



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Delhi Metropolitan Education
• Name of the Head of the institution	Dr Ravi Kant Swami
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	8920981152
• Mobile No:	9991102036
• Registered e-mail	director@dme.ac.in
• Alternate e-mail	iqac@dme.ac.in
• Address	B-12 Sector 62 Noida
• City/Town	Noida
• State/UT	Uttar Pradesh
• Pin Code	201309
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

• Name of the Affiliating University	Guru Gobind Singh Indraprastha University				
• Name of the IQAC Coordinator	Dr Poorva Ranjan				
• Phone No.	9711705391				
• Alternate phone No.	9711705391				
• Mobile	9711705391				
• IQAC e-mail address	iqac@dme.ac.in				
• Alternate e-mail address	naac@dme.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://iqac.dme.ac.in/teaching-learning/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.36	2024	21/03/2024	20/03/2029
6.Date of Establishment of IQAC	15/01/2018				
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Delhi Metropolitan Education	Common University Entrance Examination	NTA	2023-24	716400/-
Delhi Metropolitan Education	External Examination	GGSIPO	2023-24	442964/-
Delhi Metropolitan Education	Moot Court	Competition Commission of India	2023-24	100000/-
Delhi Metropolitan Education	Conference	Indian Council of Social SC	2023-24	100000/-
Delhi Metropolitan Education	Moot Court	Unacademy	2023-24	50000/-

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	

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

Promoting inter-disciplinary Research: Delhi Metropolitan Education actively fosters interdisciplinary research through various initiatives, including research journals, edited books, and conferences. The institution's research journals—DME Journal of Law, DME Journal of Management, and DME Journal of Communication—provide a platform for undergraduate students, research scholars, and faculty members to share their scholarly work. To further encourage interdisciplinary collaboration, the Institute organizes International Conferences such as the International Conference on Championing Inclusivity: Interdisciplinary Perspectives on Disability and the 4th Global Strategic Management Conference on Diversity, Equity, Inclusion, and Mental Well-being: Challenges, Opportunities, and Future Trends. Additionally, the research cell conducted faculty development programs, such as a comprehensive 5-day workshop on qualitative research methods and tools, equipping faculty with essential research skills and insights into contemporary research opportunities in the field of Law, Management, and Media. To support their research initiatives, the institution offered a 50% reimbursement of registration fees for conferences, faculty development programs (FDPs), and workshops attended by faculty members.

Fostering Inclusivity: The institution is committed to fostering inclusivity and non-discrimination. To ensure the same, women empowerment cell and equal opportunity cell have conducted a number of events in the current year, including an event to raise awareness for cervical cancer on international women's day.

Academic and Administrative Auditing: Regular academic and administrative audits form an integral part of our institution's governance and quality assurance framework. In November 2023, Academic and Administrative Audit was conducted for the preceding academic session, which reviewed the institution's performance over the last year. These audits play a pivotal role in assessing and enhancing the effectiveness and efficiency of the teaching-learning processes across all Departments. Such Administrative Audits on the evaluation of institutional administrative functions and processes. These audits are critical to ensuring operational excellence while reinforcing the overall quality and efficiency of both academic and administrative activities.

Improving the academic and administrative performance of the Institution: The institution is thoroughly focused on improving its academic and administrative performance. For this, a Peer-to-peer FDP was organized in January 2024 to equip teachers with innovative

techniques of teaching. In order to motivate students to academic excellence scholarships were awarded to batch toppers in March 2024. To improve administrative performance, various training sessions were organized for the Non-teaching staff, such communication and behavior training in July 2023, training for documentation and record maintenance in December, 2023 and ERP Training in January 2024. All of this, was aimed at ensuring efficacy in administrative processes.

Exploring and adopting best practices in the education industry and academia: With a view to ensuring, high-quality education, alignment with global, and continuous improvement while fostering innovation and accountability, the institution adopted two best practices in the previous academic year: IPR and Cyber security. As such various events were organized by the IPR Cell and Cyber cell, including the cyber meme competition and IP Odyssey (Intra DME IPR Quiz), to create aware and enhance knowledge in these areas.

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

Plan of Action	Achievements/Outcomes
<p>Academic Planning and implementation for 2023-24. IQAC deliberates the academic calendar for the session, including the schedule for examinations, co-curricular activities, and holidays to ensure that academic goals are met.</p>	<p>The internal assessment was completed within the time-frame prescribed by GGSIPU. All other events and activities were also conducted as per the academic calendar.</p>
<p>Regular academic and administrative audits form an integral part of our institution's governance and quality assurance framework. Accordingly, the internal and external audits were planned.</p>	<p>In November, an internal audit was conducted for the preceding academic session which reviewed the institution's performance over the last year. These audits play a pivotal role in assessing and enhancing the effectiveness and efficiency of the teaching-learning processes across all departments. Additionally, an administrative audit was conducted focusing on the evaluation of institutional administrative functions and processes.</p>
<p>The institution is thoroughly focussed on improving its academic and administrative performance. IQAC accordingly planned to encourage mentoring and counselling activities to provide guidance to the students. Training sessions and FDPs were proposed for non-teaching and teaching staff, respectively.</p>	<p>a peer-to-peer FDP was organised in January 2024 to equip teachers with innovative techniques of teaching. In order to motivate students to academic excellence scholarships were awarded to batch toppers in March 2024. To improve administrative performance, various training sessions were organised for the Non-teaching staff, such communication and behaviour training in July 2023, Trying for documentation and record maintenance in December, 2023 and ERP Training in January 2024. Weekly mentoring sessions were conducted for students.</p>

<p>DME actively fosters interdisciplinary research through various initiatives, including research journals, edited books, and conferences. Accordingly, IQAC intends to encourage faculty members to undertake research projects and publish their findings in reputed journals.</p>	<p>The Institution's research journals—DME Journal of Law, DME Journal of Management, and DME Journal of Communication were published. To further encourage interdisciplinary collaboration, DME organized international conferences such as the International Conference on Championing Inclusivity: Interdisciplinary Perspectives on Disability and the 4th Global Strategic Management Conference on Diversity, Equity, Inclusion, and Mental Well-being: Challenges, Opportunities, and Future Trends. Additionally, the research cell conducted faculty development programs, such as a comprehensive 5-day workshop on qualitative research methods and tools, equipping faculty with essential research skills and insights into contemporary research opportunities in the field of Law, Management, and Media. To support their research initiatives, the institution offered a 50% reimbursement of registration fees for conferences, faculty development programs (FDPs), and workshops attended by faculty members.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	
<p>Name</p>	<p>Date of meeting(s)</p>
<p>Governing Body</p>	<p>05/04/2024</p>
<p>14. Whether institutional data submitted to AISHE</p>	

Year	Date of Submission
2024	15/02/2024

15. Multidisciplinary / interdisciplinary

Since the implementation of the 2018 regulations, students have been provided with open elective opportunities, which now include interdisciplinary projects. A significant development occurred in 2023 through a regulation amendment, allowing for the explicit permission of interdisciplinary projects. Noteworthy achievements include students' active participation and prize-winning performances in interdisciplinary projects at various institutions of reputation. The DME College organizes a Business Idea Competition, fostering a culture of innovation and collaboration. Additionally, awareness programs are systematically conducted to inspire and engage students in interdisciplinary projects related to Intellectual Property Rights, Design Thinking, Sustainable Development Goals, etc. Embracing the evolving landscape of Law/Management/Media, our institution recognizes the increasing demand for multidisciplinary approaches in tasks, processes, and research. To address this, introducing a new subject encompassing concepts from various disciplines. In our current curriculum, each department offers open VAC courses, allowing students from any program to opt for diverse learning experiences.

16. Academic bank of credits (ABC):

The DME College has already taken all the necessary initiatives to fulfil the requirements for adopting the Academic Bank of Credits (ABC) as proposed by the National Educational Policy 2020. A well-structured curriculum supporting the Choice-Based Credit System has been in force since 2021. The HEI Website has all the relevant details and helpful videos for students to understand and use the ABC system. The HEI Maintains a database of students' ABC unique id and ensures its updated post-yearly results. Similarly, credits for courses completed through MOOC NPTEL, SVYAM, etc., can also be absorbed and accumulated towards the qualifying credits for the award of the degree. The following Courses have been done on SVYAM-NPTEM to obtain credits by DME Students: Design Thinking Spanish Language Indian Knowledge System Leadership Skills

17. Skill development:

The DME College has many MoUs with government and private industrial sectors to facilitate skilling, internship, and placement training. The college provides courses for skills within the curriculum in

close collaboration with industries. Special "Bridge Course" is provided to students before the regular semester one syllabus starts at college as a special practice under NEP: IT Skills to build IT proficiency in a Hybrid Mode Soft Skills in an on-campus mode In the subsequent years, vocational and professional skill development courses are provided via offline mode. With all the courses internship opportunities are attached to gain practical understanding: Professional Readiness emphasizing on soft skills and personality development Data Visualisation & Analytics with its Applications Digital Marketing Entrepreneurship Development Six Sigma Lean Management All the for all UG programs are required to study "Professional Ethics". The purpose of this course is to teach professional and life management skills which are mandatory and useful for: Stress management Spirituality Ethics Life values Emotional intelligence.

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

DME college offers VAC in Hindi Journalism" to build knowledge and employability in the native language as per regulation 2022. During student fest students are instructed to participate in other institution cultural events and perform in various Indian native languages for song and dance performances. Faculty members Provide English-Hindi translations to accommodate learners who may not be fluent in the language of instruction. Use of storytelling techniques to convey traditional knowledge, as many Indian cultural lessons and teachings are passed down through stories. Vedic Knowledge and Geeta Gaayan Posters are across college premises IKS sessions on Learning on Geeta for Managers are a regular feature IKS 4 credit course mandatory for all students via MOOC Svyam-NPTEL

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

The DME College started to implement Outcome Based Education (OBE) in the Teaching-Learning process from the Academic Year 2013-14. As per OBE, the curriculum has been refined by considering the knowledge, skills, and attitudes of the graduates after graduation. To inculcate the OBE practices, various training programs are conducted for the faculty. The Institution is expertise in implementing the process of OBE as per the National Educational Policy (NEP). In this regard, the programs in the institution are defined with Vision, Mission, Program Specific Objectives (PSOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). All efforts are taken by the institution to disseminate OBE parameters, PSOs, POs, and PSOs to all the stakeholders. Frequent feedback is collected from the stakeholders at regular intervals of time to meet

the POs and PSOs in the program.

20.Distance education/online education:

The DME College has an approach to learning that focuses on freeing students from the restrictions of time, space, and place while proposing flexible learning opportunities in certain courses. It allows students to do internships combined with educational opportunities. The following Courses have been done online mode by DME Students: Design Thinking Spanish Language Indian Knowledge System IT Skills Leadership Skills

Extended Profile

1.Programme

1.1	04
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	2159
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	146
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	560
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	113
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	124
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	43
Total number of Classrooms and Seminar halls	

4.2	Seven hundred lakh Ninety One
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	240
Total number of computers on campus for academic purposes	

Part B**CURRICULAR ASPECTS****1.1 - Curricular Planning and Implementation**

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

Response: Delhi Metropolitan Education (DME) ensures effective curriculum planning and academic delivery. The institute has a well-laid process to ensure effective syllabi delivery.

Academic Calendar: The institute follows the academic calendar

notified by GGSIPU and prepares DME academic calendar accordingly. The Director and the Head of Schools, while preparing it, adheres to the university guidelines on the course starting and completion dates, internal assessment etc. The calendar includes academic, cultural events, seminars, guest lectures, field trips, and special days within university-defined dates.

Subject Allocation and Timetable: Before each semester, the HoS collects subject preferences from faculty. Subjects are allocated based on specialization and preference. Timetables are then prepared for both shifts according to university guidelines.

Lesson Plans and Course Files: Faculty members prepare lesson plans and study material based on Course Outcomes and Programme Outcomes. They create Course Files containing syllabi, assignments, sample question papers, and study material. These files are stored in the library for student reference.

Delivery of Syllabus: The Head of School and Academic Coordinator oversee class conduct and lesson plan implementation by holding regular meetings, reviewing class progress and collecting student feedback. Faculty document lesson plans and delivery details, sharing them with HoS for review.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://iqac.dme.ac.in/teaching-learning/

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

Response:

Delhi Metropolitan Education follows University dates for internal assessments. The system is transparent, time-bound, and efficient.

Continuous Assessment: The examination committee sets guidelines for internal exams, including:

- Internal Exam Scheme:

INTERNAL ASSESSMENT SCHEME ACADEMIC SESSION 2023-24 BA LLB/BBA
LLB New Syllabus-BALLB/BBALLB Old Syllabus-BALLB/BBALLB

Written test 15 Written test 10 PSDA 15 PSDA 15 Class conduct 5 Total 25 Attendance 5 Applicable to Batch 2022-27, 2021-26, 2020-2025. Total 40

Applicable to Batch 2023-28.

BBA New Syllabus-BBA Old Syllabus-BBA Written test 15 Written test 10 Comprehensive Viva 15 PSDA 15 Presentation 10 Total 25 Total 40 Applicable to Batch 2022-25, 2021-24. Applicable to Batch 2023-26. BA JMC New Syllabus-BA JMC Old Syllabus-BA JMC THEORY COURSES THEORY COURSES Written test 15 Written test 10 Assignment 15 Assignment 10 Class activities/behaviour/Attendance 10 Class activities/behaviour/Attendance 5 Total 40 Total 25 PRACTICAL COURSES PRACTICAL COURSES Written test 15 Written test 15 Assignments and exercises 15 Assignments and exercises 15 Class activities/behaviour/Attendance 10 Class activities/behaviour/Attendance 10 Total 40 Total 40 Applicable to Batch 2023-2026. Applicable to Batch 2022-25, 2021-24.

- Internal Exam Datesheet: Communicated via ERP, covering two syllabus units.
- Question Papers: Two sets prepared, reviewed by HoS, and submitted.
- Conduct of Exams: Seating plans ensure smooth conduct.

Evaluation: Faculty evaluates answer sheets within seven days, shares them with students, and provides feedback. Marks are uploaded to ERP. Grievances can be addressed via email at exam.grievance@dme.ac.in

Parent-Mentor Meetings: Held post-exams to discuss student performance.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://iqac.dme.ac.in/examination-system/

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

C. Any 2 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

07

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

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement

for year: (As per Data Template)**14**

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

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**1919****1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year****1919**

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

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: Integration in Curriculum Delivery: Various courses integrate pertinent issues related to gender, human values, environment, and sustainability through topics such as sustainable development goals, stereotypes, business ethics, social marketing, and environmental and gender-related laws. Faculty members utilise these topics to sensitize students by incorporating relevant examples and case studies into their teaching. For instance, when addressing stereotyping as a perceptual error, students explore workplace biases (related to gender, age, etc.) and learn strategies to eliminate such stereotypes—not only within industries but also from personal mindsets.

Integration in Assessments: In line with the DME ethos of honesty,

responsibility, transparency and accountability, the institute employs anti-plagiarism software to evaluate assignments. This practice underscores the importance of originality and proper referencing in student submissions. By fostering these values, it helps enhance students' writing and research skills while cultivating their professional ethics.

Integration in Curricular Activities: Curricular events and activities at DME are envisioned with a view to sensitize and train students on relevant social issues and promote positive human values, e.g. National Conference on

Summary of courses crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

S. No.

Area

Number of courses in law

Number of courses in media

Number of courses in management

1

Professional ethics

9

11

4

2

Human Values

7

1

1

3

Gender

26

2

0

4

Environment and sustainability

8

2

1

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

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

157

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

1560

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

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken
File Description	Documents
Upload any additional information	View File
URL for feedback report	https://iqac.dme.ac.in/feedback/iqac-feedback/
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of sanctioned seats during the year	
720	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
42	
File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File
2.2 - Catering to Student Diversity	
2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners	
Response: Evaluating students' learning levels is a dynamic and ongoing	

process that combines formal and informal methods. Formal assessments, such as regular assignments and tutorials, help pinpoint learning gaps, which are subsequently addressed during lectures and follow-up tutorial sessions. Informally, the college leverages its mentoring system to identify these gaps. Mentors gather insights during mentoring sessions and relay feedback to the respective faculty members for appropriate interventions.

Recognizing the diversity in students' learning experiences, it is essential to distinguish slow learners and develop customized strategies to support them, separate from the approaches used for advanced learners. One of the primary challenges faced by slow learners is the reliance on English as the main language of instruction. To address this, the Student Learning Center offers specialized courses in English language and communication. Furthermore, efforts are being made to encourage teachers to incorporate bilingual instruction where feasible.

The peer mentoring and tutoring program provides additional support by enabling high-performing students to assist their peers who may be struggling, fostering mutual growth and understanding. Advanced learners are given opportunities to explore research projects, co-author academic papers, and connect with alumni for internships and research assistant positions, ensuring they are well-prepared for future endeavors.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
2159	113

File Description	Documents
Any additional information	View File

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:

The primary objective of the teaching and learning process is to empower students with the skills needed to become lifelong learners. One effective method is to teach problem-solving strategies that foster creativity, critical thinking, and informed decision-making. Recognizing that problem-solving is context-specific, our educators employ discipline-focused examples and real-world scenarios to nurture these skills.

Active learning is promoted through educational trips and presentation-based assessments whenever possible. Discipline-specific approaches include special lectures and expert talks that provide students with insights into the latest advancements in their fields. Each department has its own society that organizes a variety of activities to make learning both engaging and enjoyable. To enhance learning further, students are regularly offered add-on courses.

In addition, a vibrant ecosystem of student-led societies enables learners to explore their potential and build skills that give them a competitive edge. With over 60 societies focusing on diverse areas such as consulting, entrepreneurship, environmental awareness, Art of Moot Courts, photography, and media, students have ample opportunities for personal and professional growth. Social initiatives, through NSS Cell and Community Connect Cell—allow students to make a positive societal impact. Furthermore, the student-led placement cell, CIPR, Cyber Cell plays a vital role in connecting students with the corporate world, bridging the gap between academia and industry.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	https://iqac.dme.ac.in/ict-in-teaching/

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

Response: DME established itself as a robust ICT-enabled digital campus well before the pandemic, laying the foundation for a student-centric learning process. Every student receives a personalized email ID, ERP, and Turnitin login credentials for their course duration. Classrooms equipped with LCD projectors support group

presentations and participative learning, while smart boards present video case studies that foster critical thinking through student-led analyses. Management, media, and law students participate in diverse activities like debates, filmmaking, and Youth Parliament sessions, enhancing their problem-solving skills. Workshops on SPSS, Nvivo, and Mendeley introduce advanced research methodologies, and Turnitin sessions focus on academic integrity. Hands-on experiences in the DME Studio prepare media students for professional careers. Experiential learning extends through surveys, fieldwork, internships, and community activities led by NSS, with additional skills training through SWAYAM and NPTEL MOOCs. Workshops on MS Excel, Power BI, and media tools like Adobe and Canva ensure students possess up-to-date technical skills, facilitating holistic development in a collaborative and experiential learning environment at DME.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://iqac.dme.ac.in/ict-in-teaching/

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

2.3.3.1 - Number of mentors

108

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

2.4 - Teacher Profile and Quality

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

113

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

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

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

43

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

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

2.4.3.1 - Total experience of full-time teachers

113

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

2.5 - Evaluation Process and Reforms

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

Response:

DME adheres to the examination guidelines prescribed by the affiliating university, GGSIPU. At the institutional level, an internal examination committee is established to ensure the smooth conduct of exams. This committee is headed by the Heads of School (HoSs) and includes both teaching and non-teaching members. The committee oversees internal theory exams, lab exams, and external lab/viva exams conducted by GGSIPU. End-term theory exams are organized by GGSIPU at designated centers.

Subject teachers guide students on the syllabus and evaluation scheme for both internal and external assessments as outlined by the university. Internal mid-term exams are held every semester after six weeks of teaching, covering the first two units of the syllabus. Faculty also inform students about the requirements for continuous assessment, including class assignments, presentations, lab file preparation, and viva.

Grievance Redressal Mechanism for Internal Exams: Notices, date sheets, syllabi, and seating plans for internal exams are shared on the ERP system to ensure transparency. Answer sheets are shown to students on a specified date, and faculty members evaluate them within seven days. Students' queries regarding evaluation are addressed during this session, after which they sign an attendance sheet. If unresolved, students can escalate concerns to the HoS or Director by submitting a handwritten application or emailing exam.grievance@dme.ac.in.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://igac.dme.ac.in/examination-system/

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

Response:

The HoDs look after the conduct of the examination. For smooth conduct at the operational-level exam committee has been made:

The Objective:

1. Conduct internal exams as per notifications prescribed by the affiliating university
2. Ensuring the timely submission of internal marks via an online

link and OMR

3. Time-bound, transparent, and efficient exam-related grievance redressal
4. Inform students about datasheets exams and results via ERP and website
5. Coordinate with the affiliating university for external examiners for viva and lab
6. Result Analysis and declaration of batch toppers

Internal Exam Mechanism

1. DME Announces the schedule of the internal exam as per the dates prescribed by the affiliating university
2. Exam datasheet and duty chart decided under the supervision of HoD
3. Exam datasheet notification through institutional ERP and website
4. Collection and printing of questions papers as per the prescribed format
5. Internal exam syllabus is the first two units of the prescribed syllabus
6. Answer sheet checking in time bound manner
7. Mandatory display of checked answer sheets to the students for query resolution and feedback for improvement
8. Timely compilation of the internal award list and forwarding it to the affiliating university via online link or OMR
9. Display internal award list via institutional ERP and website
10. Time-bound, transparent, and efficient exam-related student grievance redressal

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://igac.dme.ac.in/examination-system/

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: Delhi Metropolitan Education rigorously ensures that both faculty and students are thoroughly informed about the program and course outcomes across all the academic programs it offers. The

institution has implemented several strategies to communicate these outcomes effectively, facilitating a clear understanding of the educational objectives and expected competencies.

Firstly, the program and course outcomes are prominently detailed in the curriculum guides and syllabi, which are readily accessible to students and faculty through the institution's online academic portal. Prior to the commencement of each academic session, the faculty members meticulously review these outcomes with the students during orientation sessions and the initial classes, emphasizing their significance in shaping the learning trajectory.

Additionally, Delhi Metropolitan Education incorporates the discussion of program and course outcomes into its continuous assessment mechanisms. Faculty members regularly reference these outcomes during lectures, assignments, and assessments to align teaching strategies and student learning activities with the stated objectives.

The institution also evaluates the awareness and integration of these outcomes through regular feedback from students and faculty, using surveys and departmental meetings to ensure that the outcomes remain relevant and clearly understood. This ongoing dialogue fosters an educational environment where both teachers and students are actively engaged in achieving and reflecting upon the program and course outcomes, thereby promoting a coherent educational experience that aligns with the institution's academic goals.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://iqac.dme.ac.in/teaching-learning/
Upload COs for all courses (exemplars from Glossary)	View File

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

Response: Delhi Metropolitan Education employs a structured assessment framework that integrates both direct and indirect methods to measure educational effectiveness comprehensively. Direct assessments include regular examinations, project evaluations, and practical performance assessments, which provide tangible evidence of student competencies against predefined objectives. Indirect methods involve surveys and feedback mechanisms from students and

alumni, which offer insights into the perceived impact of the curriculum on their professional growth and readiness.

This dual approach facilitates thorough analysis and continuous enhancement of teaching methodologies and curriculum design. The institution's academic committees regularly review assessment results to identify trends and areas for improvement. Data collected is used to refine course content and instructional strategies, ensuring alignment with industry standards and evolving professional requirements.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://iqac.dme.ac.in/teaching-learning/

2.6.3 - Pass percentage of Students during the year

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

527

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	http://ggsipu.ac.in/ExamResults/ExamResultsmain.htm

2.7 - Student Satisfaction Survey

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

<https://dme.ac.in/sss-by-naac/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research	
3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
Seven Lac	
File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
03	
File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil
3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year	
3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year	
29	

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

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

12

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

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

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

91

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

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 year

Response:

At DME, extension activities are carried out to foster a sense of

responsibility among students and sensitize them to pressing social issues. These activities bridge the gap between academic learning and real-world challenges, promoting holistic development and social awareness. During the year, DME students actively engaged in initiatives targeting environmental conservation, health awareness, and community empowerment, fostering meaningful impact in the neighborhood.

Programs such as plantation drives and clean-up campaigns raised awareness about climate change and sustainability while encouraging students to practice environmental stewardship. Collaborations with local NGOs helped students address issues like gender equality, education for underprivileged children, and health and hygiene awareness. Interactive sessions with marginalized communities enabled students to understand societal disparities and work towards equitable solutions.

These initiatives enhanced students' critical thinking, empathy, and teamwork skills. Such hands-on activities also reinforced theoretical knowledge from the classroom, empowering students to become active contributors to society.

The impact extended beyond students, positively influencing the local community through capacity-building and awareness. DME's commitment to community engagement nurtures socially conscious individuals equipped to address global and local challenges effectively.

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

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

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

5

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

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

13

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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., during the year

13

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

3.4 - Collaboration

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

185

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

7

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Response: The DME campus spans 5000 square meters and has cutting-edge infrastructure for an optimal learning environment.

Classrooms each having, 60 students capacity, feature projectors and dual air-conditioning units. Laboratories include Studio 62 (capacity: 120) for media activities, equipped with a Production Control Room, and the Audio Visual Lab (capacity: 40) for radio and

film production. 4 Computer Centers (capacity: 240) offer necessary software and printing facilities, including Divyangjan-friendly keyboards.

ICT amenities encompass Smart Boards, projectors in classrooms, and software like Nvivo, Adobe Suite, and IBM SPSS.

A Seminar Hall (capacity: 108) hosts meetings, workshops, and seminars, with a widescreen projector. The Moot-Court (capacity: 96) provides a courtroom-like setting for law students to practice their skills through simulated proceedings and competitions. The campus prioritizes accessibility, offering inclusive amenities and ensuring individuals with disabilities can fully participate in educational activities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://iqac.dme.ac.in/infrastructure-learning-resources/

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

Response: The Cultural Activities at DME are facilitated through various venues and facilities. The Amphitheatre, with a capacity of 400, hosts annual fests, alumni meets, and parties, featuring a spacious stage. Nelson Mandela Auditorium, accommodating 200 individuals, caters to significant events like TEDx Talks and conferences, equipped with AV support. The Dance and Music Room serves as a rehearsal space for dance workshops and pre-event practices. The Gymnasium includes an Open Gym equipped with various machines for student and staff use like:

1. Horse Rider Station
2. Rowing Machine Rower
3. Sit-Up Station
4. Triple Twister Standing
5. Air Walker
6. Air Swing
7. Seated Chest Press
8. Pull Chair
9. Weightlifter (Smith Machine)
10. Dip Chin

11. Elliptical Exerciser

12. Free Weight Bench (Fixed Dumbbell)

Additionally, a Yoga Centre is offering regular sessions in the Meditation cum Yoga Room. For indoor recreation, an Indoor Sports Room provides games like Chess, Carrom, and Table Tennis. These facilities promote holistic development and recreational opportunities, enriching the campus experience for students and staff alike.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://igac.dme.ac.in/infrastructure-learning-resources/

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

35

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

35

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://igac.dme.ac.in/it-infrastructure/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

100.52

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

4.2 - Library as a Learning Resource

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

Response: DME Library, called Rabindranath Tagore Library, has been automated using an Integrated Library Management System (ILMS), Vidya Library Management Software. This software comes with the following features: User data management, daily attendance management, acquisition, stocking, and barcode management of books, stock verification, issues and returns management and exemplary management. The DME library is OPAC (Online Public Access Catalogue), and DELNET (Developing Library Network) enabled. Users can search the library catalogue using OPAC on the OPAC-enabled systems in the library. Students and teachers can explore the DELNET catalogue using DELNET-enabled methods in the library so that books not available in DME's Library may be requested from nearby libraries.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://dme.ac.in/campus/library-resource-center/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

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

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

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

6,86,393

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

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

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

208

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

Response:

DME continually enhances its IT infrastructure and internet connectivity to provide optimal services. The institute's network connectivity has progressed overtime and is currently functioning at

100 Mbps ILL, upgraded in 2023. Wi-Fi connectivity was bolstered by adding 14 high-end Cisco WAPs, improving coverage and stability.

The 4 Computer labs are well-equipped with software like Nvivo, Adobe Suite, and IBM SPSS. Institutional ERP "Digicampus," GreyTHR for HR automation, Turnitin for plagiarism checks, and Vidya Library Management for the library enhances the administrative efficiency and academic resources. Online subscriptions to 25 journals and access to platforms like MyLoft, SSC Online, and Hein Online enrich research capabilities.

Hardware acquisitions include 55 new computer systems (Dual Core i5) in 2023 replacing old computers purchased in year 2015. There are 21 printers, 43 LCD projectors, 60 CCTV cameras, 10 UPS units, 2 routers 22 access points, and a Smart Board. These help in facilitating and supporting educational activities. DME's committed to creating a conducive learning environment for students and faculty, promoting academic excellence and administrative efficiency.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://igac.dme.ac.in/it-infrastructure/

4.3.2 - Number of Computers

240

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****339.47**

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

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

Response:

The college's infrastructure policies support overall student development and ensure accessibility for differently-abled individuals, fostering a healthy teaching and learning environment. High academic standards are maintained across facilities like classrooms, labs, library, sports room, and computer labs, supporting both curricular and extracurricular activities.

Facilities are governed by strict usage and maintenance policies. Classrooms require users to maintain cleanliness, silence mobile phones, and report damages, with fines for violations. Computer labs operate weekdays from 9:25 AM to 4:45 PM under supervision, with restricted internet access for academic purposes and regular maintenance checks.

The Nelson Mandela Auditorium, Seminar Hall, Moot Court, and Studio 62 host academic and extracurricular events. Studio 62, equipped with advanced technology, requires prior booking and supports live recordings. The Rabindranath Tagore Library, operational Monday to Saturday, enforces borrowing limits and fines for late returns.

The sports room supports competition preparation under supervision, with strict adherence to safety protocols. The Purchase Policy

ensures transparent, efficient procurement, optimizing resources and upholding fiscal responsibility.

These policies collectively aim to provide robust infrastructure, promote innovation, and enhance academic excellence through effective facility management and resource utilization.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://iqac.dme.ac.in/infrastructure-learning-resources/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

38

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

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

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

98

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

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

A. All of the above

File Description	Documents
Link to institutional website	https://iqac.dme.ac.in/capacity-building/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

1386

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

1386

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

318

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

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

5.2.2.1 - Number of outgoing student progression to higher education

129

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

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

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

58

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

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

14

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

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

Response: Delhi Metropolitan Education (DME) prioritizes holistic student development by actively involving them in diverse administrative, co-curricular, and extracurricular activities. The institution fosters student representation through a well-established Student Council, ensuring that students play an integral role in decision-making processes and policy formulation. DME encourages students to voice their opinions, collaborate with faculty, and contribute to the institute's growth. Under its Cultural Cell, DME houses ten vibrant societies: Literary and Debating, Film Appreciation, Music, Fashion, Dance, Art, Theatre, Photography, Radio, and others. These societies provide students with platforms to explore their creative potential and hone their talents. Signature annual cultural events like Aoha, Anoogunj, the Fresher's Party, and the Farewell Party are celebrated with enthusiastic student participation, showcasing their artistic and organizational skills. In sports, students participate in the intra-college meet Lakshya and the inter-college sports meet Samagra, competing in disciplines like football, volleyball, and more. These events instill teamwork, discipline, and a spirit of healthy competition. DME also empowers students to represent the institute at prestigious national and international platforms, enhancing their exposure and broadening their horizons. By integrating student engagement across academic and extracurricular spheres, the institute nurtures leadership qualities and a sense of responsibility, preparing them for future challenges.

File Description	Documents
Paste link for additional information	https://iqac.dme.ac.in/wp-content/uploads/2024/12/5.3.1.1_Additional-Documents.pdf
Upload any additional information	No File Uploaded

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

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

30

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

5.4 - Alumni Engagement

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

Response:

The registered Alumni Association of Delhi Metropolitan Education (DME) significantly contributes to the institution's development through financial support and a wide array of other services. By fostering a lifelong bond between alumni and their alma mater, the association ensures a robust support system for both students and the institution. Financially, alumni provide scholarships, funding for assets required for upgrades, and resources for academic and extracurricular programs, ensuring holistic development opportunities for current students. Their contributions help establish endowment funds that fuel long-term projects, research initiatives, and faculty development. The association also enriches the DME community by organizing special events, workshops, and seminars that benefit both students and faculty. Alumni often mentor students, offering career guidance, placement assistance, and insights into industry trends. The exclusive alumni network facilitates valuable connections with professionals and industry leaders, fostering collaborative opportunities. Moreover, lifetime benefits such as free hostel stays, health check-ups, and library access encourage alumni engagement, while recognition for achievements strengthens their connection to DME. By staying actively involved, alumni amplify the institution's reputation, support its branding efforts, and contribute to the DME's continued excellence in education and holistic development. This sustained engagement ensures a legacy of growth, innovation, and shared success.

File Description	Documents
Paste link for additional information	https://dme-noida.b-cdn.net/wp-content/uploads/2024/12/5.4.1_Contribution-to-the-development-of-the-institution-through-financial-and-or-other-support-services.pdf
Upload any additional information	View File

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

A. ? 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Response:

The institute envisions curating an inspirational setting and global standard of learning for students so as to enable their intellectual, social and personal transformation into future leaders for the nation.

To achieve this vision, the institute strives towards providing quality education via professional programmes in management, law and journalism. These programmes incorporate contemporary teaching-learning processes, research and innovation driven activities, excellent infrastructure and meaningful collaborations with reputed organizations.

Institutional governance is ensured through establishment and review of the institutional strategic plan which corresponds with the institutional vision and missions. Empowerment of academic heads/conveners/in-charges facilitates participative decision-making and teachers' involvement in institutional affairs. Regular meetings and review of the institutional committees and their activities facilitates implementation of initiatives geared towards the fulfillment of the institutional strategic plan, thereby, supporting

the institutional vision and missions.

The institutional organogram and the academic and administrative setup delineate the governance structure.

Key bodies for institutional governance are:

Governing Body

Anti-Ragging & Anti-bullying Committee

Examination Committee (Internal)

Internal Complaints Committee (ICC)

Student Grievances Committee

Proctorial Board-Discipline Committee

Student Welfare and Cultural Committee

Internal Quality Assurance Cell (IQAC)

Research Cell

Mentoring Cell

Community Connect Cell

Sports Cell

SOCH (School Outreach Cell in Higher-education)

DME Alumni Network

File Description	Documents
Paste link for additional information	https://dme.ac.in/about-us/about-dme/
Upload any additional information	View File

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

Response:

The leadership of the institution vests in the Director which is effectuated through the decentralisation of tasks to teaching and non-teaching staff to ensure their participation in the governance of the institute.

Case- National Moot Court Competition

A departmental meeting of the faculty members, academic coordinator and Dean (Law School) was conducted to brainstorm the potential area of law on which the competition was to be focused and Competition Law was decided for the same.

Moot Problem was developed by the Conveners of the competition and discussed with the Dean (Law School).

Broad roles and responsibilities of departmental and institutional members were defined to facilitate coordination and cooperation of all stakeholders.

The Competition Conveners developed the proposed budget and funding avenues which were finalized with the Director.

Discussions with the Competition Commission of India, with whom the college had collaborated, were held regularly for developing a national competition, with participation from universities and colleges throughout the country and judges for the different rounds from the best Indian law firms.

Internal team meetings were scheduled periodically to monitor progress and critical task completion.

The competition report was submitted to the Director and provided to the IQAC for review and recommendations.

File Description	Documents
Paste link for additional information	<a data-bbox="558 1675 1460 1881" href="https://www.cci.gov.in/public/events/All/details/398#:~:text=Court%20Competition%2C%202023.,CCI%20sponsored%20CCI%2DDME%20National%20Moot%20Court%20Competition%2C%202023.,28th%20to%2029th%20April%2C%202023.">https://www.cci.gov.in/public/events/All/details/398#:~:text=Court%20Competition%2C%202023.,CCI%20sponsored%20CCI%2DDME%20National%20Moot%20Court%20Competition%2C%202023.,28th%20to%2029th%20April%2C%202023.
Upload any additional information	<a data-bbox="909 1915 1101 1948" href="#">View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Response:

DME has adopted a 5 year strategic planning process to achieve its vision and missions. One of the strategic initiatives under the Strategic Plan 2022-27 is building and sustaining a campus culture and facilities that promote a positive ambience for students, faculty members and non-teaching staff and ensures safety in all aspects. To achieve this, the following programmes were held during the academic year:

Orientation cum Workshop on 'Transition from School to College' (Developing Positive Coping Mechanism) to help students mentally and emotionally prepare for the transition from school to college.

Mental Health Workshop for Teaching and Non-teaching Staff on 'Work-Life Balance' to help the participants focus on relevant life, work matters and setting practical goals.

Mental Health Workshop for 2nd and 3rd Year Students on 'Handling Stress and Anxiety' to help students understand these terms, along with a discussion on the importance of practicing gratitude.

Mental Health Workshop for 3rd, 4th and 5th Year Students on 'Dealing with Pressure and Expectations' to help students deal with the stressors of life more effectively.

Interactive and activity-oriented session was held on the account of International Day of Happiness for students and faculty members.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

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

Response:**Policies**

DME has established policies for smooth functioning of the institute in all academic and administrative matters.

Administrative and Academic Setup

The Director maintains overall charge of the institute, ensuring compliance with regulatory norms and best practices applicable to the institute. IQAC reports to the Director and plays an advisory role in monitoring quality aspects of academic and administrative matters, suggesting recommendations for improvement and initiatives for the same. Head of Schools are empowered to take complete charge of the academic and administrative functioning of their respective departments. Faculty in-charges/Convenors are empowered to manage their Cells/Committees.

Appointment and Service Rules

Employees are appointed as per DME Service Rules with relevant terms and conditions of employment therein such as code of conduct, appointment, eligibility of leaves, etc. The vacancies are advertised through national dailies and also via digital platforms. The Selection Committee evaluates and approves suitable candidates for appointment subject to approval of GB or the Director.

Procedures

Administrative processes and teaching-learning procedures are outlined via guidelines, templates and departmental/institutional meetings and the website, e.g., reimbursement form, appraisal form, SOPs for teaching, templates are provided to members for quality purposes.

File Description	Documents
Paste link for additional information	https://dme.ac.in/about-us/policies-sops-disclosures/
Link to Organogram of the Institution webpage	Nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and

A. All of the above

Accounts Student Admission and Support Examination

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

Response:

DME has adopted a number of welfare measures for its teaching and non-teaching staff to create a positive working environment.

Various Leave Options provide flexibility

Casual Leave: 12 days/calendar year

Special Casual Leave: 4 days/calendar year

Academic Leave: 4 days/semester

Vacation Leave: 4 to 21 days based on active service of faculty members, 50% leaves applicable for administrative staff

Short Leave and Early departure once/month

Study Leave: Unpaid leave on case to case basis, subject to institutional requirements

Maternity Leaves: 26 weeks (expectant mothers), 12 weeks (adoptive mothers)

Paternity Leave: 5 days

Medical Leaves: 5 days/calendar year

Bereavement Leave: 4 days

Marriage Leave: 5 days

Sabbatical Leave: Case to case basis

Medical Insurance and Assistance

Employees are enrolled with reputed insurance provider- Care Health Insurance (2 lakh sum insured).

Special Initiatives

Faculty & Staff Sports Meet, Health Camps, Brisk Walks, Yoga and Meditation workshops are regularly organized for enhancing employees' well-being.

Gift Coupon/Token Gifts

Gift/coupons are offered to employees as a gesture of faith and goodwill during cultural celebrations/special occasions to sustain a culture of togetherness.

Avenues for Career Development

Staff development policy allows employees to claim reimbursements (50% of registration fees) for attending trainings, workshops, conferences, seminars, etc.

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

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

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

64

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

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

10

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

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

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

95

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

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

Response:

The institution follows annual performance appraisals for all teaching and non-teaching staff. The performance appraisal schedule, necessary formats and associated timelines are published by the Director or the authorized personnel. The performance appraisal process is initiated through the Self-Appraisal Form to be filled by all applicable employees. The duly filled self-appraisal forms are reviewed by the Head of School/Supervisor and the Director. Communication on performance criteria, performance lags and timely support via constructive feedback and developmental opportunities are critical aspects of the performance appraisal system at DME.

Employee self-appraisal, supervisor feedback, faculty feedback gathered from students (for faculty only), contribution to institutional activities, professional values and orientation with the institutional values are the key aspects reviewed as part of performance appraisal. The institute engages in performance improvement discussions with faculty members who score less than 70% in the faculty feedback for corrective measures and facilitation of performance improvement. Similarly, non-teaching staff members are offered performance counseling and support for enhancing their performance. Thus, the institution follows a performance appraisal mechanism that ensures a holistic appraisal process and forms the basis of determining increment ranges, salary revision and career progression applicable to employees.

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

6.4 - Financial Management and Resource Mobilization

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

Response:

The institute has an established mechanism for conducting regular audits for ensuring financial compliance and statutory audit/accounting norms. The compliance report is submitted to the Chairman through the Director.

Internal and external audit

Expenses incurred under different heads are verified annually using the bills and vouchers.

Institutional accounts are audited by the Chartered Accountant as per government rules. CA Pradeep Goel, FCA (M. No. 077366), Pradeep Anand & Co, is the appointed statutory external auditor.

Discrepancies, if any, are notified to the Director, discussed and resolved using supporting documents.

Audit procedures

All sources of income and expenses are verified. This includes verification of fee collections, scholarships, other incomes, grants received, expense vouchers, classification of revenue and expenses, reconciliation of bank accounts, status of old balances, statutory dues and compliances. Based on the audited financial statements, the auditor issues the Audit Report.

Mechanism for settling audit objections

Queries raised by the CA are addressed within 15 days and rectification entries are done within 10 days. The auditor reviews the audited financials and after discussion with the Management,

signs the financials, before filing returns with the Department of Income Tax. No major audit objection has been highlighted during the preceding years.

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

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

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

01

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

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

Response:

The institution is self-financed and managed by Sunshine Educational & Development Society as under The Societies Registration Act, 1860. DME generates funds via student fees (as per GGSIP University guidelines). The Governing Body (GB) delineates the funds utilization guidelines and the Director is authorized to use funds accordingly. Institutional funds are utilized for:

Infrastructure augmentation

DME demarcates funds for the expansion of infrastructure to enhance the learning and working environment at the institute.

Maintenance of academic facilities

Funds are set aside for maintaining the services of various Academic software, ERP software, learning and library resources, library management software, ICT equipment, website maintenance, examination related expenses and printing and stationary charges.

DME also utilizes the funds for facilitating academic and co-curricular aspects through management of events such as field visits/industrial visits, batch orientation and farewell and faculty and staff development initiatives.

Maintenance of physical facilities

Facilities like internet, Wifi, canteen, electricity, generator, housekeeping, gardening, security, etc. are maintained through the institutional funds. The institute undertakes routine activities for repairs and maintenance of the physical facilities to ensure proper functioning.

Staff salaries

Institutional funds are utilized for payment of staff salaries and advances, if any.

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

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 (IQAC) drives institutional development and quality standards through policies and SOPs in academics, administration, library, research, staff development, and e-governance. The adoption and integration of technology, including online fee payments through the institutional website, Digiicampus for digital learning, and greyTHR for automating employee management strengthens institutional efficiency.

Following practices have been institutionalized through IQAC initiatives:

1. Leveraging Technology for an Efficient and Systematic Teaching-Learning Process

- Imbibing institute-wide use of Digiicampus for automation of administrative tasks such as attendance tracking, admissions data, time-table management, resource uploading and centralisation of institutional data leading to efficient information management.
- Systematic Feedback Collection through Digiicampus from stakeholders ensuring continual improvement of education and support services which is then meticulously analysed by IQAC and is shared with Director, Deans and HODs for recommendations.

1. Fostering Holistic Development of students through Collaborative initiatives

- MoUs entered with reputed organisations focussing on students' all-round development.
- Encouraging participation from students for raising awareness through celebrating special days by organising events such as quiz, poster-making, seminars etc.
- Encouraging experiential learning by organising visits to fairs, expos, industries to broaden students' horizons to connect theory with practice.
- Corporate Readiness and industry experts' session aimed at professional grooming.

File Description	Documents
Paste link for additional information	https://iqac.dme.ac.in/iqac/
Upload any additional information	No File Uploaded

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

incremental improvement in various activities

Enhancement of teaching-learning process

Faculty Development and Capacity Building Programs

IQAC takes regular initiatives with a focus on enhancing the teaching competencies of faculty members, promoting innovative pedagogical practices, and fostering research capabilities. Conferences, Workshops, training sessions, peer-to-peer FDPs and seminars are organized on emerging topics. By prioritizing faculty growth, IQAC has contributed to creating an environment of continuous professional development, which directly impacts the quality of teaching and learning within the institution

Reviewing teaching-learning processes and allied operations

Comprehensive Monitoring and Evaluation Mechanism

IQAC has established a systematic process for the continuous monitoring and evaluation of academic and administrative functions. This includes regular internal audits, structured course feedback from students, and faculty evaluations, which provide valuable insights into the effectiveness of teaching-learning processes. Structured templates are provided for preparation of teaching resources along with their regular evaluation to ensure uniformity and meeting of quality parameters. The data collected is thoroughly analysed, and action plans are developed for areas requiring improvement. This practice ensures that the institution's academic offerings remain aligned with the highest standards of quality, leading to sustained academic excellence.

These institutionalized practices, driven by IQAC, have significantly enhanced the overall quality framework of the institution, ensuring a culture of continuous improvement.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC);

A. All of the above

Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Response:

Gender Audit Initiatives: Gender audits are essential for fostering gender equality within an organization. They help identify and address discriminatory practices, creating a more inclusive environment. The following initiatives were undertaken as part of the gender audit process:

Gender Audit Committee: The Internal Quality Assurance Cell (IQAC) of Delhi Metropolitan Education (DME) formed a 9-member sub-committee to conduct the audit. The committee outlined the audit methodology and collected data from various departments to assess gender equity and suggest improvements.

Measures Undertaken:

- Gender Equity Plan:** DME implements the following measures annually:
 - Sensitize faculty, staff, and students to maintain respectful behavior and dignity in the workplace.

- Promote an integrated understanding of gender's social and cultural influences.
- Adopt a 'no discrimination' policy for all students and staff.
- Ensure equal participation of female staff in all activities and committees.
- Hold regular meetings of the Grievance Redressal Committee for Sexual Harassment.

2. Gender Sensitization through Activities: Workshops, conferences, and webinars are held to raise awareness on gender equality and women's issues.

3. Constitution of Women Empowerment Cell: The cell conducts awareness campaigns and celebrates events like International Women's Day.

4. Facilities for Women on Campus: DME provides daycare, CCTV surveillance, female guards, a girls' common room, sanitary vending machines, and "She Boxes" for grievances to ensure a safe, supportive environment for women.

File Description	Documents
Annual gender sensitization action plan	https://igac.dme.ac.in/wp-content/uploads/2024/12/7.1.1-Gender-Equity-Plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://igac.dme.ac.in/wp-content/uploads/2024/12/7.1.1Proofs.pdf

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

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Response:

The institution has implemented a robust system for managing both degradable and non-degradable waste across various categories:

Solid Waste Management: The campus follows a paperless policy by encouraging digital notes and communications. A recycling program with designated bins for paper, plastic, glass, and metal promotes waste segregation.

Liquid Waste Management: The institution has established a rainwater harvesting system to collect rainwater for non-potable uses. Grey water from sinks and showers is reused for irrigation and cleaning toilets, reducing overall liquid waste.

E waste Management: DME runs awareness campaigns to reduce and reuse electronics.

Waste Management Audits: Regular training sessions and workshops are held to raise awareness about waste management, integrating sustainability topics into the curriculum and promoting eco-friendly practices across the campus. Composting is also utilised for waste management.

Collaboration and Engagement: A waste management committee, composed of students, staff, and faculty, oversees these initiatives, collaborating with local organizations for community-based waste management programs.

ERP & Software: The college embraces sustainability by leveraging CollPoll and GreythHR to digitize processes such as leave management, employee requirements, and student assignments that eliminates the need for paper forms, promoting efficiency and reducing paper usage significantly.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	Nil
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit

A. Any 4 or all of the above

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

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

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

A. Any 4 or all of the above

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

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

Response:

The institute fosters an inclusive environment by actively promoting tolerance and harmony among diverse cultural, regional, linguistic, and socioeconomic groups. In following ways:

Workshops & Conferences: Workshops and international conferences are organised to spread awareness among students, faculty and other stakeholders aimed at resolving conflicts and enhancing respect for cultural differences, the institute provides students and staff with tools to appreciate diversity. Guest lectures by speakers from varied cultural and regional backgrounds further enrich this inclusive ethos, offering perspectives that celebrate global unity and mutual understanding.

Festival celebration: Cultural festivals such as Onam, Diwali, Holi, and Eid are celebrated with enthusiasm, bringing together the institute's community in shared joy and fostering interfaith and intercultural bonding.

Cultural Activities: In addition, cultural activities are organized to encourage inclusivity and broaden perspectives. These initiatives ensure that individuals from different socioeconomic and linguistic backgrounds feel welcomed and valued.

Book Publications: Book Publications further encouraged inclusive environment by actively promoting tolerance and harmony among diverse cultural, regional, linguistic, and socioeconomic groups

This comprehensive approach nurtures an environment of respect, tolerance, and harmony, preparing individuals to thrive in a multicultural world.

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

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

To raise awareness about constitutional responsibilities, the institution organizes a variety of activities designed to nurture a sense of civic duty and active citizenship among students and staff.

1. **Workshops and Seminars:** Regular workshops and guest lectures focus on core constitutional values such as equality, justice, and liberty. Experts share their perspectives on the importance of fundamental rights and responsibilities.
2. **National Celebrations:** Special events on Republic Day and Independence Day include activities like speeches, quizzes, and essay contests that highlight the key principles of the Indian Constitution.
3. **Community Involvement:** Both students and staff engage in initiatives such as tree planting, cleanliness drives, and social outreach programs. These activities promote environmental stewardship and social harmony, aligning with the responsibilities outlined in the Constitution.
4. **Value-Based Education:** The curriculum and extracurricular programs include topics on ethics, human rights, and civic duties, encouraging thoughtful discussions around constitutional values.
5. **Legal Awareness Campaigns:** Partnerships with legal professionals help raise awareness about legal rights and remedies, empowering participants to become informed and active citizens.
6. **Student Leadership Initiatives:** Programs like mock parliaments and debates foster democratic principles, critical thinking, and respect for diversity.

Together, these efforts aim to instill constitutional values, helping students and staff become responsible citizens committed to contributing to the nation's growth and progress.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

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

A. All of the above

Conduct are organized

File Description	Documents
Code of ethics policy document	View File
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 File
Any other relevant information	No File Uploaded

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

Response:

The institution actively commemorates and organizes various national and international days, events, and festivals to promote awareness, cultural enrichment, and holistic development among students. These celebrations highlight the institution's commitment to fostering social responsibility, cultural heritage, and global harmony.

National events like Independence Day and Republic Day are marked with flag hoisting, cultural programs, and motivational speeches emphasizing patriotism and civic responsibility. National Voters Day is observed with awareness campaigns encouraging electoral participation among the youth. Rabindranath Tagore Jayanti is celebrated with literary discussions, poetry recitations, and cultural performances reflecting his contributions to art and literature.

On International Yoga Day, yoga sessions and wellness workshops are conducted to promote physical and mental health. International Girl Child Day is observed through seminars and activities advocating gender equality and the empowerment of young girls. Environmental consciousness is emphasized on International E-Waste Day, with awareness drives on responsible electronic waste disposal.

World Youth Skills Day and World Radio Day provide platforms for students to showcase their talents and explore innovative learning opportunities. The International Day of Happiness is celebrated with activities fostering positivity, well-being, and community bonding.

Such commemorations create a vibrant learning environment, instilling values and skills in students for their overall development.

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

7.2 - Best Practices

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

Response:

Objectives of the Practice To foster academic and interdisciplinary research in Intellectual Property Rights (IPR), cyber law, and competition law while promoting innovation, capacity-building, and policy-oriented dialogue.

The Context The establishment of the Centre for Intellectual Property Rights (CIPR) at DME was driven by the need to address evolving challenges in IPR, its intersections with cyber law and and to promote innovation in a knowledge-driven economy.

The Practice CIPR focuses on interdisciplinary and empirical research in IPR, offering workshops, conferences, and events to empower students and faculty. Major Challenges include lack of awareness, complex legal process, limited access to resources, limited exposure in curriculum especially in management and media, Infringement and Plagiarism and ethical concerns.

Evidence of Success CIPR has successfully conducted workshops, published research papers, events and initiated a comprehensive textbook on IPR.

Problems Encountered and Resources Required Key challenges include limited financial resources, recruiting subject-matter experts, and establishing sustainable partnerships with industry and academia. Adequate funding and dedicated personnel are essential for expanding CIPR's initiatives.

Notes (Optional) This practice showcases DME's commitment to quality education, research, and societal contribution. It can inspire similar initiatives in other institutions to strengthen IPR-related legal education and research.

Planned Events and Initiatives

1. Workshops and Webinars
2. Conferences
3. Research Publications
4. Outreach Programs
5. Collaborations
6. Case Study Discussion

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Response:

The institution demonstrates a distinctive focus on the integration of the Indian Knowledge System (IKS) as a priority, aligning with the National Education Policy (NEP-2020). By embedding the principles of IKS into the curriculum and faculty development programs, it ensures that traditional Indian philosophies and their contemporary relevance are preserved and promoted. The institution organizes workshops, national conferences, and intensive courses to instil values such as emotional intelligence, critical thinking, and leadership inspired by ancient Indian wisdom. Faculty development programs further support this integration, equipping educators with the knowledge and skills to embed IKS within modern pedagogical practices.

Additionally, the institution's initiatives like the Vibrant India Series and collaborations with organizations such as ISKCON and Brahma Kumaris highlight its commitment to sustainability and holistic education. Through the inclusion of IKS in Massive Open Online Courses (MOOCs), 359 students have already benefitted from this innovative academic approach. By fostering interdisciplinary research, cultural awareness, and skill development rooted in IKS, the institution positions itself as a leader in blending traditional wisdom with contemporary educational practices, enhancing both societal impact and academic excellence.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Response:

Plan of Action for the Next Academic Year

Building on the success of past initiatives, the institution will continue to prioritize the integration of the Indian Knowledge System (IKS) into its curriculum, aligning with NEP-2020. Our focus will be on holistic education that combines ancient wisdom with modern pedagogical practices. Key plans include:

- 1. Student Engagement:** Organize interactive workshops such as "Modern Management Lessons from Ancient Indian Wisdom" and business presentation contests. These events will emphasize critical thinking, innovation, and ethical leadership, inspired by timeless Indian strategies.
- 2. Faculty Development:** Conduct an intensive Faculty Development Program on IKS to equip educators with tools for interdisciplinary teaching and research. Emphasis will be on embedding IKS principles into modern academic practices.
- 3. Collaborative Initiatives:** Strengthen partnerships with organizations like ISKCON and Brahma Kumaris for workshops and internship drives, enabling students to gain practical experience while aligning with sustainable and spiritual values.

4. Curriculum Development: Offer a Massive Open Online Course (MOOC) on IKS, providing wider accessibility to 500+ students, further bridging the gap between traditional philosophies and contemporary applications.
5. Cultural Integration: Host national conferences and cultural events to foster awareness and application of IKS principles in real-world challenges.

This approach ensures academic excellence, societal impact, and alignment with the institution's vision of sustainable and holistic education.