbourhood community interface, the college has initiated numerous initiatives such as Agrasen Baroji Help Initiative (ABHI), collaboration with Nistholi village, initiation of National Cadet Corps for girls, Experiential Learning through NSS, Equal Opportunity Cell, Pedal Power Club, Agrani, Project Avian and Project Akshar.

With an aim to create a green campus, the college has introduced various eco-friendly practices such as complete ban on use of plastic in Vidyottama Girls Hostel, use of jute bags and air purifier plants. Students are also proactively engaged in sustainable waste management initiatives. The Green Action Committee of the college conducts a massive waste paper collection drive in its effort towards greener and cleaner environment. A contract was also signed between the college and Jaagruti Waste Paper Recycling Services under this initiative.

Student Driven Research has always been the USP of the college and Abdul Kalam Centre is one of its kind research oriented hub of the college providing assistance to students and faculty. Currently, seven star innovation research projects funded by University of Delhi are being run in the Center. Industrial and Field visits are also organised in a bid to enhance experiential and participatory learning.

In order to ensure holistic well-being of students and promote fitness and wellness of students and their family members, Family Olympics and Emotional and Counselling Workshops are organised. Such workshops have elicited positive responses from students and their family members thereby strengthening the college's resolve to organise many such workshops in future.

Infrastructure and Learning Resources

Maharaja Agrasen College, University of Delhi, is a verdant green campus, spread over 10 acres in Vasundhara Enclave, Delhi, and takes pride in its spacious state-of-art campus comprising of planned infrastructural outlay and inclusive facilities for incentivizing current day teaching-learning methods and related tasks.

The college comprises of 93 spacious, well-lit and ergonomically furnished classrooms and tutorial rooms with select being provisioned with latest audio-visual aids and smart-technology based systems. In addition, there are comfortable customized department rooms for faculty members and students; the college has well-equipped laboratories (for the use of media, ICT and science experiment related purposes), a well-dedicated ICT Centre (comprising of a well-equipped general purpose computer lab providing infrastructural support to computer-technology based and wi-fi related needs of the college), a state-of-art recording studio, ultra-modern and smart-technology enabled Conference and Committee rooms (extremely useful in the conduct of national and international seminars, webinars, conferences and presentations) and Sardar Vallabh Bhai Patel Auditorium; a hi-tech auditorium, housed in a separate complex, spread over three floors, and comprising of a separate multi-purpose hall on the ground-floor.

In addition; the college has numerous facilities for PwD students consisting of ramps, lifts, braille signage, disabled-friendly toilets (etc.); fitness-equipment enabled wellness center; spacious and well-manicured sports ground and comfortable and clean Girls' Common Room with sanitary-pad vending machines and incinerators.

The educational and learning environment of the institution is adequately supported by an extremely well-equipped library system comprising of comprehensive OPAC facilities and resources and data-management systems comprising of e-learning resources such as NPTEL, NLIST and NMEICT; a comprehensively and suitably well-equipped Vidyottama girls' hostel; the vibrant Centre for Performing Arts and Sanskriti Kala Kendra, Civic Education Centre (funded by Government of NCT of Delhi which incentivizes translation and educational work); students' enablement related and remedial-interventionist nature-based Training and Placement Centre, Abdul Kalam Centre, Embedded Systems and Robotics Centre (ESBC), Silver Jubilee Centre for North-East India and MAC-ESBS (Ek Bharat Shreshtha Bharat) Club, NCWEB and IGNOU cells.

A range of well-manned committees (Infrastructure, Laboratory, ICT etc.) ensure a holistic and well-nourished infrastructurally enabled environment ensuring overall development of teachers and students.

Student Support and Progression

Representation of students in the college is attested through their presence and participation in the Students' Council which is representative and provides a useful student-institution interface in the college and is behind the organisation of the National Student Academic Congress; the holistic Cultural Council body which is the lead student body of the ECA Committee of Maharaja Agrasen College and in tandem with other students' cultural societies, is instrumental for the functioning of societies such as Nataraj (Dance), Septune (Music), Inquizitive (Quiz), Chakravier (Debating), Abhinay (Street-theatre), Anchoring Pool (anchoring), Samyantar (Hindi theatre), Markos (marketing), Srijan (art and craft). Chakravier (debating), North-east society, SPICMACAY and Vivekananda Study circle.

The Students' Union is the apex academic student representative body of the college formed to work for the welfare of students by coordinating at the University level to actively organize academic and co-curricular events; it is democratically elected and ensures sustenance of a feedback-based mechanism for overall improved infrastructural and academic growth of the institution. Additionally, numerous department student societies of the college (Mac Commerce, Active, Nav Chetna, Chanakya, Ramanujan, Techtitans, Business Economics, Lakshya, Sage) and groups such as the NSS (National Service Scheme) and NCC (National Cadet Corps) work for overall development and inclusivity. Associations such as MAC-IN SEARCH and MAC-Alumni further provide incentivized platforms to student initiatives related to environmental protection, alumni connect and student outreach. Associations such as Internal Complaints Committee and related mechanisms ensure protection of students' interests in matters related to general issues of concern.

Governance, Leadership and Management

The quality and rigor of academic output of Maharaja Agrasen College comes from its well-organized structure comprising at its helm; an administratively astute Governing Body (led by Chairman, Treasurer and other members), college administration led by the Principal and members of the teaching and non-teaching staff. The IQAC (the nodal Committee for quality implementation), in tandem with various Staff Council committees, oversees the quality of implementation of programmes, policies and academic content as well as teacher-student interface. Staff council committees include Academic Planning, Alumni, Annual Activity, Attendance, ECA, Discipline, Examination amongst others.

This well-structured system is supported by the vision of the institution which is testified through its numerous commitments of initiating the proposal for 11 new courses in its Silver Jubilee Year (2019), some of these being BSc (Hons.) in Physics, Mathematics, Botany, Computer Science and BA (H) in Economics, History and MA in English and Hindi. Additionally; there has been an approval of the Silver Jubilee Centre of Academic Excellence, Sports, Culture, Communication etc.

In addition to the above structure; the commitment of the institution towards maintenance of quality and output is testified through its numerous efforts: the running of Abdul Kalam Centre for add-on courses and presence of MAC e-Learning portal, the digital platform for the creation of e-resources. The mandate of MAC- IQAC is to develop an all-inclusive quality culture in the college by channelling and synergizing the efforts of all constituent stake holders of the college and work towards academic excellence and progress — this includes policy formulation, result analysis, organisations of seminars, conferences and steering and leading institutional and teachers' efforts and initiatives. The people and staff-friendly attitude of the institution is evident in the college taking the initiative to be the Quarantine Centre (2020) during the pandemic and its incentivization of efforts for faculty members, such as provision of child care leave, provision of sabbatical and study leave, disbursement of medical expenses etc. The institutional system is further organised and run on a system of reviews, performance appraisal, student feedback and an unflinching commitment to quality and hard-work.

Institutional Values and Best Practices

The institution has systems in place to ensure gender sensitization and equity. The Internal Complaints Committee redresses complaints and supports gender sensitization by organizing sensitization and self-defence workshops. The Women's Development Cell organizes several awareness and sporting events to

promote gender equality. The college runs the NCWEB programme, has a girls' hostel, utilizes CCTV camera monitoring of common spaces, and employs female guards as part of security staff. Disposal of degradable and non-degradable waste is handled as per protocols. The college has an MOU with Jaagruti, a paper recycling agency. The college segregates its waste, and has vermicomposting pits for organic waste. It also has a Sewage Treatment Plant. Hazardous chemical waste is stored and utilized as per established safety standards. Cultural awareness and education is duly emphasized. Through the programmes of SPICMACAY, MAC EBSB, Centre for Northeast India, Centre for Performing Arts and Culture, NSS, NCC, Sanskriti Kala Kendra, village adoption programmes, Civic Education Centre, Equal Opportunity Cell, the college helps foster a sense of cultural connections and shared traditions. Sensitization of students and employees towards their constitutional obligations is undertaken in terms of events that foreground the citizens' rights and duties. Constitution Day, National Voters Day, Swami Vivekananda Memorial Lecture and Birth Anniversary of Vallabh Bhai Patel are duly celebrated with informative lectures by experts and historians. The college likewise, celebrates national and international commemorative events like Independence Day, Republic Day, and International Women's Day. The college takes pride in its best practices which foster experiential learning through community outreach and foregrounding integrity in diversity through its policies, centres and practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARAJA AGRASEN COLLEGE
Address	Maharaja Agrasen College, Vasundhara Enclave
City	Delhi
State	Delhi
Pin	110096
Website	mac.du.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sanjeev Kumar Tiwari	011-22610552	9811546564	-	principal@mac.du.ac.in
IQAC / CIQA coordinator	Gitanjali Chawla	011-22610556	9818679187	011-22610563	gchawla@mac.du.ac.in

Status of the Institution	
Institution Status	Government , Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	24-08-1994

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	24-08-1994	View Document
12B of UGC	21-01-2022	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Maharaja Agrasen College, Vasundhara Enclave	Urban	10	430556.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	XII	English	193	171
UG	BSc,Electronics	36	XII	English	58	58
UG	BA,Business Economics	36	XII	English	58	51
UG	BSc,Mathematics	36	XII	English	68	68
UG	BA,Hindi	36	XII	Hindi	58	55
UG	BA,Journalism	36	XII	English	58	58
UG	BA,Political Science	36	XII	English,Hindi	58	58
UG	BA,English	36	XII	English	58	58
UG	BSc,Physical Science	36	XII	English	68	68
UG	BA,B A Prog Committee	36	XII	English	193	193

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				118			
Recruited	0	0	0	0	0	0	0	0	57	61	0	118
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				48
Recruited	34	8	0	42
Yet to Recruit				6
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				15
Recruited	8	1	0	9
Yet to Recruit				6
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	6	0	19	17	0	1	4	0	52
M.Phil.	0	0	0	2	6	0	1	1	0	10
PG	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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	15	14	0	29
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	13	11	0	24

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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	209	319	0	0	528
	Female	197	246	0	0	443
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	80	95	57	54	
	Female	63	54	59	57	
	Others	0	0	0	0	
ST	Male	21	37	9	19	
	Female	11	9	6	8	
	Others	0	0	0	0	
OBC	Male	151	151	127	105	
	Female	98	82	72	71	
	Others	0	0	0	0	
General	Male	204	228	169	174	
	Female	229	247	211	174	
	Others	0	0	0	0	
Others	Male	72	40	53	24	
	Female	46	18	18	13	
	Others	0	0	0	0	
Total		975	961	781	699	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Maharaja Agrasen College is a constituent college of University of Delhi and follows its guidelines and norms in both letter and spirit. Multidisciplinary and Interdisciplinary is integral to holistic education and
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	<p>has been integrated in the LOCF syllabus prescribed by the University of Delhi. Students of all courses opt for Generic Electives from a wide spectrum of options offered by Departments other than their course of study. This enhances their understanding of other disciplines and enriches their learning. In order to give students a wider exposure, college level invited lectures and conferences, seminars, special talks organised by departments give students a deeper understanding of other disciplines. In tandem with the NEP, our faculty is engaged with the University in the framing of syllabi of new interdisciplinary courses as approved by the Academic and Executive council for implementation from the academic year 2022-23.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Under the prescribed LOCF curriculum being taught currently, there are credits assigned to papers which are not transferable but with the upcoming implementation of NEP in the academic year 2022-23, students will create a bank of credit which will be transferable and interdisciplinary and multidisciplinary in nature, Students will also have multiple entry exit options as per their requirements.</p>
<p>3. Skill development:</p>	<p>The college has continuously offered opportunities for students to develop their skills in tandem with changing needs. Add-on courses align the curriculum with relevant industries to make them job ready by the time they graduate. Furthermore, students' skills are further augmented by frequent interactions with alumni and industry experts. This enhances their preparedness for the world outside the college. Maharaja Agrasen College is also one of the colleges selected for the PM-YUVA Yojana which aims to create an ecosystem and a single point hub for development of entrepreneurship by providing appropriate education and training.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curriculum being taught under LOCF gives students an in-depth understanding of our rich cultural heritage, including its language, culture and knowledge systems. Besides, regular performances, workshops and lecdems organised in collaboration with SPICMACAY give students a wide and varied exposure to performing arts from various parts of the country. As per the guidelines of Government of India under the initiative of Ek Bharat Shreshtha Bharat (EBSB), Maharaja Agrasen College launched</p>

	<p>the MAC-EBSB club in 2019-20. This is a humble initiative to cherish and celebrate the rich cultural heritage of our country India, to be able to preserve and propagate its history, traditions and values. Sanskriti Kala Kendra was set up with the aim of inculcating cultural and moral values among the students. Likewise, The Centre for Performing Arts and Culture promotes performing arts and performance and cultural studies through its focus on image, direction, film, censorship, script, multimedia, narrative, play, intelligence, creativity and other related areas. The Silver Jubilee Centre for North East India aims to provide a wider platform to the students to display the essence of their region culturally and sensitise the people of the Indian mainland about the North East.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Learning Outcome Curriculum Framework syllabi prescribed by the University of Delhi was formulated with the final outcome expected of students of a particular course at the end of the programme. They are in sync with expectations of the programme and the desired skills and knowledge to be inculcated in students. The outcomes are delineated clearly, and the teaching plans outlined accordingly. This enhances the quality of education being imparted to them and frequent student faculty meetings help align pedagogy to the desired outcomes. Furthermore, with the MAC E-learning platform, resources are shared to augment teaching learning in classrooms.</p>
<p>6. Distance education/online education:</p>	<p>Maharaja Agrasen College offers courses in the regular mode only as sanctioned by UGC. Online tools and blending learning are used to augment and enhance pedagogy. Online classes and Open Book Exams were held as per directives of the University of Delhi only during the lockdown necessitated by the pandemic. The college is the study centre for Post-Graduate and Under-Graduate Courses offered by IGNOU. Furthermore, it is also the centre for The Non-Collegiate Women's Education Board (NCWEB) and imparts classes to girls of neighbouring areas. Classes are conducted during weekends and there is optimum utilisation of college infrastructure to accommodate students who are not enrolled in the regular mode.</p>

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
364	359	387	170	190
File Description		Document		
Institutional data in 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
10	10	10	10	10

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2347	2173	1999	1950	2244
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
561	547	371	371	371

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
680	691	604	605	760

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
120	124	124	126	122

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
118	118	118	118	118

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 93

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
258.99	341.67	361.36	364.59	298.16

4.3

Number of Computers

Response: 961

4.4

Total number of computers in the campus for academic purpose

Response: 933

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:

Maharaja Agrasen College is a constituent college of University of Delhi and ensures effective curriculum delivery of the CBCS – LOCF syllabus in both letter and spirit. There is a multi-tiered system to ensure optimum teaching – learning keeping in mind the heterogenous structure of the classroom and varying levels of learners which is modulated by an effective planning process and feedback mechanism.

Participation in Curriculum Development and Revision

- Faculty across departments have been part of committees at the university level for preparation of courses under CBCS-LOCF. They have not only given their inputs but have proactively engaged in preparation and subsequent revision of the syllabus. This gives them a greater insight in curriculum delivery and helps optimise the teaching-learning process.

Planning & Preparation

- Pedagogy and planning go hand in hand. At the macro level, the IQAC which comprises of teachers in charge of all departments plan ahead for timely curriculum delivery and formulate the academic calendar to optimise the teaching learning process. This is to ensure that neither academics nor co and extra-curricular activities are compromised, and students benefit from holistic education being offered.
- Academic Planning Committee confers with the departments regarding options to be offered to students for Generic Electives and coordinates with them regarding the allocation of GEs to students. The options are sought from students much in advance of the commencement of a semester via links posted on the college website and also via message service on their mobile phones.
- Skill enhancement Courses (SEC) and Discipline Specific Elective Courses (DSE) options to be offered are planned and informed to students much in advance of the commencement of the semester. The options are decided in advance by considering the needs of the students and subject expertise of the faculty to ensure optimum delivery of curriculum.
- Timetables are prepared and uploaded on the college notice board and website prior to the commencement of the semester to ensure timely commencement of classes.

Monitoring and Feedback

- Mid-term faculty meetings in departments ensure gaps are filled and that the teaching plan is adhered to. Furthermore, regular faculty student meetings comprising of two class representatives and two senior faculty elicits student feedback and helps make the necessary shifts in pedagogy. All such meetings are recorded and minuted.

Learning Beyond the Classroom

- In its endeavour to making education more meaningful and knowledge more comprehensive, curriculum delivery is enhanced with a stronger interaction with industry experts by organizing special lectures, seminars, conferences, and educational excursions.

Faculty Upgradation

- Faculty participate in Faculty Development Programmes and workshops, particularly of newly introduced papers. This helps in effective curriculum delivery.
- Faculty also update their technical skills in preparation and usage of e platforms for curriculum delivery. They have been using moodle as a platform to share resources, quizzes, assignments and other learning and evaluation tools.
- Faculty have been presenting papers regularly at conferences to share their research with other scholars as well as publishing research articles in journals. This helps them in subject expertise which aids effective curriculum delivery.

File Description	Document
Upload Additional information	View Document

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

Response:

Preparation of Academic Calendar

- As per the directives of IQAC, Maharaja Agrasen College, departments prepare their academic calendars which includes the teaching plans, internal assessment, conferences, special talks, department festivals etc in tandem with the academic calendar circulated by University of Delhi. Mid semester breaks and national holidays are kept in mind while preparing the academic calendar as well as the calendar of extracurricular and sports activities as well. Due care is taken to balance the activities across both semesters ensuring appropriate time for scholastic as well as co scholastic activities.

- **The academic calendar is intimated to first year students in the Orientation Programme itself both at the college and department level along with the Internal Assessment criteria and weightage as per University of Delhi norms as stipulated in the ordinance.**
- **Likewise, the timetables are prepared much in advance of the commencement of each semester and are uploaded on the college website and department notice boards.**
- **Each department has its own departmental policy on the number of assessments by way of assignments and tests etc which is clearly informed to students at the commencement of the semester. The dates and syllabus of these assignments and tests are informed well in advance giving students sufficient time to prepare. Students are given the benefit of several such opportunities to improve their score.**
- **Post assessment, faculty devote time to resolve all queries and explain the pattern of assessment with clearly defined markers for improvement.**
- **A comprehensive question bank is circulated and discussed prior to the final assessment. Faculty provide supplementary material in terms of academic and audio- visual resources to assist students in preparation for their examinations.**
- **The internal assessment moderation committee moderates the internal assessment marks before it is duly signed and submitted to the college administration. This committee comprises of the teacher in charge, the previous teacher in charge and the senior most teacher of the department.**
- **Parents have access to their ward's progress as attendance and internal assessment marks are uploaded on the college website. Besides, regular Samvaad, Parent-Teacher meetings are conducted giving parents a platform to discuss their ward's progress.**
- **Grievances regarding internal assessment are dealt with by the Student Grievance Committee.**
- **The college level internal assessment committee finally vets the internal assessment marks before they are submitted to the University.**
- **The final end term examination is conducted strictly as per University guidelines and norms. Since 2020, exams have successfully been conducted in the online Open Book Examination (OBE) mode wherein the nodal officer, the entire examination committee and the faculty of all departments assisted in handling students queries and concerns.**
- **Faculty assist in organization and invigilation of these exams and participate in the evaluation process to facilitate declaration of results on time.**
- **The IQAC mandates analysis of results by departments and an action taken report by Departments regarding remedial measures to improve results.**

File Description	Document
Upload 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

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: 10

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 12

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
1	3	6	1	1

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any 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: 4.21

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
0	101	197	90	43

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

1.3 Curriculum Enrichment

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

Response:

The curriculum prescribed by University of Delhi reflects sensitivity to issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and has integrated them into the curriculum in order to sensitize students to such issues ensuring students' growth as sensitive and sensitized citizens of the country.

- Besides the inclusion of awareness of issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability in the core papers, options offered in Generic Electives papers also integrates these issues. A brief list of such papers (Core, Skill Enhancement Course and Generic Electives) is attached in the link given.

- Students study a compulsory course on Environmental Studies at the Undergraduate level which “aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy”. This helps students to “evolve into ecologically, environmentally, and socially informed and responsible citizens who are empowered to protect the natural resources while ensuring sustainable lifestyle and developmental model”.
- Professional Ethics – Papers such as ‘Media Ethics and the Law’, ‘Your Laws, Your Rights’, ‘Personality Development & Interpersonal Skills’, and ‘Yoga and Stress Management’ lead to a greater awareness of professional ethics in students. This also leads to holistic development in students apart from academic knowledge in their core areas.
- Gender – Gender sensitization is integral to the overall growth and development of students. Awareness of gender issues makes them more sensitive and sensitized citizens. Amongst other papers, the following papers are immensely popular amongst students – ‘Contemporary India: Women and Empowerment’, ‘Women’s Writing’, ‘Media, Gender and Human Rights. Even papers which don’t specifically focus on gender issues have a stronger sub theme highlighting gender issues such as the DSE paper titled ‘Speculative Fiction and Detective Fiction’ which focuses on gender and its invisibility in the monolithic processes of capitalism, Likewise, the ‘Indian Classical Fiction’, ‘Partition Literature’, ‘Literatures of Diaspora’ papers also highlight women’s struggles through the ages leading to greater sensitization of gender inequity.
- Human Values – Making students aware of intrinsic human values are integrated in several papers such as ‘The Individual and Society’, ‘Literature in Cross-Cultural Encounters’, ‘Cultural Diversity in India’, ‘Literature in Social Spaces’, ‘Marginalities in Indian Writing’, ‘Literature in Caste’, ‘Human Rights in a Comparative Perspective’, ‘Peace and Conflict Resolution’, ‘Literary Cross Currents: Selections from Living Literatures’, ‘Citizenship in a Globalizing World’, and ‘Literature and Disability’.
- Environment and Sustainability – Enhancing awareness about our environment and sustainability is important for every student. The AECC/ EVS paper ‘Environmental Science’ is mandatory for students. Amongst other papers, the following integrate inclusivity and sustainability in students education – ‘Green Methods in Chemistry’, ‘Renewable Energy and Energy Harvesting’, ‘Human Rights, Gender and Environment’, while papers such as ‘Aerobics Training’ focus on sustainable health.

Curriculum Enrichment: Furthermore, all efforts are made to augment the curriculum with respect to increasing the students’ understanding of Professional Ethics, Gender, Human Values, Environment and Sustainability by way of special lectures and workshops and conferences. A list of such endeavours is attached in the link given.

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

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

Response: 100

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
364	359	387	170	190

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

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

Response: 39.41

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

Response: 925

File Description	Document
Institutional data in prescribed format	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: B. Any 3 of the above

File Description	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: 97.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
925	783	706	723	734

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
932	818	742	742	742

File Description

Institutional data in prescribed format

Document

[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: 82.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
420	329	317	349	355

File Description

Institutional data in prescribed format

Document

[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:

Increasing diversity in student intake has also led to greater heterogeneity in classrooms. Students coming from different state boards with differing language competencies has been a challenge to classroom teaching. While some programmes have an inbuilt mechanism to take into account the differing needs of students, others have a different mechanism to augment the needs of slow learners and advanced learners.

Differing curriculum as per learner levels

- Students of core language learners (English and Hindi) in BA Programme under the LOCF are trifurcated on the basis of marks obtained in English/ Hindi at class 12 level. While students with marks greater than 80% in the language pursued are pegged as advanced learners, students with marks between 60 - 80 % are allotted fluency level while those below 60% are in the proficiency level. The course curriculum and assessment are different as per their competency levels.
- In order to give personalized attention to all learners, tutorials are held as per schedule with a student strength of 10-12 students per tutorial session. This enables students to clear their doubts as well as provided special mentoring for slow learners. Advanced learners benefit from these tutorials too as it gives them an opportunity to discuss additional readings.

Special measures for slow learners

- A judicious mix of advance and slow learners form teams for class presentations and projects thereby giving both sets a comfortable environment to benefit from each other. Several faculty members take extra/ remedial classes to help students who are in need of additional help. Furthermore, students are given multiple opportunities for internal assessment to improve their score. This gives slow students several opportunities to enhance their grade. The MAC elearning platform, Moodle gives students a digital platform to improve via learning aids which they can do on their own, multiple times to help them improve. The resources on moodle are pitched at varying learner levels.

Measures for advanced learners

- More complex class presentations are assigned to advanced learners to hone their research and practical skills while also stimulating them to do better. Advanced learners are also encouraged to present papers at student conferences and publish papers. Faculty ensure that relevant call for papers for conferences and publications are circulated amongst students. National Student Academic congress are organised on suitable themes wherein students not only lead the way in organization but also present papers. 5 such congresses have been held so far. There is a cash prize for the best paper presented in every session to encourage the students. Advanced learners are also encouraged to be a part of student driven innovative

projects as they are not only able to work independently but also assist slow learners.

MAC eLearning platform

- MAC eLearning platform - Moodle has been effectively used for both slow and advanced learners. Faculty pitch various kinds of resources including extra reading materials, quizzes, assignments, animations, data sheets, simulation, audio visual inputs etc at different learner levels giving all students opportunities to enhance their knowledge base.

File Description	Document
Upload any additional information	View Document

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

Response: 20:1

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:

Maharaja Agrasen College is committed to the holistic development of students by engaging them in experiential learning, participative learning and problem-solving methodologies to enhance learning experiences. Students are encouraged to expand their learning horizons beyond the curriculum and classrooms to outreach programmes via hands on experiences with the community at large.

Adoption of Villages

Agrasen Baroji Help Initiative (ABHI) and Nistholi: To increase the institute-community interface, the college has adopted villages Baroji and Nistholi to enhance the understanding of the finer nuances of village life and to resolve their basic problems by extending a helping hand. This helps students evolve as sensitive and sensitized socially responsible citizens.

National Cadet Corps

This year on 4 January 2021, the first batch of 54 NCC female cadets were inducted and initiated in NCC 2GDDN. Their proactive participation in the community outside college engages in grooming

students into disciplined and patriotic citizens.

Experiential Learning through NSS

MAC NSS helps develops students' experiential and participative learning by collaborative projects with the outside community. MAC NSS volunteers work in various research projects, on innovative ideas, with slums and voluntary agencies to complete 120 hours of regular activities during an academic year. Pedal Power Club augments consciousness of carbon footprints, Agrani advances gender sensitization. Equal Opportunity Cell supports differently abled, SC/ST members and students from economically weaker sections of its learning community.

Project Avian: Bird monitoring is an activity which involves repeated measurement of avian distribution, abundance, and health via installed sensors at the bird site at Yamuna Biodiversity Park to monitor the temperature, humidity and real time video of the birds' site for study and analysis.

Project AKSHAR: This extremely successful project engages students with the underprivileged children in the vicinity. Students become teachers as they impart quality remedial education to children residing in Dallupura and Kondli.

MAC Jobs - Earn While you Learn: A special initiative of Maharaja Agrasen College, students are involved in college processes and functioning both in the administration and Accounts in the form of 'On Campus Job Opportunity' along with their study.

Student Academic Congress: Organised by the students and for the students, five such Academic Student Congress have given students a platform to think critically and objectively inculcating research and original thought and also stimulate leadership, team spirit, organizational and management skills.

Star Innovation Projects: Student Driven Research is promoted through Abdul Kalam Centre, a single point research-oriented hub with software and hardware assistance. 7 student driven projects with a budget outlay of Rs1,08,00,000/- funded by University of Delhi are being run in the center in which 18 faculty members and around 70 students are involved.

Field visits: Regular interface with the relevant industry is maintained through Industrial and Field Trips which enhance the theoretical concepts taught in classrooms and visits to key historical sites gives them wider exposure and better understanding of our rich cultural heritage besides inculcating leadership and team spirit skills.

File Description	Document
Upload any additional information	View Document

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

Response:

MAC ELearning Portal: Blended Learning with use of ICT enabled tools has been the pedagogical practice at Maharaja Agrasen College. Faculty members prepare and upload online lessons using interactive technology on the MAC ELearning Portal - <http://34.93.145.185/> These supplement classroom engagements and benefit both slow and advanced learners as these lessons are pitched at varying learner levels.

Smart Classrooms: Five smart hybrid classrooms are equipped with state-of-the-art multi-media teaching aids with 86 & 75 inches LCD internet enabled interactive screens with interactive panels and document readers with embedded scanners, cameras and speakers. Besides these, there are ten smart classrooms with over-head mounted projectors and speakers for use of audio-visual resources and have been very useful for class presentations and in the use of power point presentations and screening of relevant films.

Recording Studio: To facilitate faculty prepare MOOCs and other ICT enabled lessons which require recording facilities, a state of the art, soundproof wifi enabled recording studio has been set up with the latest recording facilities such as PTZ cameras, lapel mics and studio lighting for optimum recordings.

Digital online learning in Covid times: Teaching – Learning shifted to the online platform completely March 2020 onwards due to the ensuing lockdown after the outbreak of the Covid pandemic. The college facilitated this transition with enabling google meet platform for classes using faculty's official mac.du.ac.in email ids. All new students were provided these email ids for smoother access and seamless transition. Webinars and invited lectures were conducted on institutionally procured official zoom links which enables recordings and access upto 500 participants.

Wifi Enabled Campus: The college has a wi-fi enabled campus with state of art ICT center with over 241 computers (MAC, WINDOWS, LINUX OS) to enable students and faculty the use of ICT and internet to keep them abreast of the latest developments in their respective field of study.

Laptops for faculty: 75 Thinkpad Lenovo laptops have been provided to faculty members to facilitate e-teaching techniques.

Simulators & Computer Software Packages: The students are also encouraged to use computer software packages for meaningful analyses of the experimental data collected/acquired by them. Department of Electronics uses virtual laboratories/ simulators like Multisim, Scilab and Labview along with conventional labs to enable the students to verify experimental results. Department of Business Economics uses SPSS software and department of Mathematics uses MATLAB and Mathematica simulators as means of instruction by the faculty to augment their teaching learning process.

E-Resources in the College Library: The library at MAC is computerized and ICT enabled with the latest library resources for the ease and benefit of students and faculty. It is connected to the Central library (University of Delhi) so all library users have accessibility to e-resources vide INFLIBNET. Relevant elearning resources by National Program on Technology Enhanced Learning (NPTEL), National Library and Information Services Infrastructure for scholarly content (NLIST) and National Mission on Education through Information and Communication Technology (NME-ICT) are available to students and faculty through 10 systems linked to the central library DULS Library system.

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: 19:1

2.3.3.1 Number of mentors

Response: 121

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: 104.41

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	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: 68.67

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
85	85	85	87	81

File Description	Document
Institutional data in prescribed format	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: 0.12

2.4.3.1 Total experience of full-time teachers

Response: 13.88

File Description	Document
Institutional data in prescribed format	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:

The college follows the guidelines for internal assessment laid down by University of Delhi in both letter and spirit. New students are informed about the internal assessment and the division of 25 marks for assignment, test, and attendance both in the college orientation programme as well as the department orientation programme. Furthermore, this is also highlighted in the Bulletin of information (Prospectus) as well as clearly stated on the college website. Faculty inform students about the assignment and test schedule well in advance. The internal tests are usually conducted just after the mid semester break giving them ample time to prepare for the same. In order to accommodate the interests of the slow learners, multiple attempts are given so that the best of two/three assessments are taken for their official IA records. Furthermore, each assignment/ test is discussed in class and the rationale for the marks given is discussed. Faculty give detailed comments and are available for further discussion. Three fourth of the syllabus is tested as per the end semester exam pattern. The duration of the internal tests is two hours, and the pattern is similar to the end semester examination. Marks are duly circulated, and any discrepancy is rectified. Likewise, students are made aware of their monthly attendance by faculty members and those who are short of the requisite 66.6% are warned repeatedly. The final IA marks are not only informed by the faculty per paper but are also put up on the college website for students' perusal and verification. These marks are first moderated by the department internal moderation committee comprising of the teacher in charge, the previous teacher in charge and the senior most teacher of the department. These moderation meetings are duly minuted and signed. The marks along with minutes are then

submitted to the college administration to be uploaded on the college website. Subsequently, after verification by the students, the internal assessment is moderated by the college moderation committee comprising of two senior most teachers. Grievances if any are also looked into by this committee before they are submitted to the university portal online. The attendance committee looks into cases where students fall short of attendance because of medical issues. For practicals, a record of the students' progress is maintained and duly informed to the students. Students who participate in ECA, Sports or NCC and NSS activities are given additional chances for internal assessment if they miss it on account of participation in college linked activities.

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

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

Response:

Departments follow a well laid down mechanism as specified in 2.5.1 regarding conduct, tabulation and uploading of internal assessment marks. All students are informed about their marks before submission of the same to the office. Internal assessment marks are circulated, and students are given time to raise queries/ doubts or point out any discrepancies or errors. At the primary level, these issues are addressed by the faculty teaching that specific paper. Subsequently these marks are entered on the IA portal by faculty themselves. Printouts of the same are submitted to the office as well as the teacher in charge for the department level internal moderation committee comprising of the teacher in charge, previous teacher in charge and the senior most teacher. Once these are moderated and signed, the minutes along with changes if any are submitted to the college administration for uploading on the college website. If any error or discrepancy is found by any student, it is dealt with by the University of Delhi mandated college level internal assessment monitoring committee. These are also minuted and recorded. Students are given several opportunities to raise their grievance if any and the same is dealt with in a transparent, time bound and efficient manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Maharaja Agrasen College is a constituent college of University of Delhi and follows the prescribed revised Learning Outcomes-based Curriculum Framework syllabus in both letter and spirit since 2019-20 with periodic checks and balances in place. The syllabus of every course and further every paper is made available to the faculty teaching along with well-defined learning outcomes and weekly lesson plans. All faculty adhere to the same which is also communicated to the students at the commencement of every semester. The syllabus is circulated amongst students who also keep it for their records and perusal. This helps both faculty and students in the teaching learning process as there is a well-defined framework in terms of both learning outcomes and the time schedule on a weekly basis. First year students are made aware of the structure of the course in terms of the number of core papers, General Electives, Skill Enhancement Courses and Ability Enhancement Course Compulsory etc. Their choices under the choice-based credit system are sought well in advance to ensure minimum loss of teaching time.

Student faculty meetings are held during the semester wherein two class representatives and two faculty members teaching that semester meet to discuss coverage of syllabus and other issues. These are recorded by way of minutes. Departments hold mid semester meetings to discuss the syllabus covered and ensure that atleast three fourth of the syllabus is covered before internal tests are scheduled. The same is also reported to the college IQAC. During the shift from physical to online classes during the pandemic, all these meetings were held online as per schedule.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

The results and feedback of the students is a proof of attainment of programme outcomes and the same is analysed periodically by departments and remedial action taken accordingly. Meritorious students are awarded at the Annual Day celebrations and the merit list is published in the Annual Report to acknowledge their hard work. This motivates them and other students to excel. The final results of the students are provided to the departments who analyse them paper wise and devise remedial mechanisms for improvement. This could be by way of extra practicals or shifting of faculty to another paper. For example after result analysis of semester 1 & 2 students, one of the departments felt that the teaching of first year students should be done by more experienced faculty in order to build a stronger foundation for first year students. Likewise, faculty take into account feedback of students and allocate papers amongst themselves. Regular mid-term meetings of student faculty committees comprising of previous, current and next teacher -in-charge with three student

representatives, one from each year help assess outcomes and plan necessary course of action. Minutes of these meetings and result analysis are attached in the link given.

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: 96.44

2.6.3.1 Total 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
680	713	611	540	703

2.6.3.2 Total 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
680	713	611	602	760

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 66.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3.34	5.65	4.62	53.28

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 50.67

3.1.2.1 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
7	7	7	7	10

3.1.2.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 130

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	29	33	21	09

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 2.36

3.2.1.1 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
58	55	42	71	65

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.98**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
35	81	44	43	41

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

3.3 Extension Activities

3.3.1 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:

The college offers several extension activities wherein the students and faculty are engaged in promoting institution-community network thereby sensitizing students to social issues.

Agrasen Baroji Help Initiative (ABHI) and Nistholi: To increase the institute-community interface, the college has adopted villages Baroji and Nistholi to enhance the understanding of the finer nuances of village life and to resolve their basic problems by extending a helping hand. This helps students evolve as sensitive and sensitized socially responsible citizens.

National Cadet Corps

This year on 4 January 2021, the first batch of 54 NCC female cadets were inducted and initiated in NCC 2GDDN. Their proactive participation in the community outside college engages in grooming students into disciplined and patriotic citizens.

Experiential Learning through NSS

MAC NSS helps develops students' experiential and participative learning by collaborative projects with the outside community. MAC NSS volunteers work in various research projects, on innovative ideas, with slums and voluntary agencies to complete 120 hours of regular activities during an academic year. Pedal Power Club augments consciousness of carbon footprints, Agrani advances

gender sensitization. Equal Opportunity Cell supports differently abled, SC/ST members and students from economically weaker sections of its learning community.

Project Avian: Bird monitoring is an activity which involves repeated measurement of avian distribution, abundance, and health via installed sensors at the bird site at Yamuna Biodiversity Park to monitor the temperature, humidity and real time video of the birds' site for study and analysis.

Project AKSHAR: This extremely successful project engages students with the underprivileged children in the vicinity. Students become teachers as they impart quality remedial education to children residing in Dallupura and Kondli.

Sustainable Waste Management: Students are sensitized to waste management issues by proactively engaging them in waste management initiatives. A waste paper collection drive is undertaken in the college for recycling by Jaagruti Waste Paper Recycling Services. To achieve a sustainable and ecologically friendly lifestyle, several measures were continued including ban on use of plastic, use of jute bags in the hostel and segregation of different types of waste: biodegradable and non-biodegradable.

Star Innovation Projects: Student Driven Research is promoted through Abdul Kalam Centre, a single point research-oriented hub with software and hardware assistance. 7 student driven are being run in the center which engage with issues linked to the outside community.

Field visits: Regular interface with the relevant industry is maintained through Industrial and Field Trips which enhance the theoretical concepts taught in classrooms and visits to key historical sites gives them wider exposure and better understanding of our rich cultural heritage besides inculcating leadership and team spirit skills.

Family Olympics - Family Olympics was held in March 2020 with an objective to bring family members together, create a bonding and promote fitness and wellness among the students and faculty as well as their families.

Emotional and Counselling Workshop-

Realizing the importance of emotional and holistic well-being in students' lives, IQAC engaged psychological counselling professionals to impart awareness and training regarding stress management, low self-esteem, anger management and career choices.

File Description	Document
Upload any additional information	View Document

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

Response: 6

3.3.2.1 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
1	0	0	2	3

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 34

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	8	10	5

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 23.84

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
257	330	1080	592	195

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 558

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
241	102	129	40	46

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 6

3.4.2.1 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
2	3	1	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

NAAC

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:

Spread over 10 acres in a verdant green campus at Vasundhara Enclave, Delhi, Maharaja Agrasen College takes pride in its spacious state of the art campus.

Classrooms, Tutorial & wifi enabled smart Department Rooms: There are 142 airy, spacious, and well-lit rooms with ergonomic furniture for students and faculty

Conference and Committee Rooms and Smart Classrooms: The ultra-modern Conference and Committee Room and five smart hybrid classrooms are equipped with state-of-the-art multi-media teaching aids with 86 & 75-inch LCD interactive screens which are internet enabled with interactive panels and document readers. There are also ten smart classrooms with over-head mounted projectors and speakers.

Recording Studio: A state of the art, soundproof wifi enabled recording studio has been set up with the latest recording facilities such as PTZ cameras, lapel mics and studio lighting for optimum recordings.

Laboratories: 19 well equipped Laboratories with storerooms are available for the use of Media, ICT and Science labs.

ICT Centre: The Centre caters to the e-curriculum requirements of computer practicals for various courses in the college.

Media Centre: The college has a fully functional Media Centre with high-definition equipment and in-house professional expertise to impart pre-production and post-production training to students of Journalism.

Sardar Vallabhai Patel Auditorium and a Multi Purpose Hall: The high-tech auditorium is housed in a separate complex spread over three floors. It has the capacity to accommodate 750 students and is the hub of all curricular and extracurricular activities at the college.

Facilities for Physically Challenged Students: To facilitate movement of persons with disabilities, wheelchairs, ramps, lifts, disabled friendly toilets and other facilities are in place including braille signage.

The MAC Wellness Centre: The MAC Wellness centre with gym equipment is a value-added facility much in demand by students and faculty alike.

Verdant & Spacious Sports Ground: A verdant well-manicured multipurpose sports ground is used for sports activities. A special designated sports room is available for indoor sports and other

activities.

Girls Common Room: Girls have been provided with a spacious and clean Girls Common Room with a sanitary pad vending machines and an incinerator while there are staff rooms for faculty and administrative staff.

College library: The College Library is a key learning resource integral to the teaching learning process. There is enough storage facility for students and a spacious well lit reading room.

Vidyottama: The wifi enabled Girls' Hostel of Maharaja Agrasen College can accommodate fifty eight students on its three floors and has separate areas for dining and common room on the ground floor. Besides, a pantry has been provided on each floor.

Centres of Learning: The Centre for Performing Arts and Culture, Sanskriti Kala Kendra, Civic Education Centre, Training and Placement Centre, The Embedded Systems and Robotics Centre (ESRC), The Silver Jubilee Centre for North East India, NCWEB and IGNOU Centres are well defined spaces to nurture holistic learning.

Abdul Kalam Centre: It serves as a one stop space for nurturing fresh innovative ideas from students/faculties into a well-defined research or practice or a start-up initiative.

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:

To ensure holistic development of students and to give them ample space and opportunities to hone their co and extracurricular skills, there are specific zones and areas in the college away from the main academic block to facilitate practice sessions and conduct and organization of co-curricular, extra-curricular and sports events.

Sardar Vallabhai Patel Auditorium: The high-tech auditorium is housed in a separate complex spread over three floors. It has the capacity to accommodate 750 students.

Multi-Purpose Hall: Extra-Curricular activities are scheduled and organized in a separate multi-purpose hall on the ground floor of the Auditorium block so as not to disturb the academic functioning of the college. The multi-purpose hall is used for several purposes such as yoga sessions, self defence workshops, student competitions and practice of extra-curricular activities.

Recording Studio: To facilitate faculty prepare MOOCs and other ICT enabled lessons which

require recording facilities, a state of the art, soundproof wifi enabled recording studio has been set up with the latest recording facilities such as PTZ cameras, lapel mics and studio lighting for optimum recordings.

Conference and Committee Rooms: The ultra-modern Conference and Committee Room fitted with state-of-the-art multi-media teaching aids with 86 & 75 inches LCD interactive screens which are internet enabled with interactive panels and document readers with embedded scanners, cameras and speakers.

The MAC Wellness Centre: The MAC Wellness centre is a value-added facility much in demand by students and faculty alike. Equipped with the latest fitness equipment, it is also utilized for Yoga sessions.

Verdant & Spacious Sports Ground: A verdant well-manicured multipurpose sports ground is used for Football, Volleyball, Basket ball, Baseball, Softball, Archery, Cricket etc. A special designated sports room is available for indoor sports and other activities.

Girls Common Room: Girls have been provided with a spacious and clean Girls Common Room while there are informal spaces for faculty and administrative staff in the form of Staff Rooms. The Girls Common Room has a sanitary pad vending machines and an incinerator.

Learning Centres: There are designated rooms for NCC, NSS, the Centre for Performing Arts and Culture, Sanskriti Kala Kendra, Civic Education Centre and the Silver Jubilee Centre for North East India

Media Centre: The college has a fully functional Media Centre with high definition equipment and in-house professional expertise to impart pre-production and post-production training to students of Journalism.

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 93

File Description	Document
Institutional data in prescribed format(Data template)	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: 6.19

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
2.93	31.65	40.61	17.82	13.22

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

The College Library is a key learning resource integral to the teaching learning process. Managed by the Librarian and his team along with the Library Committee, the library is one of the finest in University of Delhi. At MAC, the Library is a holistic space to further augment student and faculty's intellectual acumen. Housed on two floors, it is well furnished with comfortable chairs and tables for students and teachers. The library is fully managed by ALICE FOR WINDOW (library automation software). It has OPAC facility and the students have intra access to e publications via INFLIBNET and online access to DULS. Relevant elearning resources by National Program on Technology Enhanced Learning (NPTEL), National Library and Information Services Infrastructure for scholarly content (NLIST) and National Mission on Education through Information and Communication Technology (NMEICT) are available to students and faculty. The library is subscribed with N-LIST (National Library and Information Services Infrastructure for Scholarly Content) which enables the users to access more than 5000 e-journals and e-books through a login username and password.

It houses more than 41750 books and 47000 National and International e-journals and other important e-resources related to Science and Technology, Social Sciences, Arts and Humanities, Commerce and Management. There is enough storage facility for students and a spacious well-lit reading room. It has also a special designated area with a computer for visually challenged students with text to speech software.

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
Institutional data in prescribed format(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: 8.57

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
3.92	8.98	9.47	9.01	11.47

File Description	Document
Institutional data in prescribed format(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: 8.11

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

Response: 200

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Maharaja Agrasen College is committed to offering a conducive environment to its faculty and student to enhance the teaching learning process and in this digital age, provision on upgradation of IT facilities is essential. The college has excellent ICT Facilities on the campus. We have both wired and Wi-Fi Internet facility with 100 Mbps MPLS-VPN for College Staff and Students.

We have several servers working in the College premises and 2 Servers on cloud, details of which are given below: -

1. Active Directory Server
2. Active Directory Backup Server
3. Tally 9 Accounting and Student Management Server
4. Matlab Server
5. Student management and Payroll Server (Cloud Server)
6. Mac E-Learning Portal (Cloud Server)

The College has the following Licenced Software Facilities: -

1. Microsoft Window 2007-2010
2. MS. Office 2010-2019
3. MATLAB
4. Mathematica
5. Microsoft Windows Server 2016
6. Firewall Services Provided by the DU
7. Adobe Professional 9 Provided By DU
8. Adobe CS 5 Web Premium Provided By DU
9. Tally 9
10. Lingo

The College has 250 Desktops and 670 Laptops for College Staff and Students. There are four ICT Computer Laboratories equipped with Computers, Projectors and 72-inch Smart Touch board LCD with Camera and Speakers Facilities. Furthermore, the College has total 30 LCD Multimedia Projector for Classrooms, Auditorium and Laboratories. The College Offices, Computers Lab, Conference room, Committee room, Auditorium, Library and Hostel is inter connected with LAN and the Campus is enabled with W-Fi.

ICT maintains 5 classrooms /meeting room with 86 inch and 72-inch Smart Touch board LCD with Camera, Speakers facilities. This facility is used by various departments for online/Hybrid conference meetings, online classroom teaching etc.

The ICT is connected with 80 KVA Online UPS. Both Committee room and Conference Room are connected with this UPS. The computers in admin and account department are also connected with Stand alone online UPS is maintained by the ICT centre

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: 3:1

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. 750 MBPS

File Description	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: 37.28

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
107.43	132.47	135.94	138.91	90.66

File Description	Document
Institutional data in prescribed format(Data template)	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:

Maintenance and Utilisation of Infrastructure and Facilities

Systems are firmly in place for maintaining and utilizing physical, academic and support facilities such as laboratory, library, sports complex, computers, classrooms etc. Departments desirous of conducting events in common spaces such as auditorium, conference room and committee rooms

have to fill a proforma and submit in the administration office. The form is then forwarded to the caretaker's office who ensures that the room/s is opened and cleaned and the AV facilities are fully functional prior to the event.

Internal Committees:

There are several staff council and other internal committees comprising of a convenor and faculty members who look into the requirements of new infrastructure and facilities, upkeep and maintenance of existing infrastructure and facilities.

- **Infrastructure Committee – This committee looks into the changing needs of departments, committees and students and recommends allocation of rooms and mandates repair and upgradation along with the Caretaker.**
- **Green Action Committee - Horticulture is taken care of by a team of gardeners with the Green Action Committee at the helm.**
- **ICT Committee - ICT upkeep and maintenance are done by the System Administrator, Technical Assistant and the ICT Committee and his team. This committee looks into periodic needs to purchase new software or upgrade existing software.**
- **Website Committee – The website committee along with the system administrator takes care of the maintenance of the college website mac.du.ac.in and its periodic upgradation.**
- **Sports Committee – The Sports Committee is responsible for cultivating nurturing sports and fitness in the college. Apart from organizing sports events and competitions, it looks into requirement of sports goods and purchases it with the Purchase Committee.**
- **Canteen Committee - The Canteen Committee is responsible for awarding of the contract for running of the college in tandem with GFR rules and also checks its upkeep and maintenance.**
- **Hostel Committee - The Hostel Committee takes care of the general upkeep and maintenance of the hostel and procures equipment needed for the hostel residents in accordance with rules for purchase as per Government rules.**
- **Library Committee – The Library Committee along with the Librarian and other library staff facilitate in preparation of budget for the library, allocation of the budget amongst departments, procurement and management of books and journals. The committee also organizes library orientation programmes for first year students as well as organizes book exhibitions.**
- **Laboratory and ICT Committee: These committees comprise of faculty from the relevant streams/courses. Prior to the semester, list of equipment needing maintenance is forwarded to the Principal for necessary approval and sanction. Requisition for new material be it equipment, consumables or software is routed through the committees.**

External Agencies:

Public Works Department (PWD), NCT of Delhi takes care of the maintenance and upkeep of the college building including electrical and civil works. The caretaker works in tandem with the PWD able assisted by laboratory and technical assistants and MTS employees. Security and sanitation of the college is outsourced to external agencies via an Annual Maintenance contract.

File Description	Document
Upload any additional information	View Document

NAAC

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: 2.46

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
30	47	30	26	135

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[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: 7.03

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
139	146	148	148	169

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[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
Institutional data in prescribed format	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: 29.33

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
124	1002	1493	184	250

File Description	Document
Institutional data in prescribed format	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: 12.38

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
45	58	85	88	139

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

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

Response: 491.18

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 3340

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 46.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	74	75	60	100

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
84	171	163	136	223

File Description

Document

Institutional data in prescribed format

[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: 152

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
56	35	44	11	6

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of award letters and certificates

[View Document](#)

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

Response:

Students are the most important stakeholders of the institution and are the fulcrum on which the college rests. Their representation in key committees ensures their interests and feedback. Following is a brief list of their representation and engagement in various administrative, co-curricular and extracurricular activities.

- **Student Council / Students' Union:** The Student Council / Students Union comprises of a group of committed students. While the members of the council were selected, the Students' Union is a democratically elected body. The student members of the Council/ Union work under the guidance of the Student Advisory Committee.
- **Cultural Council:** The students organise and participate in various activities either through the Cultural Council or through the cultural societies. The College is the mentor institute of the SPIC MACAY and students lead the organization of these events via different cultural societies.
- **Department Students Societies:** Every department has a student representative body with duly selected/ elected members. These societies plan and organize department activities taking into account feedback elicited from students of the department.
- **Internal Complaints Committee:** Maharaja Agrasen College, University of Delhi has a ZERO tolerance policy against sexual harassment. The committee follows due protocol in redressal of complaints. Students are an integral part of this committee and lead the organization of events organised by the ICC.
- **MAC INSERCH (Maharaja Agrasen College Initiative for Shouldering Ecological Responsibility and Conserving Heritage)** is an initiative by the students, teachers and administrative staff of the College who are committed to the cause of environmental and heritage conservation and development. Students are an active part of this initiative.
- **Vidyottama MAC Girls' Hostel:** There is a strong representation of students in every aspect of the hostel. Their views and needs are represented through the committees mentioned below thereby ensuring that Vidyottama continues to be safe, secure and comfortable residence for girls living away from their families.
- **Students Voice:** The academic community of the college is alive to the need of bringing out in-house publications wherein student representation via their views and opinions are published

in newsletters and magazines. The Department of Business Economics brings out its annual journal 'BEAM' and the Department of Journalism regularly publishes its newsletter 'MAC VOICE'. MARKZINE is published by MARKOS, the marketing society and QUIZBUZZ is published by INQUIZITIVE Society regularly and AGRANIKA, the college magazine, mirrors the spirit of Maharaja Agrasen College community.

- **National Service Scheme (NSS):** The volunteers registered in NSS unit render community service both inside and outside the college premises. MAC - NSS volunteers work in various research projects, on innovative ideas, with villages, slums and voluntary agencies to complete mandatory 120 hours of regular activities during an academic year.
- **National Cadet Corps:** The college has introduced NCC unit for the very first time in the academic session 2020-21. With active cadets of 54, the unit started its different activities such as cleanliness drive, adoption of statues for maintenance, organising different events like expert lecture, international yoga day, environment day etc.

File Description	Document
Upload any 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: 129.2

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
47	161	51	238	149

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The college has initiated the process to register its alumni association. There is a proactive alumni committee which has been working towards building a strong alumni base which contributes significantly to the development of the institution. Our alumni have maintained a strong connect with our current students by guiding them in their chosen path.

College Alumni Meet: The college has been organizing its alumni meet regularly. The last such meet with more than 300 attendees was held on April 27, 2019. This was to commemorate the 25th year of the foundation of the College. In order to make the event memorable during its Silver Jubilee Year, the Alumni Committee decided to organise a host of events including inviting past Chairpersons and members of the Governing Body, former Principals, our superannuated employees and of course our dear old students. Some alumni members from the first few batches narrated their experiences and journey.

Department Alumni Meet: Departments have their own initiatives to forge stronger bonds between their alumni and current students. #ALUMNICONNECT was initiated by the Department of Business Economics and Meet the Alumni series by the Department of English to keep the alumni connected with the department and give appropriate exposure and guidance and mentorship to students to help them choose the right career path. Several other departments also invite alumni regularly to increase the industry-institution interface.

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

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:

The vision and mission of an institution is its guiding framework. It defines its goals and outcomes both at the macro and micro level. The leadership at helm in the form of the Governing Body works closely in tandem with the Principal of the college to ensure that the policies of the institution and its practices lead to its defined vision, which is “Pursuit of knowledge, innovation and research through holistic and transformative education to nurture future leaders.” The college is committed to make quality the defining element of education of the students and to offer an unparalleled educational journey that is intellectually, socially, and personally transformative. They also acknowledge that the vision and mission of the institution is dynamic and organic. It must modulate with the changing needs of its students and society at large. The college is committed to:

- ? To impart world-class higher education.
- ? To empower students to evolve as creative and intellectual professionals.
- ? To provide a conducive environment for collaborative opportunities between industry and academia.
- ? To evolve socially responsible men and women, sensitive and sensitized to green best practices.
- ? To raise outstanding citizens who bring value to society and contribute towards nation building.

The synergies of the governance and leadership along with the college faculty and administration proactively ensure that stated objectives are adhered to. The IQAC, a NAAC initiative, is the nodal committee which works with all departments to periodically assess and ensure that quality remains the defining element of education being imparted. Besides the IQAC, various Staff Council committees and other statutory bodies of the college work towards ensuring that the academic environment of the college remains inclusive and holistic. With an increasing heterogeneous student profile, it is imperative that diversity be inclusive, and students mature into evolved respectful citizens of our country. Furthermore, our educational practices lay equal emphasis on experiential learning beyond the classrooms as well as equip our students with skills that are in tandem with the needs of the industry. Feedback from all stakeholders leads to desired change. Every student’s voice is important to the governance, their needs are articulated through the Student Council/ Union, student societies and class representatives. Not only are their skills augmented and enhanced through several add on courses, but every effort is made to make them physically fit, emotionally balanced, and culturally aware of the rich heritage of our country. Tradition is the root which gives them a strong foundation to surge into modern India. The governance and leadership are ready to embrace NEP 2020 and lead its students towards educational practices which are more flexible, diverse, and inclusive for nuanced intellectual and social transformation.

“Excellence is the gradual result of always striving to do better”. And MAC will continue in its endeavour to promote excellence in higher education.

File Description	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:

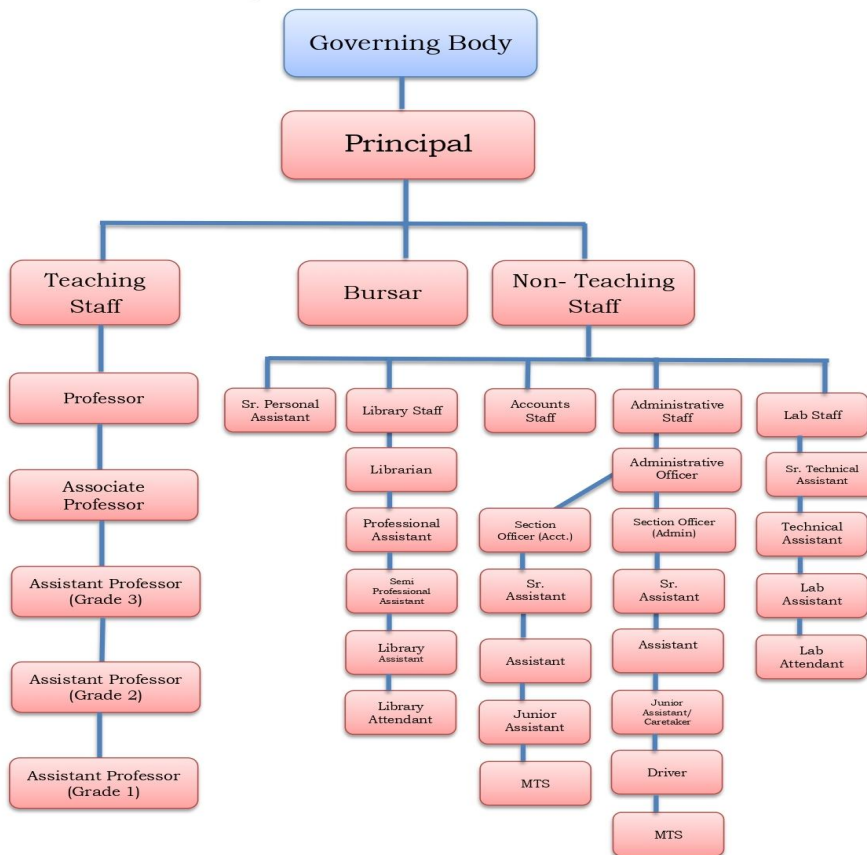
While the Governing Body and the Principal are at the helm of all academic and administrative aspects of the college, effective management is possible only through a decentralized and participative process through the IQAC and Staff Council Committees. Teachers in Charge along with key administrative officials are a part of the IQAC which is the nodal committee that ensures imparting of quality education. Teachers in charge discuss academic, infrastructure and student related issues in their department meetings, prior to which they factor in students feedback obtained through student faculty meetings. These views are then discussed in detail in regular meetings of the IQAC. This ensures total participation at every level and remedial action and measures are adopted.

Staff Council committees are formed annually at the commencement of the new academic session. Their composition, function and objectives are clearly defined. A review of these committees along with their report is discussed at the end of the academic session and new committees are formed or there is a revision of old committees. Besides these committees, there are certain statutory committees engaged in ensuring a safe and secure learning environment for the students. Internal Complaints Committee, Anti-Ragging Committee, Equal Opportunity Cell, Women Development Cell, Grievance Redressal Committee, amongst several others. Several of these have student representation as well to ensure participation at the micro level too. Following are the Staff Council Committees which look after the functioning of different aspects of the college:

1. Academic Planning Committee
2. Alumni Committee
3. Annual Activity Committee
4. Attendance Committee
5. Admission Committee
6. B.A. Programme Committee
7. B.Sc. Applied Physical Science Committee
8. Canteen Committee

9. **Extra-Curricular Activity Committee**
10. **Discipline Committee**
11. **Examination Committee**
12. **Hostel Committee**
13. **Infrastructure Committee**
14. **Laboratory Committee**
15. **Library Committee**
16. **Magazine and Prospectus Committee**
17. **Sports Committee**
18. **Student Aid Fund Committee**
19. **Student Advisory Committee**
20. **Timetable Committee**
21. **Workload Committee.**

The administration of the college is helmed by the Principal with the Administrative Officer ably supported by the Section Officer and other Assistants. The Bursar is supported by the Accounts department which is managed by the Section officer (Accounts) and other assistants and the Library is managed by the librarian with Professional and Semi Professional Assistants. Laboratories too have assigned assistants to manage their daily functioning. A systematic workflow is integral to the organization of the institution with a well-defined system of checks and balances.

Organizational Structure

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

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic / Perspective plan is effectively deployed****Response:**

The college makes every effort to evolve and grow with the changing needs and aspirations of its students and other stakeholders. The Governing Body, Principal, IQAC and Staff Council Committees deliberate and plan and proactively work towards deployment of those plans. All efforts are made to promote student driven research and at the same time provide a holistic environment for growth as responsible citizens of the country. The college had submitted its proposals to launch 3 postgraduate and 8 undergraduate courses and 8 new centres which were duly approved by the Governing Body under several initiatives undertaken as part of the Silver Jubilee Celebrations of the College in 2019. These are still in the offing as the lockdown necessitated by the Covid pandemic put a break to these initiatives. The college plans to establish these centres and to seek the approval of

University of Delhi to offer these 11 new courses in the current academic year.

The college has been offering add on certificate courses under its Abdul Kalam Centre catering to industry driven needs of the students to make them skill ready for employment opportunities. A dedicated committee plans, seeks proposals, deliberates and approves them keeping in mind the infrastructure and needs of the students. These are self-financed courses. Foresight paid huge dividends in the case of timely development of the Learning Management System - MAC eLearning Portal - <http://34.93.145.185/> In a bid to promote blended learning, faculty were provided opportunities for rigorous training in the use of this digital platform to create e-resources to augment classroom teaching. This preparedness ensured a seamless shift to online classes and use of the MAC eLearning Portal to share academic resources during the lockdown. Apart from our endeavours to stay abreast of changing needs in academics, the college has been working towards the holistic development of students even during Covid times. The college takes pride in the induction of the first batch of 54 NCC female cadets who were initiated in NCC 2GDDN on 4 January 2021. These cadets commenced their activities in the campus and surrounding areas and participated with vigour in 3 different online EBSB camp proactively.

New Courses approved by the Governing Body

- **BSc(H) Physics**
- **BSc (H) Chemistry**
- **BSc(H) Mathematics**
- **BSc(H) Botany**
- **BSc (H) Computer Science**
- **BSc (H) Operational Research**
- **BA (H) Economics**
- **BA (H) History**
- **MA English**
- **MCom**
- **MA Hindi**

New Centres approved by the Governing Body

- **Silver Jubilee Centre for Academic Excellence, Talent and Scholarships**

- Silver Jubilee Centre for Sports and Wellness
- Silver Jubilee Centre for Culture
- Silver Jubilee Centre for Artificial Intelligence for All (AI for All)
- Silver Jubilee Centre for North East
- Silver Jubilee Centre for Ethics
- Silver Jubilee Centre for Day Care
- Silver Jubilee Centre for Communication Skills

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:

The key to effective management is in well-defined policies and procedures for the functioning of every aspect of college life. The college is a constituent college of University of Delhi and is governed by its ordinances and service rules. The Governing Body of the college, which is the top management of the institution, consists of academicians, entrepreneurs and management experts amongst other eminent citizens duly nominated by Delhi Government and University of Delhi. Further, Distinguished Professors are also nominated to the Governing Body by the Vice-Chancellor, and they provide inspiring academic leadership to the students and staff of the college. There are two staff representatives in the Governing Body on rotation as well. The scope and function of the Governing Body are clearly laid down in the EC Resolution No. 51 of 2012 in Ordinance XVIII of University of Delhi. All decisions regarding vacant posts, advertisements and appointments are taken by the Governing Body. They also approve and accord key policy and financial approvals and sanctions. The Principal is an interface between the Governing Body, the monitoring authority and the faculty, the implementing layer to facilitate the implementation of quality policy by providing the required financial, technical, logistics and human resource on regular basis. The Principal works in tandem with the Governing Body to ensure effective administration of the college. He also ensures periodic proposals and reports are prepared and submitted to higher authorities at the Directorate of Higher Education, University Grants Commission and University of Delhi. To ensure that governance, leadership, and faculty work closely together, a Steering Group of the College was

formed in the year 2018 comprising of the Chairman, Principal and faculty convenors of the Infrastructure, Timetable, Green Action, Abdul Kalam Centre, Academic Planning, Workload, ECA, Sports, Attendance, Training and Placement Cell committees along with the coordinator, IQAC and Nodal Officer, Equal Opportunity Cell. This ensures timely planning and implementation and facilitates speedy approvals. The IQAC comprises of Teachers-in-Charge, administrative officials and alumni representatives who work in tandem to prepare the academic calendar, department budgets and activities prior to the commencement of the session. The Departments submit the same in a prescribed format, which is then compiled and sent for approval to the Governing body. Strategic planning is done both at the macro and the micro level. Short-term and long-term action plans are formulated by the Committees of the Staff Council under the guidance of the parallel committees of the Governing Body. These plans specifically address the needs of the student community in the areas of infrastructure, annual activities, academic excellence, research and innovation, and placements. All policies, rules and forms mandated by the University of Delhi and the college administration regarding recruitment, promotion, leave and other service rules are available on the college website to facilitate ease of information and due process to all stakeholders - http://mac.du.ac.in/important_links.php and http://mac.du.ac.in/Imp_links.php

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
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The teaching and non-teaching staff are the foundation of the college and the college management and leadership work proactively to ensure their wellbeing by setting up effective welfare measures. Amongst other facilities as detailed below, the college proactively set up a Quarantine Centre with the support of the Government of NCT, Delhi from May to September 2020 in which around 1000 persons from 8 different countries stayed for 7 days each and availed home like facilities away from home. The college also arranged for a doctor who was available for consultation for teaching and non-teaching staff during Covid times. The Principal and teaching and non-teaching staff were constantly in touch during the lockdown and the former proactively arranged hospital beds and oxygen cylinders as needed. Other welfare measures for teaching and non-teaching staff are detailed below:

- **Child Education allowance:** All Teaching and Non-Teaching employees have been reimbursed Child Education Allowance as per prescribed norms of Govt. of India from class nursery to XII as per Government of India rules. 194 Teaching and Non-Teaching staff were disbursed Child Education allowance in the years 2016-21 totaling a sum of Rs. 72,11,414/-
- **Child Care Leave:** Child Care Leave is granted to female Government servants to look after their child till 18 years of age to meet their needs like exams, sickness as per Government of India rules. 20 Teaching and Non-Teaching staff availed Child Care Leave from 2016 till current date.
- **Maternity Leave:** Faculty are also granted maternity leave as per Government of India rules. 1 faculty has availed maternity leave since 2016.
- **Sabbatical/ Study Leave:** Faculty avail study leave once in the span of their career to pursue higher studies/ research interests. The duration of leave shall not exceed one year at a time and two years in the entire career of a teacher. A teacher, who has availed himself/herself of study leave, will not be entitled to the sabbatical leave. 02 Teaching and Non-Teaching staff availed Sabbatical/ Study Leave in the years 2016-21.
- **Leave Travel Concession:** Teaching and non-teaching staff avail Leave Travel Concession as per Government and University rules according to their individual entitlement. In a block of four years one block is granted for Leave Travel Concession to HomeTown and another LTC to anywhere in India. Prior approval is required, and the college also approves and accords sanction of advance for the same. 109 Teaching and Non-Teaching staff availed Leave Travel Concession in the years 2016-21 totaling reimbursement of Rs. 1,06,19,363/-
- **Ward Quota:** 07 Wards of faculty and non-teaching staff from our college and other colleges are given admission in the college which are duly approved by the Admissions Committee and Governing Body.
- **Medical Reimbursement:** This college offers medical reimbursement facility for all permanent employees (Teaching and Non- Teaching) as per University of Delhi rules. Employees submit medical bills and get reimbursed as per CGHS rules. 307 Teaching and Non-Teaching staff were given medical reimbursement in the years 2016-21 totaling a sum of Rs. 1,46,32,711/-

- **Pension: Retired faculty and non-teaching receive pension as per University norms. 5 teaching and non-teaching staff are currently getting pension.**

Training Programmes: - Non-Teaching employees are nominated for training programmes to upgrade their skills and knowledge. Faculty members are nominated for Refresher Programme.

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: 0.81

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

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	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: 8.2

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
7	4	10	7	13

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	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: 105.61

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
250	190	100	72	35

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Faculty Performance Appraisal: As per the mandate of the University Grants Commission regulations of July 2018 adopted by University of Delhi, Performance Appraisal System is in place for teaching staff. Faculty submit Annual Performance Appraisal Report (APAR) every year and Performance Based Appraisal System form (PBAS) at the time of promotion. APAR for faculty members are screened by the Teacher in Charge. At the end of every semester the Principal interacts with all adhoc department wise to follow up on their achievements and to motivate them in the research areas.

Appraisal of Non-teaching Staff: Non-teaching staff is required to fill up the self-appraisal form (APAR) annually which are evaluated by the Reporting Officer and Reviewing Officer. (Form

attached in the link).

Screening of Self-appraisal Forms: Self-appraisal forms are screened and evaluated by the designated authority and appropriate decision is taken on the basis of such evaluation. (Form attached in the link).

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:

Institution conducts internal and external financial audits regularly

- **Grant-in-Aid is received from Government agencies like Directorate of Higher Education, GNCTD on the basis of Budget Estimate and Revised Estimate submitted by the Governing Body of the college. The GIA is utilized for the purpose it is sanctioned for. The books of accounts are maintained as per the norms laid down and are audited by the Internal Audit or appointed by the college Governing Body with due approval of University of Delhi. The primary mechanism to monitor effective and efficient use of available financial resources is the proper sanction of expenditure by the designated authority, due procedure for incurring expenditure by authorized persons, and maintenance of books of accounts by the accounts section of the college. This mechanism is supervised by the Bursar, Principal of the college, and the Governing Body.**
- **Books of accounts are duly audited by the Examiner of Local Fund Accounts (ELFA), Govt. of NCT of Delhi and AGCR periodically.**
- **The observations of Audit are received in form of Audit Paras which are duly compiled with or noted for future compliance. The reply of Audit Paras is also submitted to the funding authority through Governing Body.**

File Description	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: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Maharaja Agrasen College is a constituent college of University of Delhi and is funded by Government of NCT of Delhi. The college receives 100% grant in-aid from the Government of NCT of Delhi. These grants are given under three heads – Salary, Other than Salary (Recurring Expenses) and Capital Expenses. A budget is prepared and submitted to Directorate of Higher Education for approval and sanction.

- 1. Budgeting:** - College submits budget estimates to the funding authority every year forecasting the estimate for the forth coming financial year
- 2. Revised Estimate:** - During the year Budget Estimate are critically received and examined and necessary changes are adopted in the Budget Estimate for the present year based upon the expenditure incurred so far.
- 3. Funds received as fees under various sub heads utilized for the purpose for which it was collected as per GFR-2017 norms.**
- 4. The Governing Body of the college constitutes Fee Review Committee which finalizes the fee structure.**
- 5. Regular interaction with the Teacher-In-Charge/Committee conveners are done to ensure funds are utilized to the maximum extent possible.**

The upkeep of the college and hostel is with the PWD (Publics Work Department) which also receives funding from the Government. Student's fees have two components, one of which is transferred to the University and the second component goes under the head of Student Society

Fund which is used to fund academic and cultural events organized for the students with due approval of the Governing Body.

The college is a center for NCWEB and IGNOU for which it receives funding directly.

File Description	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:

The Internal Quality Assurance Cell was set up on 3 October 2015 as a NAAC initiative. The entire process of assessment and accreditation gives the institution a bird's eye view of its growth as well as areas and opportunities for improvement. The IQAC works closely with departments and strategizes to improve policies, processes, and pedagogy to impart quality education to our students. IQAC has mandated the following for Departments and Committees:

- 1. Formation of well laid down policies for key areas of functioning which are uploaded on the college website for better dissemination.**
- 2. Planning and submission of academic , ECA and Sports calendars prior to the commencement of the academic sessions.**
- 3. Formation and meeting of Student faculty committees to assess mid-term coverage of syllabus amongst other issues.**
- 4. Result analysis and remedial measures by departments.**
- 5. Organisation of Parent teacher meets to elicit feedback from parents.**
- 6. Formation of mentor-mentee groups and meeting of mentors and mentees as required**
- 7. Organization of conferences, seminars, workshops, special talks that enhance the quality of education being imparted.**
- 8. Setting up of an Emotional and Mentoring Counselling Committee which organizes workshops for students and faculty to deal with stress and anger management along with issues of low self-esteem.**
- 9. Promotion of skill development short term courses, students, and faculty research projects.**

10. **Faculty Development Program on Elearning and Digital Content Creation for faculty members of college.**
11. **Enhance awareness of Legal Rights by collaborating with Delhi State Legal Authorities (East)**
12. **Make students aware of the importance of Physical Fitness by organizing Shakti Spardha**

Action Taken Report

1. Following policies were deliberated, finalized, approved by the Governing Body and uploaded on the college website - <http://mac.du.ac.in/Institutional%20Policies.php>

- 1. Environmental Policy**
- 2. Sports Policy**
- 3. Result Analysis Policy**
- 4. Policy for rationalization of group size/practical batch size in the college**
- 5. Policies for short term courses/projects under Abdul Kalam Center(AKC)**
- 6. Cultural Policy**

- 1. Academic Calendars, ECA and Sports Calendar prepared and submitted to IQAC.**
- 2. Department Student Faculty Committees meetings held around mid-semester to discuss coverage of syllabus, assessment and any other matter.**
- 3. Result analysed by departments and remedial measures taken.**
- 4. Three Samvaad – Parent teacher meets organised on 6 &13 October 2018, 15 February 2020 and 19 September 2021.**
- 5. Mentor – mentee groups made by the college administration and informed to faculty.**
- 6. 2 Conferences, 5 workshops, 8 invited lectures organised by IQAC in the years 2016-2021**
- 7. Emotional and Mentoring Counselling Committee organised 8 workshops for students and faculty in collaboration with Zyego.**
- 8. 3 Faculty Development Programmes organised on Elearning and Digital Content Creation in January 2020 and April 2020 and August 2020.**

9. One 10-day add on Course held to enhance awareness of Legal Rights by collaborating with Delhi State Legal Authorities (East).

10.5 surveys taken to ascertain students' feedback.

11.2 books published as conference proceedings – Knowledge Organisations: Aspirations & Experiences and Quality Research for inspired Learning.

12. Shakti Spardha was also organised with the Department of Physical Education to augment students' fitness levels.

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:

The mandate of MAC- IQAC is to develop an all-inclusive quality culture in the college by channeling and synergizing the efforts of all constituent stake holders of the college and work towards academic excellence and progress. Review and feedback of the teaching learning process, and learning outcomes at periodic intervals is the key to chart the path forward.

- **Policy Formulation - During the academic session 2018-19, the vision and mission statements of the college were revised. Acknowledging and taking responsibility for the environmental impact of operations and behaviors of MAC fraternity on the natural environment, IQAC formulated the Environmental Policy of the college. The Extra Curricular Activities Policy and Sports Policy for Maharaja Agrasen College were also discussed and adopted.**
- **Result Analysis - Various parameters for detailed result analysis were discussed and finalized with an aim to track student progression to identify slow and advanced learners. Appropriate assistance like remedial classes and zero labs were provided to students wherever required. Similarly, extra opportunities were provided to advanced learners to prepare them for higher education and career.**
- **Parent Teacher Interaction introduced- Parent Teacher interaction 'Samvaad' was envisaged and organized to provide a platform through which the parents interacted and**

shared their concerns with the faculty members directly. This interaction helped the faculty members to understand the students better and provided valuable feedback to enhance the teaching learning process in the college.

- **Family Olympics - ‘Family Olympics’** was organized for MAC students with an objective to bring family members together, create a bonding and also to promote fitness and wellness among the students as well as their parents. There was very good and positive response from the students and their parents. Similarly, based on the same concept, a ‘Family Olympics’ for faculty members of all colleges of University of Delhi and their family members.
- **Emotional Counselling and Mentoring - Realizing the importance of emotional wellbeing in students’ lives**, IQAC engaged psychological counselling professionals to impart awareness and training regarding the same. The Mentoring and Counselling committee was set up in the college on the basis of recommendations of IQAC.
- **Formation of year wise Student Faculty Committees - The committees met twice in the semester, records of minutes maintained, discussion focused on syllabus coverage, internal assessment and any other matter.**
- **Department Calendars: The IQAC laid down norms for department activities and meetings and specified that all activities should be organized in the second half of the semester/ month/ day so that there is minimal disturbance of the teaching schedule. The IQAC was also emphatic that all such activities should be organized keeping students’ needs in mind. Student Feedback after any such activity must be sought in order to plan the next.**
- **Training of Faculty in eLearning platforms encouraged the shift to blended learning and augmenting classroom teaching with e-resources which helped in the transition to online classes during the lockdown.**
- **Introduction of relevant add-on courses was undertaken after review of prospects of employability of students.**

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: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

MAAAC

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:

The college is committed to ensure a safe and secure environment for girls and over the past five years, several measures and initiatives have been undertaken to promote gender equity and empowerment of women as per the Gender Sensitization Action Plan.

Internal Complaints Committee: Maharaja Agrasen College, University of Delhi has a ZERO tolerance policy against sexual harassment. The ICC committee has been following due protocol in redressal of complaints and worked proactively towards increasing gender sensitization by organising lectures by Lawyers and other experts. It has also sought periodic feedback from students and is committed to ensuring a safe environment for girls within the college. Four 10-day self-defence workshops for girls were organised in collaboration with the Special Unit for Women and Children, Delhi Police in the years 2017 to 2020.

Women Development Cell: A proactive Women Development Cell has organised various competitions and events to raise awareness of Women's issues in the past five years. Poster making competitions and Women's Cricket Match were organised in 2017 along with a legal awareness program on women's rights in collaboration with National Commission for Women. Several events were organised including Awareness on Pre-Conception & Pre Natal-Diagnostics Techniques. To enhance physical fitness, a Zumba Workshop was organised and an interaction with Ayurveda Expert in February 2019. Shakti Spardha, A women's sports was organised both in February 2018 and February 2019.

Workshops on Gender Sensitisation and Legal Awareness: A 10 days online Add on Course on 'Legal Awareness' was organized for students by Delhi State Legal Authority in association with Maharaja Agrasen College to spread Legal Literacy amongst the younger generation, to spread awareness about important Laws/Statute enacted in India and also to spread aware about DLSA in the years 2019 and 2020.

Counselling and Mentoring Workshops: 8 emotional and mentoring counselling workshops were organised in the years 2018, 2019 and 2020 to give support and counseling for students to deal with anger and stress management and to deal with low self-esteem issues. Girls participated in large numbers and benefitted from these workshops.

CCTV Cameras and Deployment of Female Guards: Based on the feedback received via a safety surviue of girl students, CCTV coverage was increased and female guards deployed in key areas.

National Student Academic Congress on the Power of Women: The Student Advisory Committee organised a special congress in 2020 on the theme of 'Power of Women'. This congress witnessed a huge participation from girl students across University of Delhi.

Female Representative in the Students' Union: There is a post for Secretary for Women Development in the Students' Union to take care of issues pertaining to girl students.

Girls Common Room: There is a spacious Girls Common Room with a sanitary pad vending machine and an incinerator.

Vidyotamma Hostel for Girls: The 58-bed hostel Vidyotamma is available only for girls to provide a safe and spacious home like environment for outstation students.

NCWEB: The college is a centre for Non-Collegiate Women's Education Board and provides a safe and secure environment for girls who come for classes on Sundays.

File Description	Document
Annual gender sensitization action plan	View Document
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

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: B. 3 of the above

File Description	Document
Geotagged Photographs	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:

The college is acutely aware of its carbon footprints and makes every effort to ensure that there is a sustainable eco-friendly waste management and disposal system. Efforts are made to minimise waste generation and recycling procedures have been put into effect.

- **Arrangements with waste recycling agencies**

- The college has signed an MOU with Jaagruti Wastepaper recycling services in 2018 for recycling of paper. Jaagrui picks up wastepaper free of cost from MAC, it then segregates and sorts and transports it to its paper recycling mill. In return Jaagruti provides spiral notepads made from recycled paper. This is a perpetual MOU and continues to be in practice.

- **Water treatment and usage**

- The college has a 10000 Litre capacity fully functional sewage treatment plant (STP). The water treated here is used for horticulture purposes.
- There are five rain water harvesting pits which act as reservoir for rain water collected from the campus catchment area.

- **Waste Management and Recycling**

- The college has put in place a waste segregation station to segregate organic, inorganic and PET waste. The organic waste from solid and semi-solid organic waste from garden, canteen and hostel mess goes to a composting pit and vermicomposting pit , thus reducing our footprint due to waste generation.

- **Hazardous Waste Management**

- The chemical waste generated in the college is stored separately. There are separate containers for aqueous acid wastes, aqueous base wastes, solutions of oxidising agents and organic solvents are collected. The collected wastes are used for cleaning apparatus.
- Acid wastes are used to clean deposited salts in distillation assemblies and other apparatus. Organic solvents are mostly distilled and reused as reaction medium.
- Solutions of oxidising agents are used for cleaning apparatus and make them free of oxidisable properties.
- For disposal of sodium metal and waste ignition tubes containing unreacted sodium, they are collected in beaker containing alcohol.
- The broken mercury thermometers are not thrown in the bin. A sheet of paper is used

to scoop up pieces and collect in a glass bottle with sealable cap for later use.

For hazardous spills

- In case of any bromine spill, it is immediately treated with sodium bisulphate to avoid vapours going into the air. Acid spills are immediately treated with water.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	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
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

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:

We are committed to provide an inclusive environment for holistic growth which promotes evolution

as sensitive and sensitized citizens of the country. Several measures and initiatives are adopted on an ongoing basis to enhance their understanding and appreciation of cultural, regional, linguistic, communal socioeconomic and other diversities.

SPICMACAY: In collaboration with SPICMACAY, MAC ECA works towards enhancing appreciation of Indian cultural heritage via performances, workshops, lecdems etc. Every year 'Virasat' – a 7-10 day cultural bonanza is organised for our students and staff, which witness participation in huge numbers.

MAC-EBSB Club: As per the guidelines of Government of India under the initiative of Ek Bharat Shreshtha Bharat (EBSB), Maharaja Agrasen College launched the MAC-EBSB club in 2019-20. This is a humble initiative to cherish and celebrate the rich cultural heritage of our country India, to be able to preserve and propagate its history, traditions and values. In 2019-20 MAC-EBSB club had showcased Sikkim and also organised a virtual "Delhi & Sikkim E-tour" in 2020 that highlighted the speciality of the two states.

The Silver Jubilee Centre for Northeast India is another feather in the cap of Maharaja Agrasen College. It is the first such initiative in the University of Delhi. It aims to provide a wider platform to the students to display the essence of their region culturally, academically and through other modes and thereby, continue with its endeavour to sensitise the people of the Indian mainland about the oblivious Northeast.

The Centre for Performing Arts and Culture run by the Department of English, Maharaja Agrasen College seeks to promote performing arts and performance and cultural studies through its focus on image, direction, film, censorship, script, multimedia, narrative, play, intelligence, creativity, and other related areas.

National Service Scheme & National Cadet Corps

Students engage in community outreach activities throughout the year which foster greater cultural understanding and Community harmony.

Adoption of Villages: Agrasen Baroji Help Initiative (ABHI) & Nistholi Village - Maharaja Agrasen College takes immense pride in its initiatives to provide for its students, ample opportunities for a nuanced understanding of different cultures and communities.

Sanskriti Kala Kendra: The Hindi Department had set up Sanskriti Kala Kendra with the aim of the overall development of the students. Besides giving them academic knowledge, the centre focuses to inculcate cultural and moral values among the students.

Civic Education Centre: This centre aims for effective promotion of commitment to the Constitution of India and good citizenship in the capital and the country through education. The project is funded by the Government of NCT of Delhi and translates student and teacher materials in Hindi.

Equal Opportunity Cell: This cell works to foster inclusivity and enhance awareness of issues linked to persons with disability. Amongst other workshops and lectures, a conference titled 'Representation of Disability in literature and Cinema' was organised in June 2020.

Celebrations of all festivals: Diwali Mela is organised by team Akshar and Dandiya night by residents of Vidyotamma. This fosters a healthy understanding of cultures.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

From providing a holistic education to students of diverse backgrounds, Maharaja Agrasen College has emerged as a critical site of constituting, shaping and redefining our socio-political milieu by becoming aware of our roles, duties, obligations and responsibilities as the citizen of our sovereign nation. Over the years, Maharaja Agrasen College has sought to make its employees and students aware of their rights, the struggle that went into claiming those rights and the awareness of the moral, social and political obligation to preserve those rights by following the duties expected of them as citizen of our proud nation.

Constitution Day: Celebrated on 26 November each year and also known as the National Law Day, Constitution Day is when we celebrate the monumental work, The Constitution of India, to ensure the values and principles of the Constitution of India remains alive. In 2019, we had Prof. CP Singh of GGSIP, New Delhi; in 2020, we had Shri Rahul Thampy, the former Hon'able Chairman of the Governing Body; in 2021, we had Prof Khagesh Gautam, Associate Professor of Law and an Assistant Director at Centre for Public Law & Jurisprudence at Jindal Global Law School, to deliver lectures on various aspects of the Constitution of India.

National Voters Day: Celebrated on 25 January, this day is celebrated by the institution as an awareness campaign to encourage students to participate in the electoral process and thus, create a viable political future for themselves and their community.

Birth Anniversary of Sardar VallabhBhai Patel: Sardar Patel's birth anniversary on 31 October is every year celebrated in the country as Rashtriya Ekta Diwas (National Unity Day). The College has organized many lectures to commemorate Sardar Patel's achievements - in 2018, Prof. Sukhdeo Thorat, Professor Emeritus, Centre for the Study of Regional Development, School of Social Sciences, JNU; in 2019, Shri Jawahar Lal Kaul, Senior Journalist and President of J&K Study Centre; in 2020, Prof. A.D.N. Bajpai, former VC of HP University, Gujarat, in 2021, Prof. Avinash Chandra Pandey Director, Inter University Accelerator Centre, Delhi & Director, Inter University Centre (Yoga Sciences) Bangalore delivered lectures on Sardar Patel's achievements. Alongside, his birth anniversary, the institution follows the practice of organizing the event - Run for Unity. This event marks a huge turnout of students who all participate in this program to commemorate the

struggles of our freedom fighters.

Swami Vivekananda Memorial Lecture: This lecture celebrates the birth anniversary of Swami Vivekananda held each year on 12 January. The lectures highlight Swamiji's philosophical and Vedanta knowledge contribution to the world. Celebrated as National Youth Day, the institution ensures through lectures that Swamiji's nationalistic ardour remains alive in the hearts of everyone.

These programmes facilitate in making the students and employees remember the struggle and the triumph that constitutes their nation, and sensitizes them in various ways about their commitment towards their country.

File Description	Document
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: A. All of the above

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

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

Response:

The college believes in fashioning responsible individuals attuned towards fulfilling their obligations towards their country. In this regard, many national and international events are celebrated to remind the students and employees of the rich legacy of our nation as well as being aware of the struggle that led us to enjoy our freedom today. From thought-provoking and insightful lectures to quiz and essay competitions to fascinating talks, the institution celebrates these events by grounding students and employees in a gesture of democratic participation.

Independence Day on 15 August unfurls our vision for the future with the flag-hoisting ceremony while also ensuring that we continue to remember the struggle and the triumphs of all those who made this freedom possible. Similarly, Republic Day on 26 January marks another celebration where we pledge to uphold the sovereign status of our nation. Both of these days are an occasion to feel grateful towards our leaders and the common man's spirit to not give up in the face of odds.

International Women's Day held on 8 March each year is one of the significant gestures for recognizing, celebrating achievements, diverse dreams and desires of women across the world. The college has sought to create an environment where spectacular women are remembered for the legacies they have left us. More importantly, the college through various talks and quizzes seek to give voice to all women who in their respective ways are creating a new world for all of us. The institution is committed towards re-presentation of women outside of the patriarchal ideology by showcasing how ordinary women from all walks of life have been instrumental in enforcing change.

Swami Vivekananda's Memorial Lecture organized by the institution on 12 January offers us to review our knowledge of our ancient philosophical value systems. The lectures organized to commemorate Swamiji's varied achievements by the college seeks to encourage the students to build their nation by working on themselves.

Sardar Patel's Birth Anniversary on 31 October is often celebrated as an event of unifying the vision of India in both material and abstract terms. The run for unity programme provides ample opportunity to students and employees to participate in modern-day mythmaking of India.

Beti Bachao-Beti Padhao campaign celebrated in 2017 by the College underscored the institution's belief in furthering the interest of the female population via the means of education. The college believes that education is the key mechanism to intervene in the processes of history and politics. And National Education Day celebrated on 11 November is a testimony to this aspect.

Whether it is through the various NSS schemes and projects or through the numerous lectures organized on special occasions, the college has sought to animate our history by reliving them in the present. These celebration of important days of our nation and the world unpacks an effective response to re-energizing our current global politics.

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

7.2 Best Practices

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

Response:

Best Practice I*

Title of Practice: Experiential Learning Through Community Outreach

PROJECT AKSHAR

Project AKSHAR is our flagship project under the aegis of NSS which focuses on experiential learning through community outreach programmes. AKSHAR is unique in terms of how it provides a space for consistent engagement and mentoring of underprivileged children from the neighbourhood by our student volunteers. It underlines the institution's commitment to meaningful and consistent social intervention, as well as to its commitment of the need to inculcate a strong sense in our own students of a holistic, social consciousness and connectedness with underprivileged communities.

Objectives of the Practice:

- AKSHAR aims to provide educational and skill building resources, as well as a compassionate, sensitive, and vibrant environment to these children with special focus on experiential learning. Its objectives, are the following:
- To bridge the knowledge gap for under-privileged children, who as first-generation learners, often lag behind in their classes.
- To help students celebrate and participate in national festivals, so they inculcate a sense of being part of a greater, national community and have a space to express their creativity and talents.
- To impart confidence building guidance, psychological counselling, and socialization skills so that they can have a better integration in their institutions and communities.
- To conduct health check-ups for students, so that all health conditions can be identified and treated in time.
- To organize workshops about issues related to physical, mental, and psychological health as well as about gender sensitization, self-defence and self-care.

Context:

AKSHAR began as a student initiative outreach programme under the aegis of the National Service Scheme at Maharaja Agrasen College in 2017. It has since grown from strength to strength, diversifying its objectives to empower and aid the target students to the maximum.

The Practice:

The methodology and practice of AKSHAR's initiatives began with establishing a safe and sensitive

learning environment for underprivileged children, where they could be tutored and mentored by our student volunteers. The initial engagement began with study materials, stationery, story books and colouring notebooks in the five-day weekly classes. From there the structure and potential evolved to a more inclusive and integrated set up which included celebrations, creative competitions, talent shows, art and craft displays, donation camps and more recently, health camps.

In 2017-18, the highlights of AKSHAR included the celebrations of the Independence Day and later, the 69th Republic Day on 26th January 2018 in the college premises. Discussions and interactions were held on the nature of the republic and ideas of patriotism. Several activities like dance, drawing and singing were organised for the young and bright students.

2018-19 saw further entrenchment of AKSHAR events for underprivileged students. Apart from the regular classes, these students were part of Independence Day celebrations. This was followed by special cultural events on the occasion of Children's Day, including songs, dances and speeches by students. A donation camp was also organized, where art and craft material made by the children was displayed and sold. The Republic Day was duly celebrated on 26th January wherein all 80 students enrolled in the project participated in the event and showcased their creative talents.

2019-20 began with Independence Day celebrations followed by a Language Workshop on 17 September 2019. This workshop focused on basic communication skills in Hindi as well as English with tips on improvement of spoken and written language as well as social etiquette. By the end, all the 58 participants were able to introduce themselves in both English and Hindi. An interaction with parents was held on 28 September 2019 who were happy to be privy to their children's progress. A workshop was organized in October on the basics of personal hygiene as well as hygienic practices in one's environment as part of the Swachh Bharat Abhiyan. A three-day Arts and Crafts Exhibition and Donation Camp was held from 23-25 October 2019. People brought the displayed art and craft work and donated generously towards the cause.

2020-21 was a difficult year with complete and partial lockdowns. The spirited enthusiasm of the AKSHAR team as well as the children was unhampered, and they resumed the programme as soon as they could in 2021. AKSHAR carried out its programmes even when regular teaching was suspended in college. Covid appropriate protocols were religiously followed during the teaching sessions held for the children. The AKSHAR team realized that the knowledge gap for these children from impoverished backgrounds would be insurmountable, given that most of them could not have access to online learning. In this situation, it was even more important for them to continue to receive educational guidance and tutoring.

A self-defence workshop was organized on International Day of the Girl Child on 11 October 2021 followed by a cultural competition on 31 January 2022.

Evidence of Success:

The growing enrolments in the programme are perhaps the best indicator of its success. It is not just a marker of the interest and enthusiasm of the children, but also a vote of confidence by their parents and guardians. The children over the years are more confident, articulate, well-adjusted and better integrated than they would be typically at the beginning of the programme.

AGRASEN BAROJI HELP INITIATIVE (ABHI) & PROJECT VILLAGE NISTHOLI

Goal: Maharaja Agrasen College is committed to the cause of providing focused cognitive knowledge and disciplined artistic training to students through multiple and heterogeneous platforms. The institution exemplifies a site where the students with their elevated skills set are able to translate their intellectual, creative, and social skills in pragmatic forms and practices outside of the college environment. Through the Agrasen Baroji Help Initiative (ABHI) and Project Village Nistholi, the college has initiated a collective program of knowing village communities and reliving lives lived in these rural areas; and thus engage in participatory forms of democracy.

The Context: This vision of building communities together takes on a concrete form through the practice of, what is categorized as, “Concentric Circles Model of Learning.” This model operates through the principle of integration, facilitation and building communities together. This integration enables the improvement of skills and abilities of not only the students but also those who are outside of the institution’s pedagogical milieu. It is with this principle in purview that the college works with the Baroji and Nistholi village community. Focusing upon gaining experiential knowledge, this interface offers crucial information in how educational institutions have a socio-cultural and democratic role to play in the wider society.

The Practice: The area of study is Baroji Village situated in the district of Nuh (Mewat), Haryana and Nistholi in Loni. A collaborative venture by the institution offers tremendous opportunities of shaping and directing abstract, theoretical knowledge to a concrete, practical form via its enunciation in a different space. This interaction provides a means to connect disparate and yet the same world. Few programs and initiatives undertaken under this project are as follows:

- **Swachhta Abhiyan:**

Various cleanliness drives were undertaken by a team of fifty students within the precincts of the village. This drive was a real-time manifestation of the Swachhta Abhiyan launched by the Hon’ble Prime Minister. In addition, the importance and significance of hygiene, sanitation was disseminated through numerous sensitization programs.

- **Awareness Drives through Movie Screening:**

To facilitate the village communities to become more attuned towards various governmental regulations and to be aware of their forms of implementation, screening of movies was undertaken to provide a close and detailed insight into the various levels and stages of governmental operations and administrative policies.

- **Library at Village Temple:**

This initiative was driven to popularize knowledge at all sites and for all sections of the village population. A small library was established at the village temple premises through a special donation drive carried out within the college.

- **Sports Facilities at Baroji:**

To allow village folks to participate in an all-round development of their physical and cognitive skills, special activities were embarked upon. These included clearing grounds to play football, providing sporting equipments like goal posts, etc.

Evidence of Success:

These initiatives have showcased a world full of possibilities. It offered help and guidance to villagers to become more aware and to embark on their own quest of achieving their different goals. This sharing of knowledge registered interconnectedness and a relational sociality, which articulated the real meaning of humanity. While the students sought to share their knowledge with the village community, what was more enriching and valuable was how this knowledge broke barriers between diverse spaces and multiple classes.

Problems Encountered and Resources Required:

- There have been few teething problems that one has had to encounter before each visit to Baroji & Nistholi. From logistical problems like the availability of transportation and security and safety of volunteers.
- These initiatives blurred the boundaries and dichotomies of our modern world. In these years, Baroji and Nistholi and the institution have formed a close bond based on trust and mutual respect.

Best Practice II

Title of Practice: Inclusivity in Diversity

Objectives of the Practice: Diversity is the ethos of the community life at Maharaja Agrasen College. Nevertheless, this diversity is not devoid of the sense of inclusion. The college has evolved multiple facets to create a learning environment which is inclusive and holistic. This practice, therefore, will go on to provide a more tolerant and sensitive future to the nation. The introduction of the NEP, pivoting around the aspect of inclusivity in learning, has further boosted the efforts of the college on this front.

All the machineries of the college function keeping the following motives in perspective to embed the diversities into one and thereby provide ‘inclusivity in diversity’:

- **Involving**
- **Respecting**
- **Providing equal opportunities**

The Context: The practice of 'Inclusivity in Diversity' is exercised with the collective help of the departments, committees, cells, centers, clubs etc. of the college.

The Practice: Students and faculty members are encouraged to organize and participate various activities to inculcate the value of 'Inclusivity in Diversity':

- **NCC 2 Delhi Girls Battalion:** As a part of the PM Rally camp organized on 29 January 2021 commemorating India's 73rd Republic Day, the cadets participated in the folk-dance tableau. The cadets enthusiastically learnt and performed folk dances of various regions. This experience was extremely enlightening for them as they became aware of the rich cultural heritage of the land and its unique diversity.
- **SPIC MACAY Virasat:** SPIC MACAY (Society for the Promotion of Indian Classical Music and Culture Amongst Youth) is a voluntary youth movement that promotes multiple dimensions of Indian and World heritage by organizing programs of Classical Music, Classical Dance, Folk, Arts and Crafts, Theatre, Yoga, Meditation, Talks, Cinema Classics and Walks. As a part of the regular activities under the aegis of SPIC MACAY, the college organizes weekly meetings of SPIC MACAY volunteers from all age groups and from any background to exchange their knowledge about the rich and diverse heritage of India. Not only do the students get a chance to watch the artists perform and explain the art forms in these forums, but they also get a chance to interact with them directly and enrich themselves with knowledge about the diverse cultural heritage of India. These activities help in imbibing in the youth a sense of pride about the diversity in India. They are able to inculcate values and knowledge that the diverse cultures provide, thereby, helping in creating more inclusive, tolerant and sensitive individuals of the future.
- **Young India Know Thyself:** This leadership programme organized by Vivekananda Kendra is inspired by the principles of the youth icon Swami Vivekananda. In the year 2018-19, this camp was hosted by the college where students from various institutions from Delhi participated along with students of Maharaja Agrasen College. Through the concept of "Back to Basics", the YIKT camp was successful in inculcating awareness and inclusivity amongst the students.
- **Ek Bharat Shreshtha Bharat Club:** As per the guidelines from the government, under the flagship initiative of Ek Bharat Shreshtha Bharat, Maharaja Agrasen College of Delhi University launched the MAC-EBSB club in 2019. This club has students from all socio-economic and cultural backgrounds. As per the directives of the Government of India, the club organised several activities focusing on the North-eastern state of Sikkim, with the aim of creating an awareness about cultural heritage and people of the state.

- **Sanskriti Kala Kendra:** The Kendra encourages culture-centric research and activities to help generate knowledge about the diverse cultures existing all over the world. The annual celebration of ‘Vasant Utsav’ a festival is considered to be an intrinsic part of most cultures globally.
- **Silver Jubilee Center for North East India:** The Silver Jubilee Centre for North East India is a body of students and teachers from the North East region of India and aims to provide a wider platform to the students to display the essence of their region culturally, academically and through other modes and thereby, continue with its endeavour to sensitise the people of the Indian mainland about the oblivious North East.
- **Center for Performance Arts and Cultural Studies (CPACS):** In 2017-18, the Centre did a two-months long activity of scripting, shooting, editing and distribution of a short anti-ragging feature film entitled 'Shabad Sambhale Boliye' to create awareness against verbal abuse, micro-aggression and discrimination on the campuses of higher education in India.
- **National Conference on “Representation of the Disabled in Literature and Cinema” by Department of English:** In order to exercise the best practice of inclusivity, the department of English in association with Equal Opportunity Cell, organized a 5 day long National Conference focusing on the issue of disability between 15 June and 20 June 2020. The motive was to deliberate on the issues related to disability with policy makers, academics, as well as people with disability who have excelled in the fields on sports, art, and literature.
- **Equal Opportunity Cell:** The Equal Opportunity Cell acts as a mediation channel between the persons with disability in the college fraternity and the able ones. It works with the mission of providing to the persons with disability an inclusive environment within the college while also training them to adapt to the demands of the outside world.
- **SC/ ST Cell:** This cell has been set up to support the faculty and students from SC/ST categories and functions with the Liaison Officer SC/ST as its coordinator. The cell addresses the grievances of the students and faculty of the mentioned categories and thereby provide a congenial and inclusive learning environment for the socially marginalized community.

Evidence of Success:

The efforts put together via all available fronts of the college has started showing its dividends. Several collaborative programmes are being organized, these days, which are a proof of the growing sense of respect, knowledge, and bonhomie that diverse communities in the college are showing towards each other.

Problems Encountered and Resources Required

1. **Better networking of all the machineries of college for more efficient implementation of the mentioned best practice**
2. **Accessible sources of funding to help organize sensitization drives and programmes addressing issues of all marginalised sections.**

***Details given in the attached link**

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

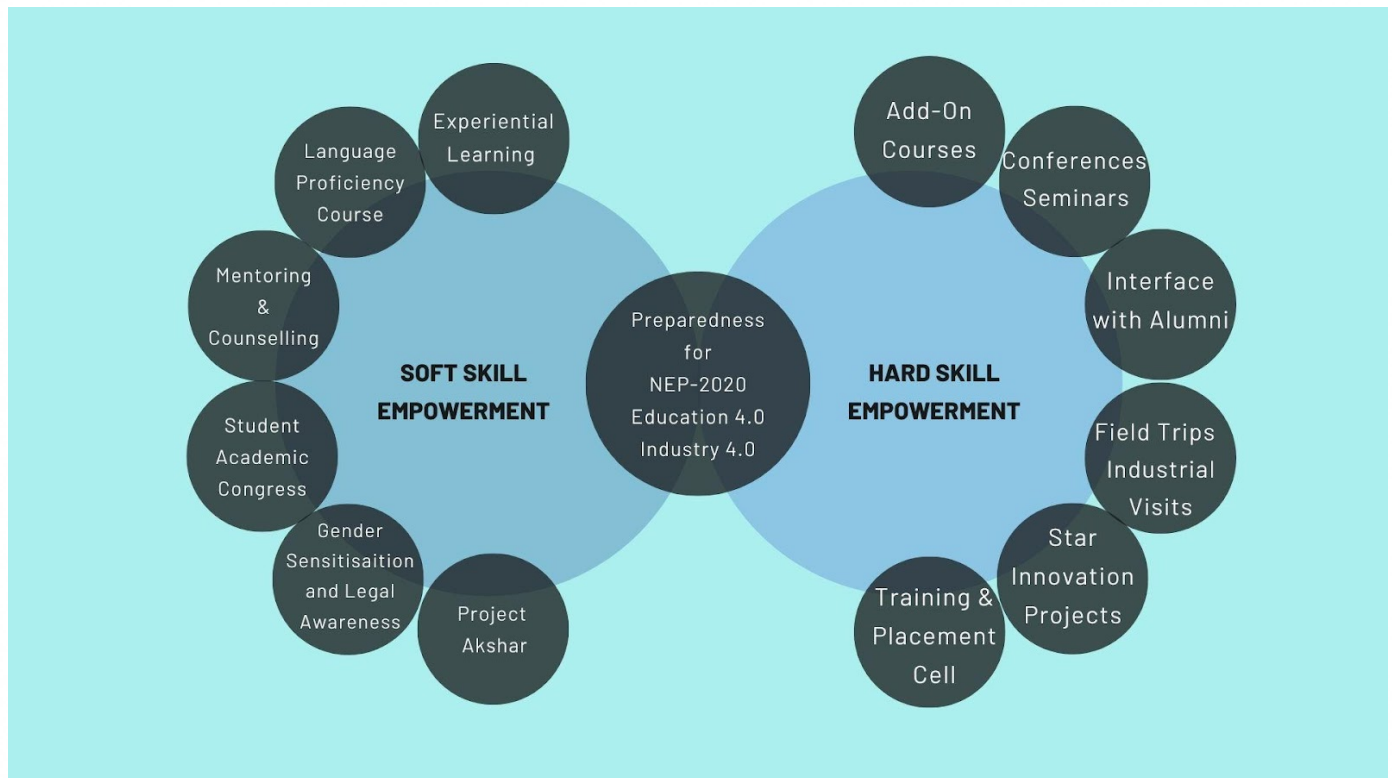
The institution's accent on preparedness for NEP 2020 and to groom students keeping in mind Education 4.0 & Industry 4.0 involves integrating technology with traditional teaching models and enhancing their understanding of our rich cultural heritage. The next level evolution in education is about utilization of new age technology to assist and supplement traditional teaching and learning methods. This also addresses the needs of future as it evolves and unfolds before us. According to Klaus Schwab, Founder, and Executive Chairman, World Economic Forum, "We must develop a comprehensive and globally shared view of how technology is affecting our lives and reshaping our economic, social, cultural, and human environments. There has never been a time of greater promise, or greater peril." Industry 4.0 will per force require work force with essential collaborative, digital and organizational skills who can operate effectively in the unified workspace, which is physical as well as digital.

In keeping with these requirements, the Learning Outcomes Based Curriculum Framework connects the idea of desired outcomes with an emphasis on interactive, skill-based learning.

Studies have shown that students taught in such skill oriented, interactive, guided paradigms develop better innovative ideation, critical thinking and applicational ability along with a sound academic foundation. To this very end, therefore, the institution has dedicated resources and assets as well as endeavours and programmes. Systematic upgradation to wifi enabled campus, five state-of-the-art smart classrooms with multi-media teaching aids, recording studio with the latest recording facilities has enabled effective teaching-learning with digital aids and academic interfacing. The college also has an e-learning portal, which utilizes the Moodle platform as a means of supplementing and

structuring online teaching. This portal offers easy access to study material and vetted notes to students.

As a measure of preparedness for the future, the college has promoted several endeavours that promote hard and soft skill empowerment.



Hard Skill Empowerment:

Add-on Courses: The following add on courses were successfully conducted: Introduction to Data Science for Business using R Programming Language, Data Analysis for Business Decision Making, Sugam Sangeet, Mobile App Designing: Level 1, English Language Course for Professional Success (Level 1-Basic), Data Analysis for Business Decision Making and Advanced Diploma in TV Program and News Production to enhance skill development.

Conferences, Seminars & Special Lectures: Conferences, Seminars and Special Lectures are organised in college to enable students to interact with the best minds in their respective disciplines.

Interface with Alumni: The Annual Alumni Meet is a calendar event that has lately seen close to 300 alumni. Besides, there are departmental alumni meets aiming at better interface between the alumni and the current students to share insights into their career paths.

Field Trips & Industrial Tours: Regular interface with the relevant industry is maintained through Industrial and Field Trips which enhance the theoretical concepts taught in classrooms and visits to

key historical sites gives them wider exposure and better understanding of our rich cultural heritage besides inculcating leadership and team spirit skills. Such trips lead to experiential and participatory learning and ensures effective operationalization of the curriculum.

Star Innovation Projects (SIP): Student Driven Research is our USP and the college focuses proactively in encouraging the same. Abdul Kalam Centre, a single point research-oriented hub is available for students and faculty with software and hardware assistance. 7 student driven projects with a budget outlay of Rs1,08,00,000/- funded by University of Delhi are currently in progress.

Training & Placement Cell: A proactive training and placement cell exposes students to various internship and employment opportunities and also mentors and grooms them into a skill empowered job ready workforce.

Soft Skill Empowerment

Workshops on Gender Sensitisation and Legal Awareness: Workshops on Gender Sensitization and an add on course on 'Legal Awareness' is organized for students in association with Delhi State Legal Authority to spread Legal Literacy amongst the younger generation, and to sensitize to gender issues.

English Language Proficiency Course (ELPC): ELPC workshops have been consistently held to help students with inadequate linguistic and communication skills to overcome their challenges and communicate with better articulation and confidence. These workshops are of tremendous help to many students and are quite popular.

Project AKSHAR: This extremely successful community outreach project engages students with the underprivileged children in the vicinity. Students become teachers as they impart quality remedial education to children residing in Dallupura and Kondli.

Student Academic Congress: Organised by the students and for the students, the five Academic Student Congress held regularly have witnessed large scale participation by students who present quality papers focusing on key challenges in higher education in recent times. These have imparted leadership and organizational skills as well as fostered team spirit.

Mentoring and Counselling: Regular mentoring and counselling of students with professional experts enhances their mental and emotional balance. This helps students deal with issues of low self-esteem, anxiety, and stress management.

Experiential Learning Through Community Outreach: Initiatives such as collaboration with villages Baroji and Nistholi has helped evolve students into better citizens with heightened sense of social responsibility and awareness of cultural diversity.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

It is our constant endeavour to improve and enhance our policies, practices, and processes to provide a learning environment conducive to holistic development to create an evolved sensitive and sensitized citizenry. The following tabular representation gives a bird's eye view of our progress in the last five years.

1.	Introduction of 8 undergraduate and 3 postgraduate courses	8 undergraduate and 3 postgraduate courses approved by the Governing Body.
2.	Promotion of faculty	40 faculty promoted to the next level, 11 faculty promoted to Professors.
3.	Induction of new faculty	Approval pending with Government of Delhi.
4.	Digital Teaching Aids	Setting up of the MAC E-learning portal
5.	Institute Social Responsibility	Maharaja Agrasen College successfully ran a Quarantine Centre with the support of Government of NCT of Delhi.
6.	Experiential Learning through Community Outreach	Project ABHI – Agrasen Baroji Help Initiative Project Nistholi Project Akshar
7.	Industry – Academia interface	Industry – Academia interface augmented through seminars and Conferences (130 in the last five years), Special Talks and Industrial Visits.
8.	Parent – Teacher Interaction	Samvaad – Parent Teacher Interactions initiated and successfully conducted.
9.	Induction of National Cadet Corps	First batch of 54 NCC female cadets initiated.
10.	Student Driven Research	7 student driven star innovation projects with funding from University of Delhi.
11.	Publications of articles in	Average publication per faculty

	Research Journals and Books	in the journals notified on UGC website increased to 2.36 and average of 1.98 books and chapters in books.
12.	Infrastructural enhancement	Upgradation to a wifi enabled campus, five state-of-the-art smart classrooms with multi-media teaching aids and recording studio.
13.	Physical Fitness and Sports Activities	Annual yoga workshops, Shakti Spardha, Family Olympics and Fit India Movement initiatives.
14.	Mental Health and Emotional Balance	8 workshops on mental health and emotional balance.
15.	Feedback Mechanism	Annual Student Satisfaction Survey and feedback taken from all stakeholders regularly.
16.	Short-term Courses	7 Short-term Add-on Courses for skill development.

Concluding Remarks :

If we teach today as we taught yesterday, we rob our children of tomorrow.

– John Dewey

While the college always keeps its vision and mission in mind, it is also aware that these are organic and must reflect changing times. An institution must evolve with changing needs and aspirations of students. It is always a work in progress and cannot rest on its past laurels. The college is working towards preparedness for the implementation of NEP 2020. Changes in pedagogy to incorporate vibrant digital platforms are the need of the hour and Maharaja Agrasen College has continuously worked to ensure that both faculty and students benefit from this interface. While academics is at the forefront, we are conscious of our duty and responsibility to give society a responsible and sensitized citizenry. All efforts are made to make them aware of their duties towards nation building and the community at large. Enhanced awareness of their rich cultural heritage, sensitization to issues of marginalized communities and our efforts to bridge the gap are also foregrounded. Innovation and research, development of hard skills and soft skills go hand in hand, likewise physical fitness and mental and emotional balance are equally important. Maharaja Agrasen College is committed to excellence in imparting quality higher education and will continue to work towards it.

Excellence happens not by accident. It is a process.

APJ Abdul Kalam