SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

DELHI METROPOLITAN EDUCATION

B-12 SECTOR 62 NOIDA
201309
https://dme.ac.in/

SSR SUBMITTED DATE: 02-05-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Delhi Metropolitan Education (DME) was established on 1st August 2012 under the aegis of Sunshine Educational & Development Society which has been working dedicatedly in education for over 16 years. DME is affiliated with the prestigious Guru Gobind Singh Indraprastha University (GGSIPU), New Delhi and is approved by the Bar Council of India.

Guru Gobind Singh Indraprastha University (GGSIPU) is the first University established in 1998 by Govt. of NCT of Delhi under the provisions of the Guru Gobind Singh Indraprastha University Act, 1998 read with its Amendment in 1999 The University is recognized by the University Grants Commission (UGC), India under section 12B of UGC Act.

The Guru Gobind Singh Indraprastha University has been Accredited with a CGPA of 3.56 **A++ Grade** by NAAC on 14-02-2023 for 7 years.

DME envisions creating future leaders and nation builders through its endeavours in educating young minds. The institute is committed to forming and sustaining conditions that enable students to embark on a remarkable educational journey that is intellectually, socially, personally transformative, and enriching. DME offers sought-after courses in the field of Management, Journalism and Law, as given below:

- **BBA - Bachelor of Business Administration**
- **BA(JMC) - Bachelor of Arts (Journalism and Mass Communication)**
- **B.B.A.LL.B (Integrated) - Bachelor of Business Administration Bachelor of Law (Integrated)**
- **B.A.LL.B (Integrated) - Bachelor of Arts Bachelor of Law (Integrated)**

Vision

Vision: To nurture an inspirational setting and a global standard of learning for students that enables their intellectual, social and personal transformation into future leaders for the benefit of the nation.

DME aims to create an environment that inspires and motivates students to reach their full potential by ensuring access to state-of-the-art facilities, engaging and innovative teaching methods, and opportunities to explore their passions and interests.

The institute is committed to helping students grow and develop in all areas of their lives by providing opportunities for students to develop critical thinking and problem-solving skills, fostering social and emotional learning, and encouraging students to engage in extracurricular activities that support their personal growth.

The institute is committed to preparing students for leadership roles in their chosen fields, encouraging them to engage in community service and social activism, and instilling a sense of responsibility and commitment to the betterment of the nation and the world.

DME aspires to be a leader in education, both nationally and internationally by offering a rigorous and comprehensive curriculum, employing highly qualified and experienced faculty, and providing opportunities for students to engage with peers and experts from around the world.

Mission

DME's Mission(s): To provide quality education in the field of Management, Journalism and Law, with:

1. Contemporary learning methods and curriculum enrichment
2. Research and innovation-oriented ecosystem
3. Infrastructure for developing students' and faculty members' expertise
4. Linkages and collaborations

Ethos: DME stands resolute on nurturing and sustaining a positive, professional and ethical work culture. The following 10 attributes depict the DME Ethos for the entire DME community including faculty, staff and students:

1. Disciplined & Punctual
2. Passionate & Energetic
3. Positive, Creative & Problem Solving
4. Dedicated & Hardworking
5. Respectful & Loyal
6. Responsible & Accountable
7. Cooperative & Collaborative
8. Student Friendly yet Firm
9. Honest & Fair
10. Happy & Healthy

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

DME operates under the aegis of Sunshine Educational & Development Society which has a legacy of 16 years in the education sector. The institutional leadership under the able guidance of the Chairman strives towards making a meaningful and positive impact on students. The campus culture and learning environment curated at DME differentiates it from other institutes as it focuses on the holistic development of students through a vibrant campus life.

Adoption of the latest technology and infrastructure for digitization of teaching-learning and administrative processes helps reach global standards of education. The long-term vision of a digital campus led to the deployment of CollPoll which enabled DME to deliver seamless education even during the covid-19 pandemic. The institute has successfully adapted to hybrid and online modes of teaching and assessment. ICT tools and infrastructure support contemporary teaching methods and industry-oriented learning for students. The campus is Wi-Fi enabled and all classrooms in DME have projectors for ICT enabled teaching-learning.

The institute has state of the art infrastructure-moot court, computer labs, audio-visual labs, library, seminar

hall, auditorium, etc. for routine use. DME takes pride in housing a well-equipped media studio for developing high quality media content and programmes. Several panel discussions, book launches, leadership conclaves have been conducted and recorded at the studio. All these facilities are airconditioned for the comfort of students and staff. DME also has an amphitheatre which sets the stage for cultural and festive programmes.

The institute is situated at a prime location in Noida Sector 62 in a corporate hub that is well connected via road and metro. The nearest metro station is just 2.5km away. This allows greater accessibility to students residing in Delhi NCR region.

Over a period of time, the enrolled students have shared positive word of mouth about DME with their acquaintances, family members and friends. Positive feedback from the students within the student community has offered DME a major advantage in its efforts towards becoming the preferred choice of students for undergraduate professional courses in journalism, law and management.

Institutional Weakness

As a young institute, DME still has a long way to go towards developing international partnerships, MOUs and linkages with organizations of repute. Although DME has built strategic academic ties with Deakin University, IAMCR, Pathumthani University, UBI Business School, University of Nottingham and Ohio University among others, it must make sustained efforts to expand these and nurture partnerships/MOUs and linkages with more such international organizations/institutes. Industry partnerships with international and multi-national organizations, research collaborations and community outreach efforts with international agencies and organizations provides a major scope for institutional development. The institute acknowledges this aspect and is working towards gaining ground on building meaningful partnerships with international organizations and institutes with a strategic focus by incorporating it as part of the planning stage of annual conferences/symposia/seminars, FDPs, workshops and other programmes at the institute.

Institutional Opportunity

The alumni of the institute offer a massive opportunity for developing collaborations/MOUs/partnerships with their employer organizations and also form an important means of engaging the currently enrolled students in suitable internships and placements. Further, having gained experience in their respective domains, DME alumni can now offer advice and learnings to their junior batches via Alumni Interaction Sessions. Several such sessions have been organized by the institute and the current students have greatly benefited from listening to their seniors talk about their experiences in the industry.

There is tremendous scope for MOUs, linkages and collaborations for academic and non-academic operational areas at the institute. The existing academic partnerships have the scope for implementing faculty/student exchanges, research collaborations and special courses. Placement linkages with companies, law firms and media houses can be strengthened further. Building and sustaining a digital, green campus and barrier free campus requires the support of multiple vendors and agencies. Thus, there is lot of room for enhancing the value gained from such collaborations with external institutes and organizations for the benefit of students and staff members.

Covid-19 pandemic showcased the capacity of the institute to conduct teaching-learning processes in an online and hybrid mode. This, coupled with the presence of a Studio and qualified staff for production, offers a unique

advantage to DME, for developing online courses, certificate courses and developing other relevant content for dissemination with a wider audience. The institute is also in a position to handhold other institutes and offer these resources to other institutes for developing their content in collaboration with DME. Thus, there is a good opportunity for consideration on online education and distance education courses/programmes at DME as the institute supports digital and hybrid learning environment.

Institutional Challenge

The entry of new institutes offering similar undergraduate programmes and affiliated to GGSIPU in the immediate vicinity of DME can be a challenge in the future. The presence of such new institutes shall instil healthy competition and the institute is ready for this challenge. DME stands poised to outperform other competing institutes by playing on its strengths of focusing on holistic development of students, offering them a vibrant campus for shaping them into socially responsible and professionally upright individuals who can become future leaders in their domains. Further, the institute is confident that its sophisticated infrastructure and facilities and a digitally powered campus shall be an easy preference for students.

The rise of corporate entities such as Edtech companies making a foray into the education space adds to the complexity of the already competitive environment. Corporates backed by huge capital, latest technology, strong linkages and brand power pose a significant challenge for an institute like DME. This requires the institute to enhance its own offerings and amplify its presence in the education sector, thereby focusing on academic excellence, development of strategic partnerships and branding of the institute. The institute has to capitalize on its unique offerings that the companies cannot offer to students, for example, the student-faculty connect, a campus life, student support, among other aspects that enrich students' lives. Thus, the quality of faculty members and their connect with students and alumni, a hybrid learning environment and the campus culture shall play a major role in competing with corporate entities in the education space.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion provides an account of the way DME follows and enriches the prescribed curriculum by the Guru Gobind Singh Indraprastha University (GGSIPU). To ensure a seamless teaching and learning process, the institute devises various mechanisms, such as advance planning of academic activities with an outcome-focused approach towards teaching. Practical and theoretical teaching is encouraged, and classroom teaching is complemented with guest lectures, seminars, and industrial visits. Student centric teaching methods are implemented for strong student engagement and outcome-based learning.

The institute has introduced various Value-Added Courses for skill enhancement and professional development of students. As a part of the curriculum prescribed by the GGSIPU, students are required to undergo internships. The Placement team at Delhi Metropolitan Education assists students in gaining internship opportunities.

IQAC at DME collects feedback from all stakeholder's vis-a-vis Students, Alumni, Faculty members and Employers. The annual feedback is analysed, and the Action Taken Report is submitted to Governing Body.

Based on the input, various improvement initiatives are for the holistic development of the students.

Teaching-learning and Evaluation

Criterion 2 elucidates the teaching and learning process at the institution. Being affiliated with Guru Gobind Singh Indraprastha University, students are admitted through a centralised admission process. The institute is allowed 10% admissions each academic year through Management Quota.

The institute focuses on outcome-based learning through pedagogies from classroom teaching to hands-on training. All classrooms in the institute are ICT enabled; the conventional chalk-and-talk method is complemented with videos and presentations to reinforce the topics. The teaching schedule for the upcoming semester is planned as per the University's Academic Calendar.

Quality education is paramount to the institute; the objective is achieved by hiring well-qualified faculty members. Student assessment is done based on internal examination and end-term examination.

Persistent monitoring of students' progress and innovation in teaching-learning ensures that most students graduate within the stipulated time frame with a good percentage. The institute practices transparency and uploads the result on the ERP platform Collpoll. Students' performances and challenges are discussed with their parents through a Parents Mentors Meeting. To address student grievances related to examination, a student grievance cell is instituted wherein the issues are resolved urgently.

Research, Innovations and Extension

The institute is committed to creating a conducive environment for research and innovation. DME has encouraged faculty members and students to establish linkages with the industry and community. The institute has set up various research centres wherein the activities are organised monthly to build research acumen amongst students.

The institute regularly organises workshops, seminars and FDPs to familiarise with the evolving techniques in research methodology. The institute has installed plagiarism software Turnitin to check malpractices and plagiarism in check. Faculty members are provided financial support to pursue research.

Delhi Metropolitan Education has initiated the Community Connect Project, providing aid to disadvantaged groups. The society has organised various outreach activities; the institute aims to build emotional intelligence in students and instil values of compassion and empathy through events such as food drive, clothes drive and the collection of sanitary napkins for underprivileged girls. Students participate enthusiastically in such activities and are sensitised about their moral and social obligations towards society.

Institute Collaborates with prestigious organisation and institutes for student exchange, faculty exchange, training, internship, placement, field projects, research projects etc.

Infrastructure and Learning Resources

DME extends state-of-the-art infrastructure with solid academic facilities to provide a dynamic and clinical

grounding for the success. The institute's management is receptive to the rapid changes in the contemporary educational scenario. Consequently, it constantly upgrades institute facilities as per industry standards.

The institute has enabled a seamless teaching-learning process by providing classrooms equipped with ICT. The institute has four computer labs, Video Production Studio-62, and Audio Lab, fully equipped with all the latest equipment. Moreover, the institute has a state of art Seminar Hall, Moot Court, and Amphitheatre to conduct multiple activities simultaneously. The institute has instituted a Building and Maintenance Committee to ensure the upkeep and utility of the infrastructure.

DME library is named after Nobel Laureate Rabindranath Tagore, and it reflects his world vision with thousands of books across various subjects. The library has an expansive collection of books titles, magazines, journals, and reference books. The library is equipped with modern facilities, including Wi-Fi technology, and it is automated with Integrated Learning Management System (ILMS).

DME understands the importance of sports for the overall development of students and has built indoor sports facilities and open gym on the campus. DME also has a tie-up with Noida Stadium and CWG Stadium, Khel Gaon, for outdoor sports competitions.

Student Support and Progression

Delhi Metropolitan Education aspires to provide a multi-faceted education to students. The institute offers the students various academic needs by imparting student-centric education and focusing on nurturing the talent of the students. The institute is perceptive to the financial needs of students and has a flexible fee structure to help economically backward students. Furthermore, meritorious students are offered scholarships.

The institute conducts capacity-building workshops to develop soft skills, IT skills, Health and Hygiene, and Communication Skills to give students a seamless academic experience. Career counselling sessions, internships and placements are organised by Training and Placement Cell for students to guide them for the upcoming challenges in the professional sphere.

Higher Education Cell offers counselling for higher studies, clearing national/state level examinations.

Students in DME are encouraged to participate in co-curricular activities. The laurels achieved by the students in the sphere are appreciated and celebrated. A cultural society has been instituted in the institute for this purpose.

The institute follows student first policy and ensures transparency at all levels. Student grievances committee, Internal Complaints Committee and Anti Ragging Committee have been set up at DME. These committees regularly organise seminars, sensitise students about student policies, and impart values like respect and an empathetic approach towards one another.

Governance, Leadership and Management

The Criterion describes how the mission and vision of the institute are achieved through good governance. The management at DME practices participative management wherein all stakeholders' suggestions are considered and implemented. The Governing body meets regularly to monitor progress and suggest strategies.

Staff meetings are organised before the commencement of every session, where the objective of the academic year is established. Transparency through technology is the axiom of the institute. E-governance is implemented in all spheres of the institute- Student Admissions, Examinations, Academic Material, Finance and Account and Faculty leave management system. The institute's website is constantly updated to provide extensive information regarding the operations of the institute.

The Performance Appraisal System for the faculty members and staff is transparent and is determined on various parameters- student feedback, peer feedback and self-appraisal report. IQAC (Internal Quality Assessment Council) focuses on continuous improvement in the academic process; the team reviews reforms in examination conduct and enhances the quality of notes. Based on the analysis, the IQAC committee collects feedback on various parameters from all the stakeholders and introduces quality measures every semester. The academic audit in the institute takes place every year, and the institute organises internal audits every semester to review the progress of the departments and committees.

Institutional Values and Best Practices

DME lays emphasis on Gender Equity and Empowerment by creation of Women Empowerment Cell and plethora of activities and initiatives towards a culture of equity and empowerment. The campus features and mindset are inclusive and welcomes all. All the campus features are accessible for people of special needs. Website also has accessibility features to support special needs.

Campus has adopted Green Campus Policy that has led to several green initiatives, events inside and outside campus to promote sustainability and eco-friendly approach. Waste is sorted at source in to Dry and Wet waste, Bio waste is incinerated and plant waste is converted into compost for garden utilisation. Energy Conservation practices are duly implemented to ensure there is no wastage of energy.

DME lays importance towards sound mental health of its students and employees and has created Markie – Society for mental health. This has emerged as Best Practice over the years leading to college wide awareness towards good mental health. Dedicated professional mental health therapist is at campus to cater to such needs.

Cyber security is an area that has gained importance nationwide due to digital usage and dependence. DME has been a pioneer to lead this initiative by awareness on the nuances of Cyber Security inside and outside campus making it as our Best Practice.

School Outreach Cell for Higher-education [SOCH] spreads awareness and conducts workshops, sessions, and training in nearby schools. SOCH works with an objective of spreading awareness in significant areas [Career Guidance after class 10th and 12th, IPR Awareness, Entrepreneurial Mindset, Cyber Security and Mental Wellbeing] beyond the college walls. These sessions are focussed on the school students class 6th onwards to enable their intellectual, social, and personal transformation into confident individuals and capable future leaders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DELHI METROPOLITAN EDUCATION
Address	B-12 Sector 62 Noida
City	Noida
State	Uttar pradesh
Pin	201309
Website	https://dme.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ravi Kant Swami	091-8920981152	9991102036	-	director@dme.ac.in
IQAC / CIQA coordinator	Poorva Ranjan	091-	9711705391	-	iqac@dme.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
BCI	View Document	29-07-2022	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	B-12 Sector 62 Noida	Urban	1.24	9850

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BBA,Dme Management School	36	Senior Secondary	English	240	229
UG	BA,Dme Media School	36	Senior Secondary	English	180	141
UG	BA LLB,Dme Law School	60	Senior Secondary	English	180	124
UG	BBA LLB,Dme Law School	60	Senior Secondary	English	120	87

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11				17				79
Recruited	4	7	0	11	0	16	0	16	13	65	0	78
Yet to Recruit				0				1				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	10	7	0	17
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	1	0	1
Ph.D.	3	7	0	0	16	0	0	9	0	35
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	1	0	0	0	0	0	12	52	0	65
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

20-06-2023 10:39:42

Part Time Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	394	909	0	0	1303
	Female	350	693	0	0	1043
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	3	6	7
	Female	5	5	4	4
	Others	0	0	0	0
ST	Male	1	0	0	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	21	12	1	22
	Female	18	4	3	9
	Others	0	0	0	0
General	Male	275	356	317	344
	Female	248	268	252	250
	Others	0	0	0	0
Others	Male	3	1	0	4
	Female	3	1	0	4
	Others	0	0	0	0
Total		582	650	583	646

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Keeping in mind NEP's thrust towards building multidisciplinary HEIs, the institute aims towards increasing student enrolments in a steady manner. Current student strength is 2346 across the four programmes offered at DME and the campus facilities and infrastructure are being optimally utilized. At present, the institute offers BBA, BA(JMC), BBA LLB (Hons.) and BA LLB (Hons.) covering the dynamic domains of management, journalism and law. During 2017-22, student intake has increased for BBA and BA(JMC) by 60 seats while 60 more seats have been added in the BBA and BA(JMC) programmes in 2022-23. Thus, DME is making sustained efforts towards meeting the

	recommendations of NEP. The current enrolments can be seen at : https://dme.ac.in/admissions/admission-details/ Further, the value added courses running at DME also offer multidisciplinary perspectives for budding professionals in the field of management, journalism and law. Students may enrol in value added courses offered by any school so that multi-pronged learning can be attained.
2. Academic bank of credits (ABC):	GGSIPU, the parent university of the institute began the process of onboarding to the Academic Bank of Credit (ABC) Portal in 2022. Following this, the institute had undertaken sensitization of students for registering on the ABC portal. Continuous efforts are made for ensuring complete coverage of students and support is extended where needed, through the faculty members and the academic coordinators.
3. Skill development:	The institute emphasizes development of soft skills, life skills, ICT skills and language and communication skills among students to develop well rounded professionals. More than 50 programmes for skill development have been organized in the last five years and the institute is committed towards organizing more such programmes for enhancing the skills of students, from novice to advanced levels of proficiency. The teaching-learning processes incorporate skill development through the conduct of student presentations, class discussions, mock sessions (recruitment interviews, group discussions, court proceedings, media interviews, etc.) and value added courses. The institution also instils human values and professional ethics among students by engaging them in meaningful community outreach initiatives, sensitizing them on burning issues of the day and encouraging problem solving to overcome these issues. The teaching pedagogy, the university curriculum, the capacity building programmes, coupled with support for internships and research activities, help in the holistic development of the students. The institute is prepared to curate more such programmes for supporting skill development among students. More information on capacity building can be found at : https://iqac.dme.ac.in/capacity-building/
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution incorporates cultural values and key learnings from Indian knowledge system in teaching-learning processes as well as the campus culture.

	Awareness sessions and events celebrating our rich cultural heritage, languages, customs and beliefs are held regularly. The institute celebrates Hindi Diwas, Gandhi Shastri Jayanti, Swami Vivekananda Jayanti among many other national and International commemorative days. Further, the institute has also been running 'Vibrant India Series' under the aegis of 'Azadi Ka Amrit Mahotsav'. Vedic management is incorporated in management teaching and the institute has conducted national conferences such as "Exploring Spiritual Foundations of Leadership And Management" with Brahma Kumaris as knowledge partners and run intensive online course on Managerial & Life Skill Development-Emotional Intelligence and Critical Thinking in collaboration with ISKCON, Noida. Thus, the institute is in a position to meet this aspect of the NEP implementation and strives to expand its scope of activities in this direction. More information can be seen at: https://iqac.dme.ac.in/diversity-inclusion/
5. Focus on Outcome based education (OBE):	The institute incorporates outcome-based education as a key teaching-learning foundation. The mapping of programme and course outcomes is undertaken and result analysis is conducted for charting out the achievements as per the learning expectations and the learning outcomes for students. Bloom's taxonomy is adopted for student assessments, including the assignments, student presentations and internal examination question papers. The institute has organized various workshops on Bloom's Taxonomy and also facilitated faculty members to attend FDPs on teaching pedagogy at reputed institutes for successful implementation of outcome based education. Faculty members create awareness among students about the programme outcomes and course outcomes in their lectures and design their lectures, develop course content such as case studies, videos, practical application questions etc based on these programme and course outcomes. The institute is committed towards ensuring outcome based education by enhancing the connected teaching-learning processes and building systems to facilitate outcome based education.
6. Distance education/online education:	The institute has developed requisite infrastructure for supporting digitally powered education. The ERP adopted by DME supports online class, in-person class and recorded video lectures as well. It allows

resource uploads and the use of web links, quizzes, online assessments among various other functionalities for student support (including mentoring, placement and routine communications). This allowed DME to continue its teaching-learning processes in online mode during the outbreak of covid-19 pandemic. Faculty members created video lectures for allowed self-paced learning during the harsh conditions imposed by the pandemic. This was followed up tutorials (live online classes) for conceptual clarity, resolving doubts, discussions, presentations, etc. DME has also used its infrastructure to run value added courses, special course content, FDPs and workshops in online and hybrid modes. It has the capacity to develop these for the purpose of distance education/online education upon application of such proposals with the regulatory bodies. DME has its own studio which is equipped with sophisticated, high end gear for recording and creating professional media content. Further, DME has its own youtube channel, DME TV which is used to broadcast DME content to the public at large. These facilities and infrastructure at DME provide a unique opportunity to the institute for developing inhouse courses/FDPs/Workshops that can be disseminated to a large group of learners. More information can be seen here: https://iqac.dme.a c.in/infrastructure-learning-resources/

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club at DME is a student-led and faculty-supervised platform to engage students in exciting activities and hands-on experiences by which they are sensitised on their electoral rights and familiarised with the electoral process of registration and voting. Vision: Electoral literacy club aims to strengthen the culture of electoral participation among adult & young voters and future voters. Principle: 'Every vote count' and 'No voters to be left behind' Target Audience: ? New voters pursuing Graduation (in the age group of 18-21 years old) ? Neighbourhood societies and townships ? Neighbourhood villages ? Neighbourhood schools class 9th-12th Students Objectives: ? To educate the

	targeted populations about voter registration, the electoral process, and related matters through hands-on experience. ? To facilitate EVM and VVPAT familiarisation and education about the robustness of EVM and the integrity of the electoral process using EVMs. ? To help the target audience understand the value of their vote and exercise their suffrage right confidently, comfortably, and ethically.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	DME has the ELC functional with the following Office Bearers 1 Ms. Neha Sharma Nodal Officer 2 Dr. Shalini Gautam Faculty Coordinator [Management] 3 Ms. Navjot Suri Faculty Coordinator [Law] 4 Mr. Pramod Pandey Faculty Coordinator [Media] 5 Aashay Tripathi Student Coordinator [Law] 6 Antas Deep Student Coordinator [Media] 7 Piyush gaur Student Coordinator [Management] 8 Tushar Gehlot Student Executive Committee Member [Law] 9 Aryan Kutthi Student Executive Committee Member [Media] 10 Shiksha Student Executive Committee Member [Management]
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the ELC of DME. 1. Our students participate in Voter Awareness Campaigns aimed in spreading awareness educating the public in the nearby villages. Nukkad Natak are done to spread positive word. 2. To create awareness and voting motivation among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process, and related matters through social media, posters etc
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC at DME takes initiatives that are socially pertinent to electoral related issues specifically awareness drives, creating content for social media and wall murals, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience recognize the value of casting their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. 3. "None of the Above" (or NOTA) concept also explained to the target audience

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	? New students pursuing Graduation (in the age group of 18-21 years old) are encouraged to get Voter Id Card Made as soon as they take admission in graduation first semester ? The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. Option of NOTA also informed to them. ? ELC at DME also conduct mock polling activity to give the experience-based learning of the democratic setup. ? ELC at DME also conduct poster presentation in collaboration with ART society - Spetrum, debates, elocution, essay writing in collaboration with Literary Society - Abhivyakti, mock parliaments in Collaboration with MUN Society, and Nukkad Natak at nearby Villages in collaboration with Cummunity Connect Cell and NSS Societal awareness by Rahagiri in collaboration with Rotract Club and other programmes which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2408	2438	2375	2796	1773

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 126

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
99	77	79	65	52

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
217.24	213.31	448.23	593.31	705.92

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Delhi Metropolitan Education (DME) ensures effective curriculum planning and academic delivery. The institute has a well-laid process to ensure effective syllabi delivery. The process starts every year with the preparation of the Academic Calendar.

Academic Calendar: The institute follows the academic calendar notified by GGSIPU and prepares DME academic calendar accordingly. The Director, along with the Head of Schools, while preparing the academic calendar, adheres to the university guidelines/directions on the course starting and completion dates, internal assessment, gazetted holidays, semester break, university events/festivals, internship time, commemorative days etc. The calendar also includes academic and cultural events, including conferences/seminars, webinars, guest lectures, panel discussions, field trips, Sports Day, Student Festival, and Foundation Day, within the scope of the university-defined academic calendar.

Subject Allocation and Timetable: Before the commencement of the semester, the Head of the respective schools gets a subject preference filled by the faculty members. The subject is allocated as per their specialisations and preference choice. The timetable is prepared for both shifts per university guidelines, and accordingly, faculty members plan and prepare Lesson plans and study material.

Lesson Plans and Course Files: Once the subjects are allocated, the faculty members prepare their lesson plans and study material considering the program's Course Outcomes and Programme Outcomes. In addition to the lesson plan, faculty members also prepare Course Files which contain a syllabus, list of assignments, sample question papers, study material, reference books list etc. The course files are kept in the library for the student's reference.

Delivery of Syllabus: HoS and the Academic Coordinator are responsible for the smooth conduct of the classes and implementation of Lesson Plans. HoS conduct regular meetings, reviews the progress of classes, and takes student feedback (formal and informal) for the smooth functioning of the school. Faculty members document their Lesson plans and delivery details regularly, which are shared with HoS for review from time to time.

Continuous Internal Assessment: The institute follows the dates that were notified by the university for the conduct of the constant internal assessment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 82

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2 *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

Response: 58.13

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1622	1541	1213	1267	1211

| File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Summary

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	-
4	Environment and Sustainability	8	2	1
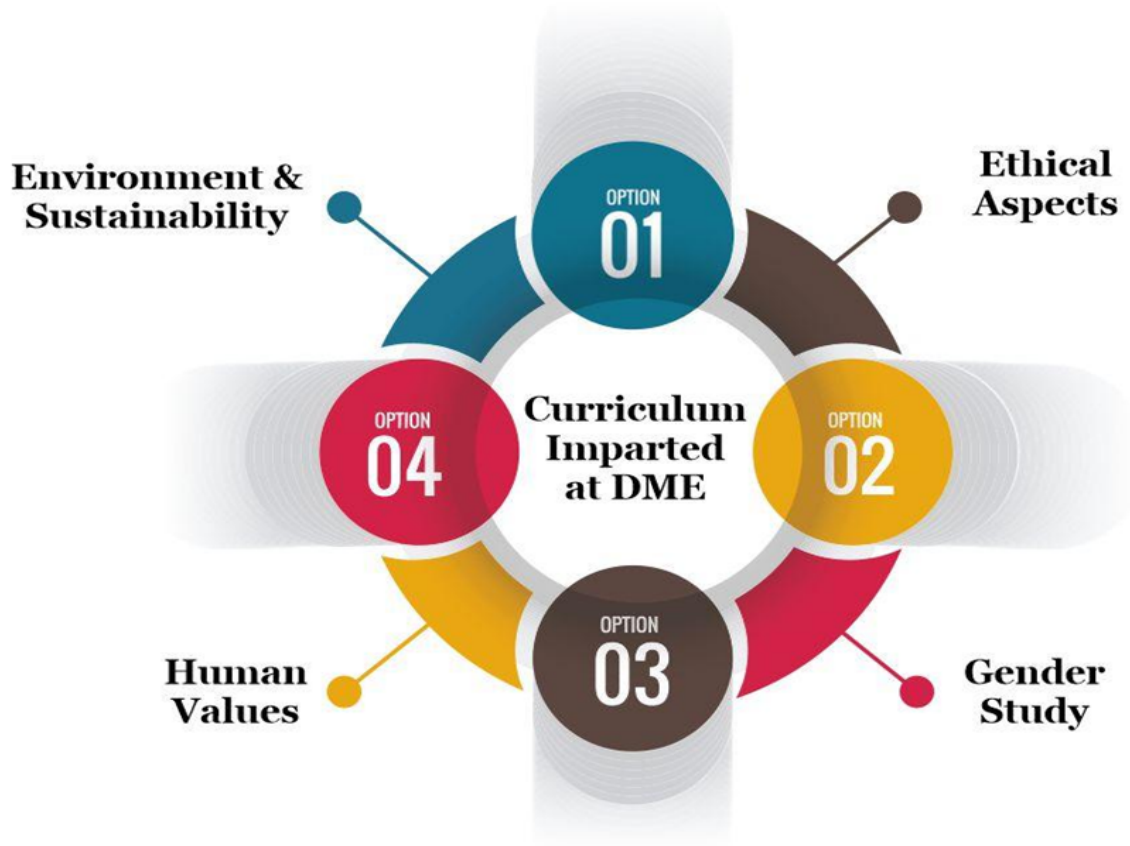
List of Courses covering topics of Professional Ethics:

S.No	Programme	Semester	Paper Code	Course Name
1.	BBALL.B	III	BBA LLB 213	Business Environment & Ethical Practices
2.	BBALL.B	II	LLB 118	Marketing Management
3.	BBALL.B	VII	LLB 405	Law and Emerging Technologies
4.	BBALL.B	VIII	LLB 402	Intellectual Property Rights
5.	BBALL.B	IX	LLB 501	Legal Ethics and Court Crafts
6.	BALLB	IX	LLB 501	Legal Ethics and Court Crafts
7.	BALLB	VII	LLB 405	Law and Emerging Technologies
8.	BALLB	IX	LLB 507 and 509	Health Care Law
9.	BBALLB	IX	LLB 507 and 509	Health Care Law
10	BA(JMC)	I	BA (JMC) 105	Basics of Design and Graphics
11	BA(JMC)	I	BA(JMC) 109	Writing Skills
12	BA(JMC)	I	BA(JMC) 157	Personality Development Lab
13	BA(JMC)	II	BA (JMC) 104	Media Laws and Ethics
14	BA(JMC)	II	BA(JMC) 108	Health Communication
15	BA(JMC)	II	BA(JMC) 110	Sports Journalism
16	BA(JMC)	III	BA (JMC) 207	Radio Jockeying and News Reading
17	BA(JMC)	IV	BA (JMC) 208	Television News: Reporting and Anchoring
18	BA(JMC)	IV	BA (JMC) 204	Basics of Public Relations
19	BA(JMC)	IV	BA (JMC) 210	Corporate Communication
20	BA(JMC)	V	BA (JMC) 301	Basics of New Media
21	BBA	II	BBA 106	Business Environment
22	BBA	II	BBA 110	Business Communication
23	BBA	III	BBA 205	Business Ethics and Corporate Social Responsibility
24	BBA	III	BBA 201	Business Laws

List of Courses covering topics of Human Values:

S.No	Programme	Semester	Paper Code	Course Name
1.	BBA LL.B	II	BBA LLB 116	Organizational Behaviour
2.	BBA LL.B	IV	LLB 206	Law of Crimes: II
3.	BBA LL.B	VIII	LLB 410 (C)	International Humanitarian Law
4.	BBA LL.B	VIII	LLB 410	Seminar Paper 2, Option 3 International Humanitarian Law
5.	BALLB	IV	LLB 206	Law of Crimes: II
6.	BALLB	VIII	LLB 410 (C)	International Humanitarian Law
7.	BALLB	VIII	LLB 410	Seminar Paper 2, Option 3 International Humanitarian Law
8.	BA(JMC)	III	BA(JMC) 201	Development Communication
9.	BBA	IV	BBA 214	Managerial Skill Development

List of Courses covering topics Gender:

S.No	Programme	Semester	Paper Code	Course Name
1.	BBA LL.B	VII	LLB 409 (C)	Seminar Paper: Women and Law
2.	BBA LL.B	IX	LLB 507 and LLB 509	Seminar Papers III and IV- Socio-Legal Dimensions of Gender
3.	BBA LL.B	I	LLB 105	Legal English and Communication Skills
4.	BBALLB	II	LLB 116	Organizational Behaviour
5.	BBALLB	III	LLB 201	Family Law – I
6.	BBALLB	IV	LLB 202	Family Law - II
7.	BBALLB	IV	LLB 206	Law of Crimes – II
8.	BBALLB	V	LLB 305	Corporate Law
9.	BBALLB	VII	LLB 407	Human Rights Law
10.	BBALLB	VII	LLB 409 (D)	Seminar Paper : Criminology
11.	BBALLB	VIII	LLB 404	Labour Laws – II
12.	BBALLB	VIII	LLB 410 (b)	Election Law
13.	BALLB	II	BALLB 108	Sociology II: Sociology of Contemporary India
14.	BALLB	VII	LLB 409 (C)	Seminar Paper: Women and Law
15.	BALLB	IX	LLB 507 and LLB 509	Seminar Papers III and IV- Socio-Legal Dimensions of Gender
16.	BALLB	I	LLB 105	Legal English and Communication Skills
17.	BALLB	II	LLB 116	Organizational Behaviour
18.	BALLB	III	LLB 201	Family Law – I
19.	BALLB	IV	LLB 202	Family Law - II
20.	BALLB	IV	LLB 206	Law of Crimes – II
21.	BALLB	V	LLB 305	Corporate Law
22.	BALLB	VII	LLB 407	Human Rights Law
23.	BALLB	VII	LLB 409 (D)	Seminar Paper : Criminology
24.	BALLB	VIII	LLB 404	Labour Laws – II
25.	BALLB	VIII	LLB 410 (b)	Election Law
26.	BALLB	I	BALLB 107	History - I
27.	BA(JMC)	I	BA(JMC) 103	Contemporary India: An Overview
28.	BA(JMC)	I	BA(JMC) 153	Contemporary India: Issues and Debates

List of Courses covering topics of Environment and Sustainability:

S.No	Programme	Semester	Paper Code	Course Name
1.	BBALLB	V	LLB 301	Environmental Studies and Environmental Laws
2.	BBALLB	V	LLB 305	Corporate Law
3.	BBALLB	VII	LLB 405	Law and Emerging Technology
4.	BBALLB	VIII	LLB 408	International Trade Law
5.	BALLB	V	LLB 301	Environmental Studies and Environmental Laws
6.	BALLB	V	LLB 305	Corporate Law
7.	BALLB	VII	LLB 405	Law and Emerging Technology
8.	BALLB	VIII	LLB 408	International Trade Law
9.	BA(JMC)	VI	BA (JMC) 306	Environment Communication
10	BA(JMC)	III	BA (JMC) 201	Development Communication
11	BBA	III	BBA 211	Environmental Science

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 83.39

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 2008

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 93.48

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2021-22	2020-21	2019-20	2018-19	2017-18
582	650	583	646	624

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
660	660	660	660	660

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2 *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

Response: 28.71

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2021-22	2020-21	2019-20	2018-19	2017-18
59	26	14	52	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
163	134	134	134	135

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 24.32

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

DME became a robust ICT-enabled digital campus long before the pandemic. Every student gets an individual email id on the DME G-suite domain, ERP login Id, and Turnitin Login id for the entire course duration at DME. It was a visionary decision to make the learning process student-centric.

Each classroom is equipped with an LCD projector used by students for **Group Presentations** for

Participative learning. **Peer to Peer learning** is conducted Online and Offline Mode. Management students actively participate in **Debates, Quizzes, Idea generation, and brainstorming** to enhance Participative Learning. Media students are involved in **Short Movie Making**, and Law students actively participate in **Youth Parliament** activities.

Video case studies are shown via **Smart Boards**, followed by student-led analysis focusing on critical thinking and problem-solving skills. Law students are encouraged to d**iscuss landmark cases** from SSL online and Manupatra e-subscriptions. **Flip – Classroom** methods are used, followed **by group discussion**, thereby enhancing the Participative and Problem-Solving Skills of the students. Research Methodology Workshops on SPSS, Nvivo, Mendley, etc., are conducted to teach the latest software to understand problem-solving methods and develop research orientation. Turnitin software is taught to all students via a workshop to conduct similarity checks for all written work. **Business Plan Writing, Case Analysis, Moot Court, and Mock Press Conferences** are approaches for developing Critical Thinking and Problem-Solving Skills.

Surveys, Fieldwork, and conducting interviews are standard practices of experiential learning. Students

also use Google Forms to do surveys and collect information and Google spreadsheets to share data for participative and collaborative projects. Students undertake **summer internship** work to implement classroom teaching in real-life work. Guest Lectures, Expert talks, Industry Visits, Field Visits, Conferences, and Panel Discussions further strengthen industry interactions**. NSS-led community-based** activities also enhance experiential learning. Law students undertake Legal Aid Assignments for broader exposure.

SWAYAM and NPTEL-led MOOCs are popular at DME for skill enhancement. **Workshops** are conducted to give hands-on training in various areas. LinkedIn workshop for networking and collaboration is a regular feature to connect students with the professional world. Students are taught to make **Video-CVs** for high impact. Students are taught MS. Excel and Advanced Excel for Data Analytics, MS. Power BI for Data Visualization, MS. PowerPoint for Presentations, and MS. Word for Assignments Writing. **Research problem solving** using MS. Excel tool is a regular feature. MS Power BI tool is taught to students to make visually impactful presentations and reports.

Media students undertake **workshops** in audio-video editing like Adobe, Photoshop, Canva, etc., to develop newsletters, logos, brochures, creatives, etc. State of Art DME Studio is well-equipped to give

media students the **experiential learning of working at any professional studio**. Experience in handling professional Mic and Sound instruments, still and video cameras, sophisticated editing software, etc., brings confidence in Media Students.

A judicious blend of ICT-enabled Participative-Collaborative learning, Experiential learning, and Problem-solving methodologies has been adopted along with traditional methods at DME.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 76.54

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
104	104	104	96	78

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

Response: 76.61

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
83	62	66	47	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

DME follows the exam guidelines issued by the affiliating university. At the institutional level, the internal examination committee is constituted for the smooth conduct of the exams. The HoSs head the committee, and members are teaching and non-teaching members. The committee ensures the smooth conduct of internal exams theory, lab papers, and external lab/ viva exams of GGSIPU. GGSIPU conducts the end-term theory semester exams at the allotted centres. The subject teachers apprise students about the syllabus and evaluation scheme for internal and external examinations proposed by the university. Internal mid-term exams are conducted each semester after six weeks of teaching. The first two units are covered in the internal exams. The faculty members inform students about the class assignments, presentations, lab file preparation & viva, which is a necessary component of the continuous assessment of students.

THE EXAM COMMITTEE OBJECTIVE:

Time-bound, Transparent, Efficient

1 Conduct internal exams

2 Timely submission of internal marks

3 Exam-related grievance redressal
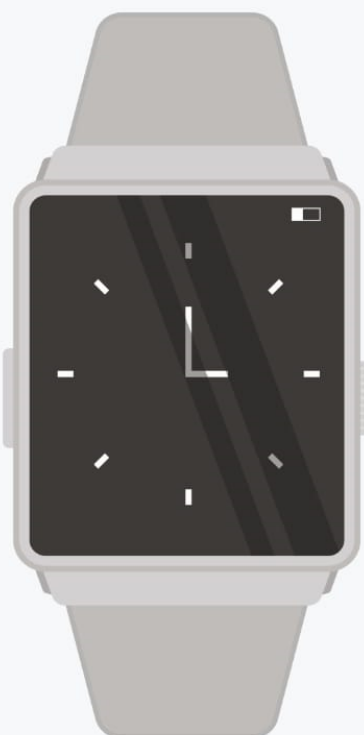
4 Communicate exam date sheets and results

5 External Examiners Coordination

6 Result Analysis and Declaration of batch toppers

Grievance Redressal Mechanism [Internal Exams]: The internal exam announcement notices, date sheet, syllabus for internal exams, and seating plans are uploaded on ERP for transparent and timely communication. Answer sheets are shown in the class on a pre-specified date. The faculty members evaluate the answer sheets within seven days of the conduct of the exam. All students' queries related to the evaluation are cleared during the session. Students, post clearing all doubts, sign the attendance sheet.

Those students who still feel dissatisfied with their internal marks, or further have queries related to paper checking patterns, or did not receive adequate solutions from the concerned subject faculty while the answer sheets were shown in the class, those students can then seek intervention from HoS. If a student is unsatisfied, they can approach the HoS and Director through offline/online methods. Students can submit a handwritten application in this regard or send an email at exam.grievance@dme.ac.in
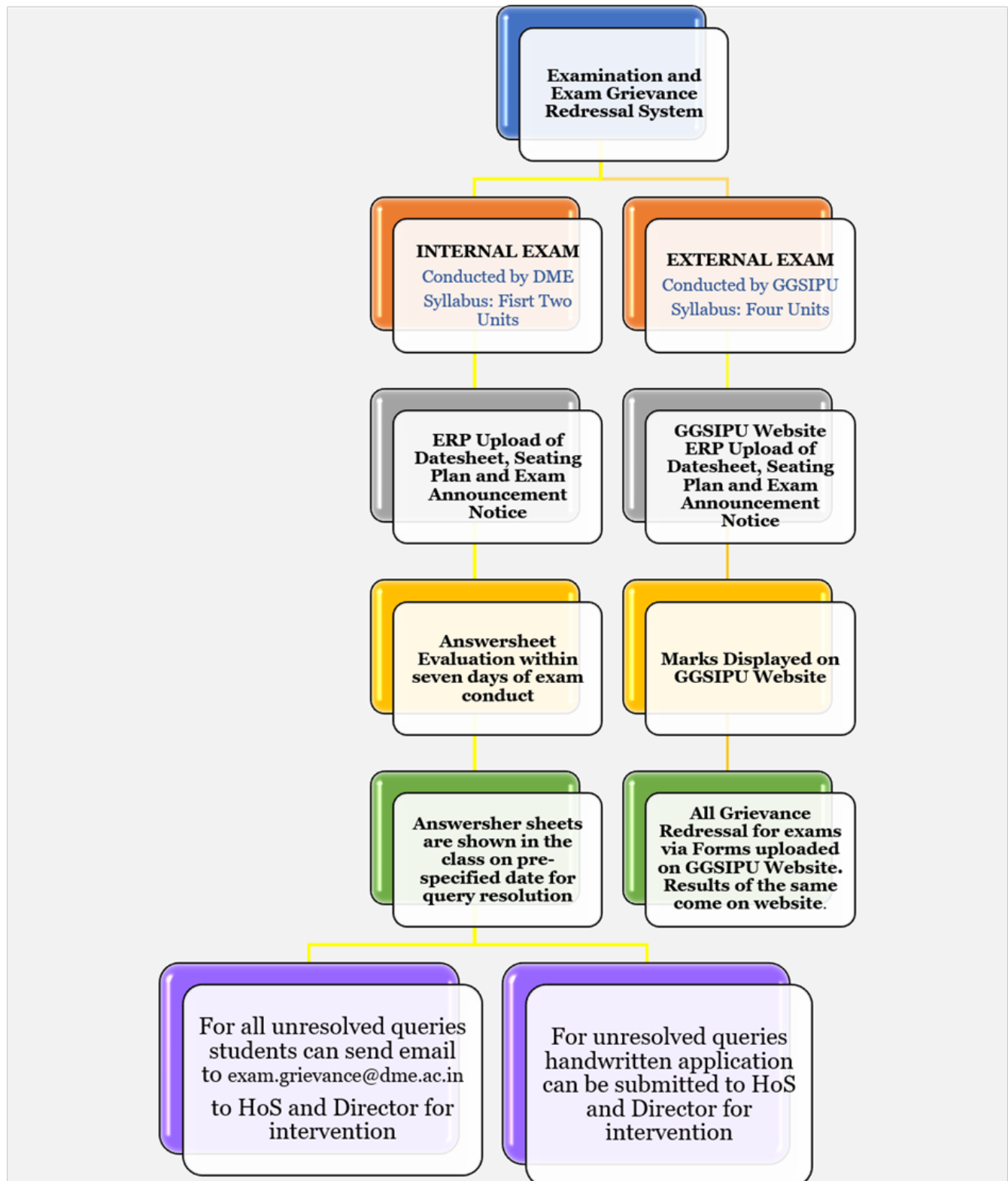
Grievance Redressal Mechanism [Enternal Exams]: If students have grievances about evaluating university answer scripts of the external end-term exam, they must fill out a re-checking form on the university website. Students can apply for revaluation by paying the necessary processing fee to the university. The result of the re-evaluation is announced as per the university norms. The re-evaluation results are displayed on the GGSIPU website under the result announcement section.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

Response:

DME regularly practices charting programmes and course outcomes to proceed with teaching systematically and purposefully. DME adopts the following approach towards their creation, adoption and evaluation.

YES, POs and COs are well stated and displayed on the website. https://iqac.dme.ac.in/teaching-learning/

Program outcomes (POs) are broad statements describing the knowledge, skills, and abilities (KSAs) that students are expected to acquire when they complete a program. On the other hand, course outcomes (COs) are specific statements describing the KSAs that students are expected to acquire by the end of a particular course.

PO-CO helps faculty members ensure that the curriculum is well-designed and that the KSAs taught in each course contribute to achieving broader program-level outcomes. This alignment is essential to ensure the curriculum is coherent, cohesive, and effective in preparing students for their future careers.POs and COs are discussed in school faculty meetings in the presence of the head, and suggestions are invited from all faculty members to ensure meaningful COs that directly correspond with the POs. This way, the POs and COs are drafted and finalised for every programme and its respective courses.

The POs and COs are consciously incorporated into all academic activities:

- PO-CO mapping is essential for curriculum development and assessment. The faculty explains PO-CO mapping to students to help them understand the learning objectives and outcomes of the course and how it fits into the broader program-level outcomes.
- The POs and COs are emphasised during the orientation programmes for the students at the departmental and institutional levels.
- Faculty members discuss the COs for their respective courses in the introductory lectures and keep revisiting them with students during the conduct of the course.
- Faculty members also align the framing of internal examination questions and the continuous assessment of students by the POs and COs. The project work, summer internships, student presentations, assignments, lab work and personality and skill development, are all planned and executed in a manner that helps in attaining the POs and COs.
- Guest lectures, field visits, industrial visits and other such activities are curated explicitly towards achieving the POs and COs. For example, eminent personalities from the industry are invited to provide domain knowledge and share their practical experience to facilitate the achievement of POs and COs.

- The course files which contain the POs and COs are made accessible to the students for their reference.
- The POs and COs are clearly stated and displayed on the institutional website.
- The faculty members provide examples of how the course outcomes align with the program-level outcomes and how they relate to real-world scenarios. This helps students understand the practical applications of what they are learning and why it is important

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

The PO-CO attainment is evaluated.

PROCESS

Step 1 - CO-PO Mapping

The various correlation levels are:

- "1" – slightly (Low) Correlation
- "2" – moderately (Medium) Correlation
- "3" – substantially (High) Correlation

"-" indicates there is no correlation between CO and PO.

	PO1: Understanding of media and communication	PO2: Communication skills	PO3: Critical thinking and research skills	PO4: Ethics and social responsibility work	PO5: Technologica proficiency systems		
CO 101.1	3	3	-	2	-		
CO 101.2	3	3	1	2	-		
CO 101.3	2	2	3	2	2		
CO 101.4	3	3	2	2	3		

Step 2 Assessment Criterion

This involves developing a rubric or a set of guidelines that clearly define what constitutes the successful attainment of each outcome.

CO Assessment Rubrics:

Course Outcome is evaluated based on student performance in internal assessments and the university end-term course examination.

Internal Exam 25%, and End term exam contributes 75% to the total attainment of a CO for a course.

Step 3 Assess the attainment of COs

Assessment Methods	Attainment Levels	
Internal Examination	Level 1	60.1-70% of students scoring more than 60% marks in Mid-Term Examinatio
	Level 2	70.01-80% of students scoring more than 60% marks in Mid-Term Examinati
	Level 3	80.01% of students scoring more than 60% marks in Mid-Term Examination

Assessment Methods	Attainment Levels	
End Term Examination	Level 1	60.1-70% of students scoring more than 50% marks in End Term Examinatio
	Level 2	70.01-80% of students scoring more than 50% marks in End Term Examinati
	Level 3	80.01% of students scoring more than 50% marks in End Term Examination

Direct Attainment: The Final CO attainment is calculated by combining the internal attainment and External attainment in a ratio of 25:75. Final Value (V) = 25% of Mid Term + 75% of End term.

Direct Attainment = Mid-term and End-Term Result **Weightage 80%**

Indirect Attainment = Feedback from Employer and Alumni Weightage 10% each

Step 4 Setting Targets

	PO1: Understanding of media and communication	PO2: Communication skills	PO3: Critical thinking and research skills	PO4: Ethics and social responsibility work	PO5: Technological proficiency systems	PO6: Global perspective
CO 101.1	3	3	-	2	-	2
CO 101.2	3	3	1	2	-	2
CO 101.3	2	2	3	2	2	2
CO 101.4	3	3	2	2	3	2
Average	2.75	2.75	2	2	2.5	2

Total Target Average of Course 101 = Average (2.75,2.75,2,2,2.5,2)

TARGET= 2.33

Step 5 Result Analysis for Direct Attainment

CO attainment for Course 101 (sample)

Based on the Result Analysis of Course 101

93% of students scored more than 60% marks = Attainment Level 3 = 3

60% of students scored more than 50% marks = Attainment Level 1 = 1

Average = 2

Step 5 Indirect Attainment

Based on the Feedback Collected from Alumni and Employer on CO-PO attainment

Alumni	2.3	
Employer	2.0	

Step 6 PO Attainment by Course 101

	Score	Weightage	
10% of Alumni Feedback	2.3	.23	
10% of Employer Feedback	2.0	.20	
80% of Direct Attainment	2	1.6	
Average PO Attainment	**Course 101**	**2.03**	

Target Average = 2.33

Difference = 2.33-2.03 = .30

Step 7 Ascertain Measures

$$\text{CO attainment Ratio of Course (x)} = \frac{\text{Average Co attaintment} * \text{Average Corelation}}{3 \ (\text{Maximum attainment value})}$$

	PO1: Understanding of media and communication	PO2: Communication skills	PO3: Critical thinking and research skills	PO4: Ethics and social responsibility work	PO5: Technological proficiency systems	PO6: Global perspective
Target	2.75	2.75	2	2	2.5	2
Achieved	1.86	1.86	1.35	1.35	1.69	1.35
Difference	0.89	0.89	0.65	0.65	0.81	0.65
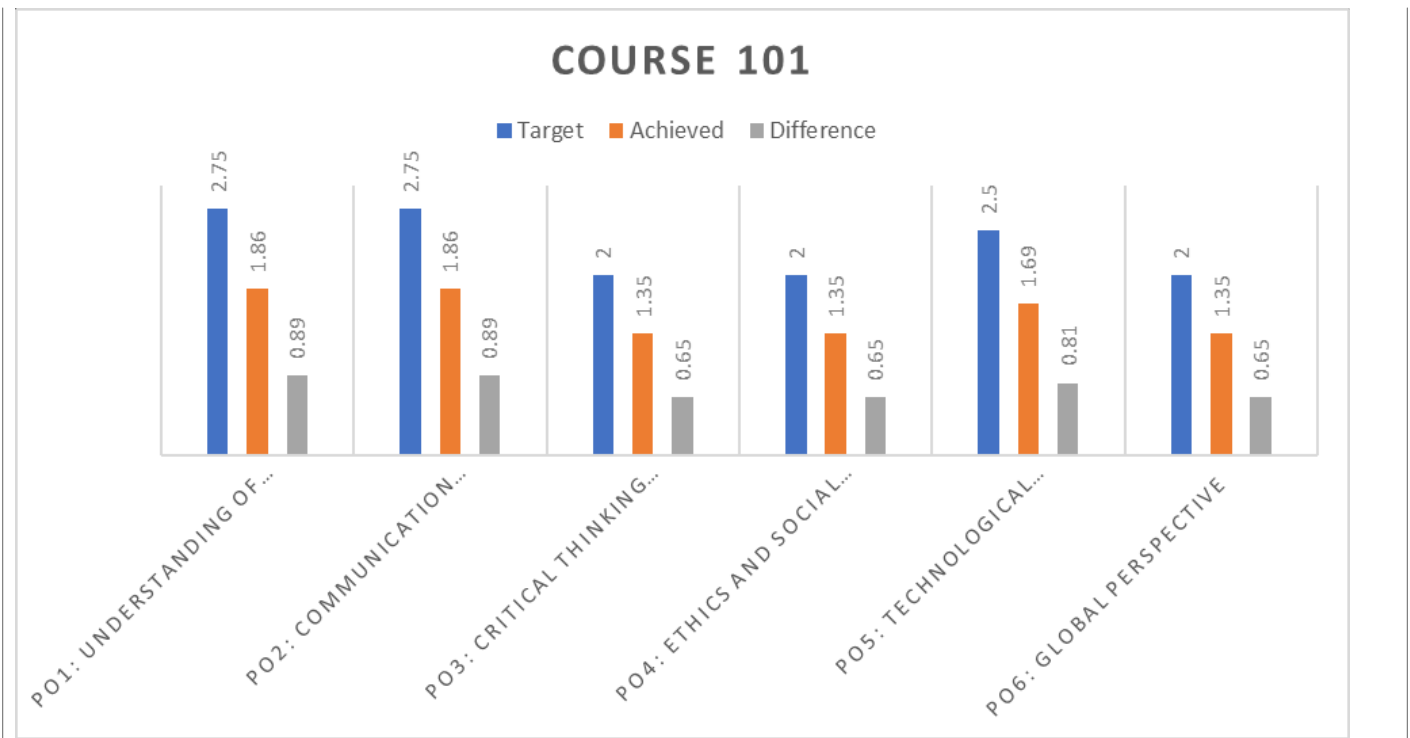
COURSE 101

■ Target ■ Achieved ■ Difference

File Description	Document
Upload Additional information	[View Document]
Provide Link for Additional information	[View Document]

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 95.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
587	582	536	380	215

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

2021-22	2020-21	2019-20	2018-19	2017-18
635	602	553	402	221

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 15.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	4.5	0	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

At DME Innovation Ecosystem Includes an Entrepreneurship Development Cell known as Stimulus, an Incubation Centre for start-up support, a Centre for Intellectual Property Rights [CIPR] for IPR awareness and Research Cell to promote original research leading to copyrights, books, case studies and paper publications. Each cell/centre significantly creates value in the larger ecosystem by transforming new ideas into reality through awareness, access, and financial investment.

E-Cell [Stimulus] provides a favourable environment for promoting Innovation?? and Idea Generation via awareness sessions/ workshops. Students are provided opportunities to interact with entrepreneurs. As an annual event, E-Cell conducts **Business Idea Competition - Endeavour** on themes [Social/women/eco/digital entrepreneurship etc.]. It also invites entrepreneurs' alums to share their start-up journey—information about Various Ongoing Govt. Schemes on youth or women entrepreneurship are provided to all students. DME has also signed an MOU with Institute for Industrial Development (IID). IID is an incubator with the Government of India, the Ministry of Micro, Small and Medium Enterprises (MSME), and the Department of Start-ups, an initiative by the Government of Uttar Pradesh. Via e-cell, the business ideas are shaped into viable business plans, which are taken up at next-level support at DME Incubation Centre. E-cell recommends the students apply at the Incubation centre for further resource

utilisation and seek funding or mentoring.

The objective of the **DME Incubation Centre** is to facilitate students to convert their ideas into viable start-ups. Students are connected for mentoring support from Charted Accountants, Lawyers, Digital Marketers, Website Developers, Distribution model experts, Digital Marketing professionals etc, to convert their idea into a viable & profitable businesses. Students are encouraged to pilot test and run their campus companies from the incubation centre before taking the next level leap in the real world.?

Research Cell at DME provides a research environment & policy guidelines to students and faculty members for conducting original research. It conducts Bi-Annual Meets and maps the personal academic growth of the faculty members. Faculty members are encouraged to write papers for UGC-approved and SCOPUS Indexed journals. Financial aid is provided to attend FDP, Refreshers Courses, Paper presentations etc.

The Centre for Intellectual Property Rights [CIPR] aims to create dialogue in intellectual property (IP) Patents, Copyright etc. The Centre will primarily focus on researching critical contemporary issues in these areas. It conducts workshops, conferences, talks, etc., dealing with IPR awareness, paperwork, and policy by GoI. With Consistent efforts of IP awareness by CIPR, DME has filled five copyrights, and more are in the pipeline.

Innovation ecosystems created at DME build an active flow of information and resources for ideas to transform into reality. Together these cells and centres work to develop an ecosystem that fosters ideation, idea preservation, idea-backed original research, and pilot testing of ideas to develop commercially viable business start-ups. DME is building a process by which more researchers, innovators and entrepreneurs can create and launch solutions to solve real-world problems faster.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	10	12	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.33

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the**

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	3	7	14	7

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 11.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
846	73	305	261	15

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Delhi Metropolitan Education has a strong community service orientation. Extension activities are conducted regularly through the Community Connect Cell, National Service Scheme (NSS) Cell and Outreach. Through these cells, students and staff of DME participate and contribute meaningfully towards society at large.

DME regularly conducts donation drives and awareness drives. 'Community Connect Week' is an initiative wherein students connect to the nearby locality and contribute to the cause of social service. Even

during Covid, our society has worked to develop the temperament of social services like 'Campaign for community building in Covid times'. Society has organised sessions to prompt student participation in sustainability and social service endeavours like 'Bring a life'. Free health check-up camps have been a part of social initiatives. Donation drives and community fairs like 'Joy of Giving' sanitary pads, stationary, books donation drives etc., are organised regularly. Laughter Sessions have been scheduled at Shahiraj Foundation Old Age Home. The session promoted an emotional connection by narrating funny stories, humorous poems, jokes and hilarious folk songs to spread happiness among the old age home residents. The experience sensitised students on the trials and tribulations of ageing and its unique issues to develop positive ideas and respect for elders in society. Students also visited Goonj, an NGO that undertakes disaster relief, humanitarian aid and community development to build awareness of social realities and problems.

The donation drives support for government initiatives and schemes such as Sarva Shiksha Abhiyan (SSA) for the needy and oppressed. A 'Blood donation drive' under the Govt. scheme of Raktdan Amrit Mahotsav was also conducted in which many students of DME donated blood and contributed towards the noble cause.

DME has also conducted various meaningful activities like "Youth and HIV/AIDS in India", A Special Workshop for Educators at all Levels ", Building Vocabulary for Competitive Exams", "Choosing Stream after 10th: Taking an Informed Decision", An online lecture on 'Protecting Civil Rights and Communities' by Teesta Setalvad, 'Moving within Body and mind connection'. The activities have helped the students in their overall development, giving them exposure to explore their surroundings, learn from them, and contribute to society on an individual level. Game sessions in schools for the blind have helped sensitise the students towards those physically vulnerable while also assisting the blind in feeling like they are a normal part of society irrespective of their disabilities.

Special donation drives are organised for natural calamities in the country, like Kerala flood relief, Assam and Bihar flood relief, and earthquakes, in which many students and faculty members contribute financially towards the PM relief fund.

Legal aid camps conducted by the outreach community have provided legal assistance to the poor section of society and helped them gain awareness about their rights. Thus, the cell has supported adding value to the students' learning experience and character-building. Moreover, it has helped to give students a new perspective on life, personally and professionally.

File Description	Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Community Connect Cell of DME collaborates with various government/government-recognized agencies time and again to work for the welfare of the community/society. The objective of community

connect has been to work for social causes for the welfare of society at large and to bring a change in the lives of people who belong to disadvantaged communities.

Community Connect has collaborated with Governmental agencies like the National Commission for Protection of Child Rights (NCPCR), the Delhi Commission of Women (DCW), the United Nations Educational Scientific and Cultural Organization (UNESCO), the United Nations Millennium Fellowship program, Regional Mountaineering Institutive, McLeodganj, Government School, Nawada, Noida etc. Community Connect Society has also dealt with non-governmental associations in its social service endeavour. We have received acknowledgement from various governmental agencies. Delhi Commission on Women has recognised our students' efforts in contributing to law and order. National Commission for Protection Child Rights has encouraged our students' efforts in taking up initiatives to uplift these children and spread awareness for child rights. Students have done month-long work with the Delhi Commission of Women with the motive of working for the welfare of women. Students have collaborated with United Nations Millennium Fellowship program and working together for social impact. Students have also worked as inquisitive learners and how they can return to society by working in such places. Students have worked with UNESCO and contributed to educational and social impact. NCPCR National Commission for Protection of Child Rights is one agency working to protect Child Rights; our students have steered to make awareness of Child Rights and contribute to society by making it a better place for disadvantageous children to live. Community Connect has collaborated with the National Thalassemia Welfare Society and Lady Hardinge Medical College in organising Blood Donation Camp on the college campus. Every year college organises a blood donation drive and donates it to the National Thalassemia Society; blood donated here is used for children who suffer from Thalassemia and require blood almost every week. Society has been working for the welfare of the people and those who don't have anyone of their own. Students have also worked with the Menaka Gandhi Foundation for the welfare of animals. PAWS is one such association that has been working for the welfare of animals, and students have volunteered to work with them. With Government School, Rasoolpura, Nawada, an awareness session on 'Women's Rights and Child Rights' has been organised on Women's Day. The session was to make everyone aware of the government initiatives of helplines and other agencies in case of any issues raised in daily life. Continuously community connect been organising sessions on cleanliness, menstrual hygiene etc.

DME has collaborated and received appreciation from organisations such as Naari shakti women empowerment, Nirbhed Foundation, Goonj, Pyare Foundation, Antardrishti, Apna Ghar Social welfare society, Deepalaya, a Warrior without Cause, Shakti Shalini etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3 *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

Response: 56

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	10	18	7

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1 *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*.

Response: 36

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Availability of adequate infrastructure and physical facilities, viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc., in the institution

The DME campus is over 5000 sq. m. with state-of-the-art infrastructure to provide an enriching teaching-learning environment. All indoor venues are air-conditioned, have adequate lighting and ICT facilities, i.e., Wi-Fi, LAN, and LCD projectors and are divyangjan accessible.

1. **Classrooms**

There are adequate classrooms [capacity of 60/class] fitted with one projector and two air-conditioners, providing an interactive and comfortable experience.

1. **Laboratories**

Studio 62 [capacity of 120] offers a practical training ground for media students. It is a popular site for panel discussions, interviews, audience-based shows and film screenings. A Production Control Room (PCR) is attached to this studio for online programmes and post-production work. The studio is equipped with sophisticated equipment and adopts the latest technology.

Audio Visual Lab [capacity of 40] is used for radio programme production, audio editing, and pre-viewing and screening films. Radio programmes like talks, docu-drama, documentaries, panel discussions and interviews are produced. The lab is well-equipped with the requisite equipment and production tools. The media school students do production and post-production work under the supervision of subject experts.

Computer Centres [capacity of 240] with requisite software and adequate printing facility. It has computers with a Divyangjan-friendly keyboard. Various Practical and Lab classes are held at this site.

1. **ICT Facilities**

DME has the following ICT facilities

- Smart Boards
- Projector-fitted classrooms
- Adequate classroom teaching and research software includes Nvivo, Adobe Suite and IBM SPSS.
- Flipped Classroom

1. **Cultural Activities**

Amphitheatre [capacity of 400]. It is a popular venue for the annual fest, alums meet, freshers, farewell parties, and festival celebrations. The amphitheatre features a wide stage.

Nelson Mandela Auditorium [capacity of 200]. Serves as a venue for mega events like TEDx Talks, Conferences, Orientation, Guest lectures etc. It is equipped with AV Support.

The **Dance and Music Room** is regularly used for pre-event practice and dance workshops.

1. **Gymnasium**

The **Open Gym** is a well-equipped facility available for students and employees with the following machines:

Horse Rider Station	Seated Chest Press
Rowing Machine Rower	Pull Chair
Sit-Up Station	Weightlifter (Smith Machine)
Triple Twister Standing	Dip Chin
Air Walker	Elliptical Exerciser
Air Swing	Free Weight Bench (Fixed Dumbbell)

1. **Yoga Centre**

Meditation cum Yoga Room is used for holding regular yoga sessions. **Indoor Sports Room** that offers Chess, Carrom, and Table Tennis for students' recreation.

In addition to that, the campus also has:

Seminar Hall [capacity of 108] to host institutional meetings, workshops, FDPs, seminars, MUN etc. It is equipped with a widescreen projector.

Moot-Court [capacity of 96] has furniture and arrangement resembling a

courtroom. Law students hone their courtroom skills through simulated court or arbitration proceedings at this venue. They are used for Intra and Inter Moot-Court Competitions.

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

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

Response: 42.16

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
18.47	27.02	113.28	283.42	476.12

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1 *Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

Response:

"Without libraries, what have we? We have no past and no future."

1. **Integrated Library Management System (ILMS)**

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.

1. **Subscription to e-resources**

The library has subscriptions to **Supreme Court Cases (SCC) Online, Hein Online and ManuPatra** for legal research and case reference. It has a subscription to 25 selected Sage e-Journals for faculty members and students. Further, remote access can be used to access these journals. These journals provide access to relevant research and reference for faculty members and students in management, journalism and other social sciences. Some examples of subscribed journals are **Global Business Review, Metamorphosis: A Journal of Management Research, Journal of Creative Communication, Vikalpa: The Journal for Decision Makers, Indian Journal of Gender Studies, and Higher Education for the Future.**

1. **The faculty and students optimally use the library.**

DME strives to strengthen its Library resources continuously. At present, the library has over 15000 books- 8071 (law), 4424 (management),3100 (media), and 44 journals. Students and employees use the library for academic and general reading purposes. The students and Faculty utilise the library for accessing e-resources or computer systems for their research papers, book chapters, projects, assignments, and presentations. During examination preparation days, library timings are increased for students to sit and study. Further, the day's newspapers are referred to and read as per the users' needs.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

DME makes consistent efforts towards improving IT facilities in the institute and ensuring optimal internet connectivity. Dedicated personnel have been engaged in managing the IT infrastructure in the institute. Given below are essential aspects of the upgradation of IT facilities at DME:

Network Connectivity

- The institute started with a 6 Mbps Internet Lease Line from Netway Internet Pvt. Ltd in November 2015
- DME opted for seamless Wi-Fi connectivity in the entire campus from Reliance Jio (fibre optic network) in August 2017. High-end routers, switches and access points at the institute premises were installed through Reliance Jio to strengthen Wi-Fi connectivity.
- Upgraded to 10 Mbps ILL (Dedicated internet lease line fibre optic connection) connection in November 2018.
- Upgraded to 20 Mbps ILL in November 2019
- Upgraded to 50 Mbps ILL in January 2021.
- Upgraded to 100 Mbps ILL in April 2023.
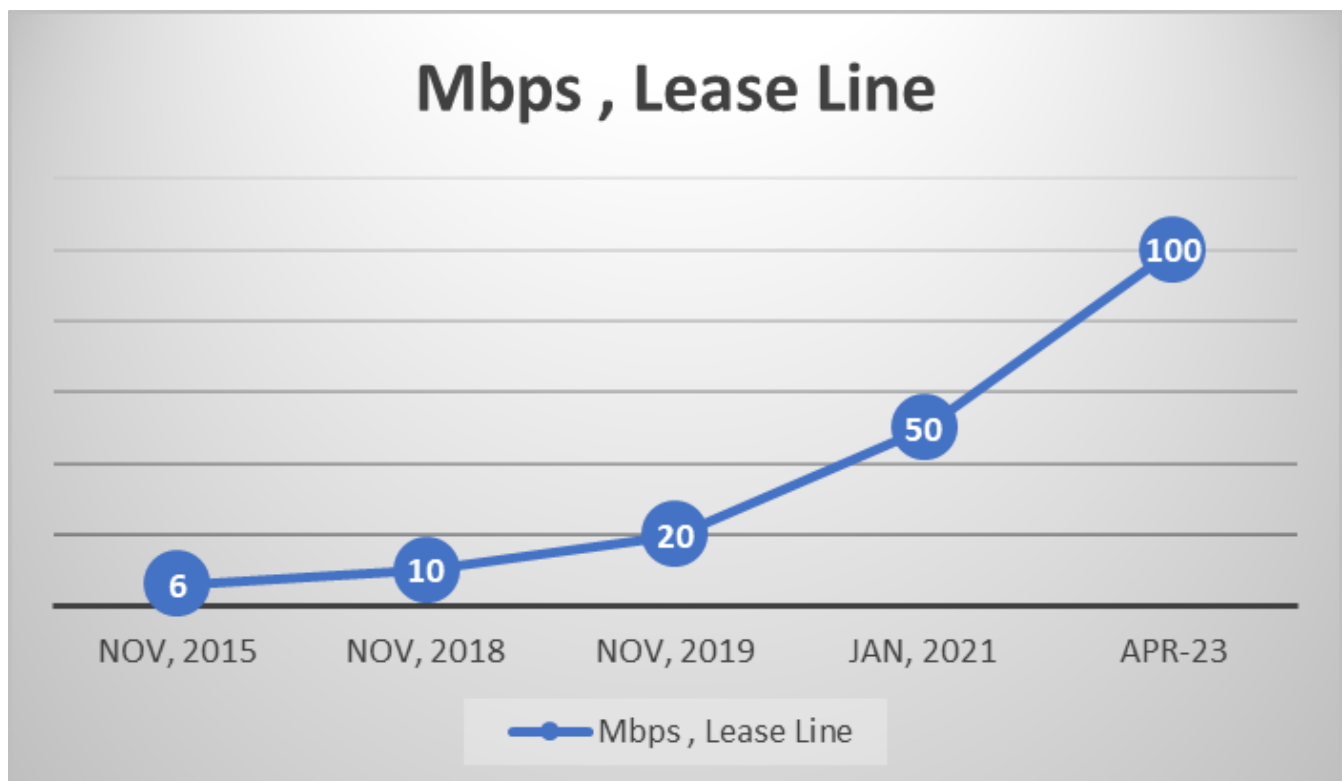
DME also upgraded its Wi-Fi network by adding 14 high-end Cisco WAPs to the existing Wi-Fi network; these high-end WAPs offer stable wireless connectivity to the users in a year. High-end WAPs provide broad coverage, better seamless connectivity and a stable wireless network to the users. It strengthened the Wi-Fi network at the institute's software.

- The computer labs are equipped with adequate software such as Nvivo, Adobe Suite and IBM SPSS for training students.
- DME adopted institutional ERP "CollPoll" in 2019, utilised by students, faculty and staff for communication, coordination, and collaboration.
- DME adopted GreytHR on April 2022 for automating HR processes.
- DME subscribed to Turnitin software for plagiarism checks in the year, and access is provided to all faculty members and students.
- The library is equipped with Vidya Library Management.
- Software since 2016 and is also OPAC and DELNET enabled.
- DME upgraded the availability of journals by subscribing online access to 25 selected Sage

Journals in 2022. Remote access to these journals is available to faculty and students.
- My loft application has been subscribed in the year 2021 for extending remote access to SSC Online and Hein Online.

Hardware

- The computer centres serve the IT requirements in the courses run at DME.
- 55 Computer systems were purchased in May 2015 to set up the computer centre.
- 20 more units were purchased in May 2016.
- 17 more computer systems were purchased in 2017.
- 6 more computer systems were purchased in 2018.
- From 2019 to 2021, 44 computer systems were added.
- 100 computer systems were added in the year 2022.

There are 4 computer labs on the campus.
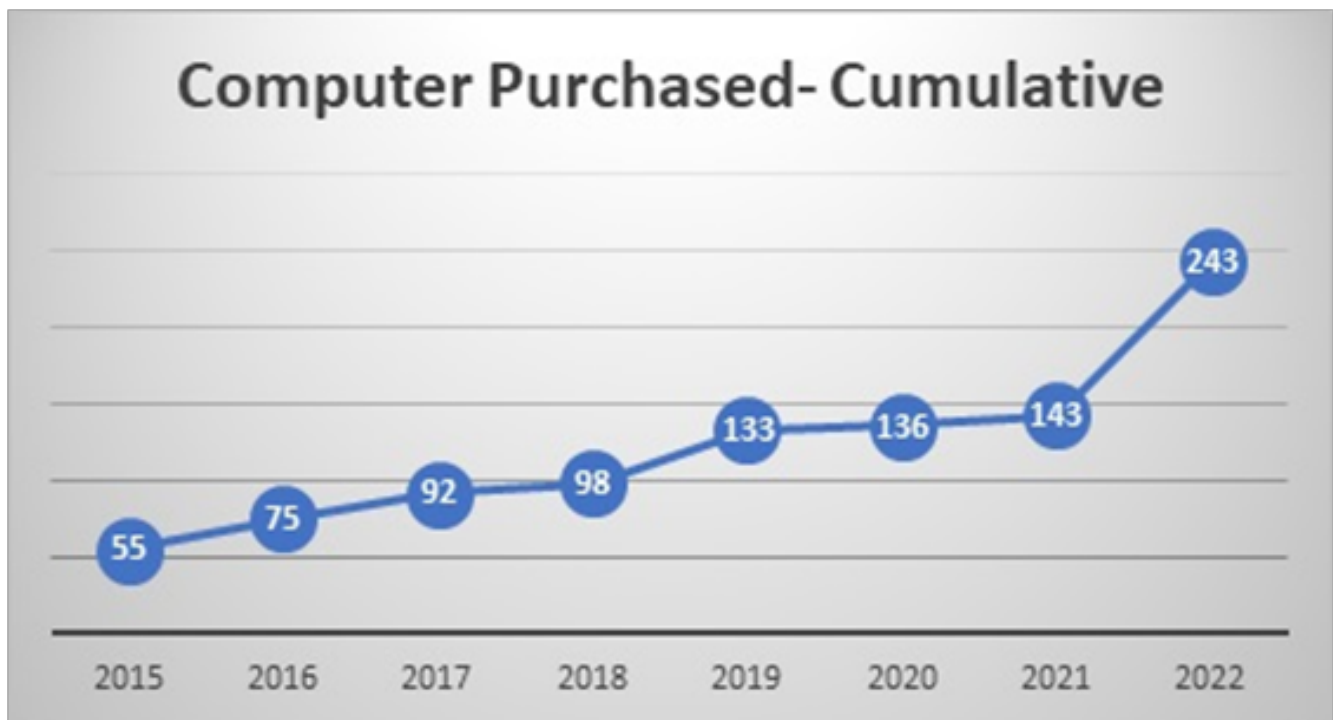
Other Hardware

- Printers have been installed in every faculty room.
- Total no of Printers -21
- LCD Projectors: Total no of LCD Projectors 43.
- CCTV: Total no of CCTV Cameras 58
- UPS: Total UPS- 10
- Router: 3, Access points: 19
- Smart Board-1
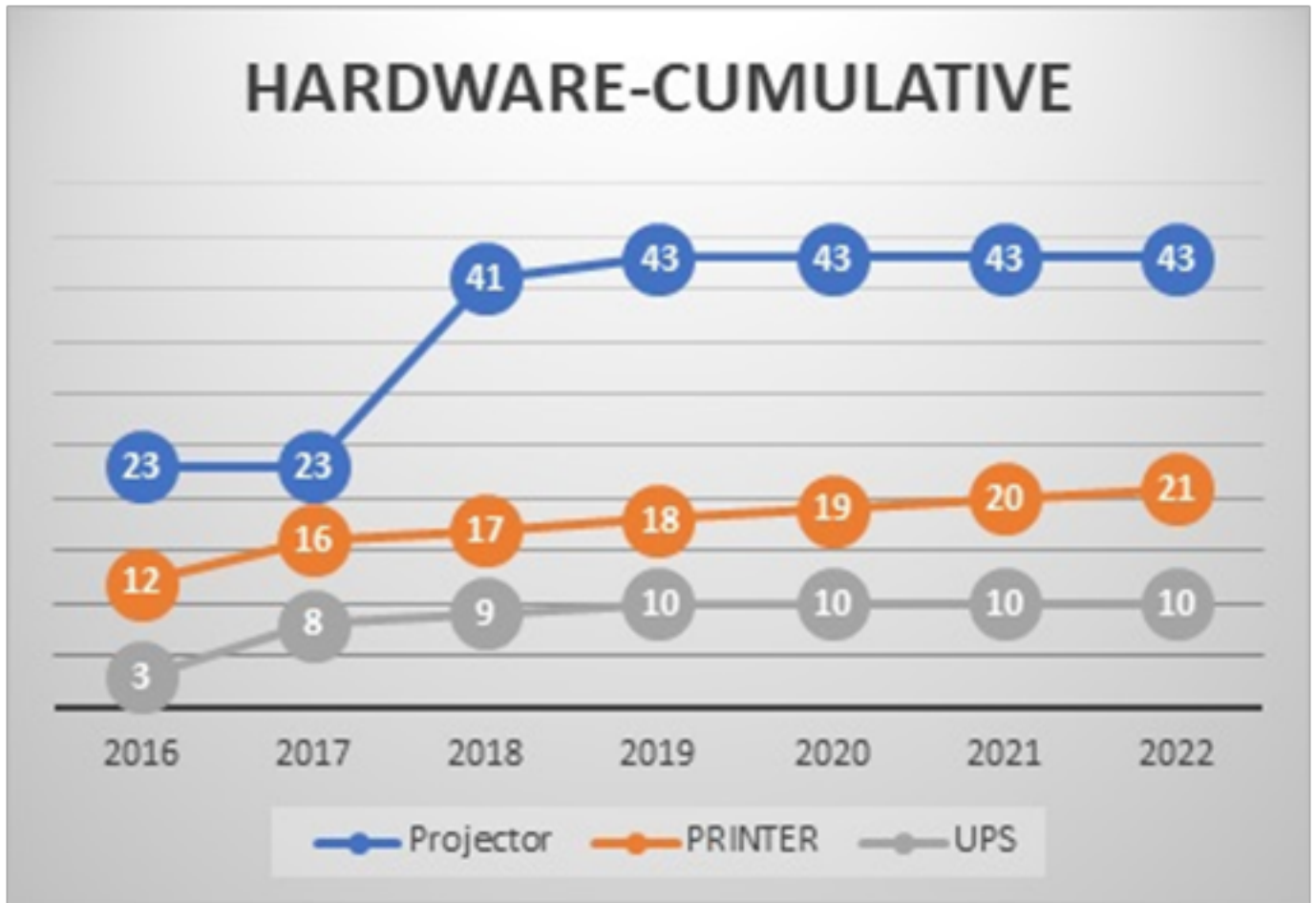
File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 10.03

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 240

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 35.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
85.29	88.78	206.80	225.56	159.01

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 *Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

Response: 41.23

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2408	2438	5	6	4

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2 *Following capacity development and skills enhancement activities are organised for improving students' capability*

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 44.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
2330	1154	1118	223	418

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 61.35

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
372	454	384	129	72

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
587	582	536	380	215

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 *Percentage of students qualifying in state/national/ international level examinations during the last five years*

Response: 15.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	18	5	5	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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 last five years

Response: 63

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	2	10	22	8

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 30.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
49	30	25	25	22

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The DME Alumni Network is a registered body that manages Alumni interactions and engagements. The philosophy is to "Connect, Collaborate and Create," to contribute towards meaningful Alumni engagement

and regular interactions.

DME Alumni Network

Connect
- On-Campus and Online Meetings
- Text, Email, and Batch wise WhatsApp groups
- Alumni Online Form
- Regular feedback via IQAC
- Alumni Meet and Batch Parties
- Circulation of Newsletters

Collaborate
- Alumni Interaction
- Alumni Mentors
- Alumni Judges
- Alumni Guests
- Alumni Placements
- Alumni Internship

Create
- Entrepreneurial Ecosystem
- Research Ecosystem
- Career Guidance Ecosystem
- Internship & Placement Ecosystem
- Financial Support Ecosystem
- Quality Management Ecosystem

Connect with Alumni

1. On-Campus and Online Meetings

2. Text, Email, and Batch wise WhatsApp groups

3. Circulation of quarterly magazines

4. Alumni information captured via the Alumni Form

5. Social media updates where Alumni are already part of social media handles

6. Feedback via IQAC for improvements

7. Alumni Meet and Batch Parties for reconnecting

Collaborate with the Alumni

1. Alumni Interaction: Alumni constantly visit campus to meet, interact, and guide via dedicated sessions to share their journey at DME and work experiences. Existing students get many doubts cleared via these sessions and gain from the Alumni guidance.

2. Alumni Mentors: During orientation sessions of newly admitted students well placed Alumni are invited to be the Industry Alumni Mentors of new students. Alumni help in the right expectation settings from the industry perspective. Alumni become role models for the new students.

3. Alumni Judges: On events like MUN, Youth Parliament, Business Idea Competition, Jury members etc the Alumni are invited as judges to evaluate the participants, give valuable feedback for improvement.

4. Alumni Placement: DME Placement Cell is robust and well-connected with the industry. It provides job opportunities to alumni looking for a job change and needs support. Well-placed Alumni offer internship and placement support to their juniors.

Create with the Alumni

1. Entrepreneurial Ecosystem: The DME Alumni who have successfully started their own business or have joined and excelled in the Family business regularly come via e Cell to interact with start-up enthusiast existing students. During Business Idea competitions, the Alumni who are now entrepreneurs share their expertise with the students to refine their business idea to make them feasible and attract seed funds

2. Research Ecosystem: The DME Alumni who are doing higher education at reputed post-graduation universities/colleges in India/ Abroad regularly co-author research papers, and book chapters and engage in various surveys with the DME faculty members. Alumni also contribute articles to monthly newsletters. Alumni come during seminars, and conferences for paper presentations.

3. Career Guidance Ecosystem: DME Alumni who have cleared various competitive exams for Law, Management and Media related higher education at reputed post-graduation universities/colleges in India/ Abroad meet online and offline to guide existing batches for such entrance and competitive exams like CLAT/ CAT/ Government, Exams/Judiciary exams, etc. from time to time

4. Internship & Placement Ecosystem: Well-placed DME Alumni offer internships, job training [OJT], and placements to existing students in various work domains. Alumni are also invited to train students for interviews by holding Mock Interview drills for upcoming placement drives.

5. Financial Support Ecosystem: DME Alumni sponsor Cultural and Sports Performance Awards and donate Books and sports equipment.

6. Quality Management Ecosystem: DME Alumni are part of IQAC Cell and actively participate in IQAC meetings.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

DME's Vision: To nurture an inspirational setting and a global standard of learning for students that enables their intellectual, social and personal transformation into future leaders for the nation's benefit.

DME's Mission(s): To provide quality education in the field of Management, Journalism and Law, with:

1. Contemporary learning methods and curriculum enrichment

2. Research and innovation-oriented ecosystem

3. Infrastructure for developing students' and faculty members' expertise

4. Linkages and collaborations

DME's Mission(s)

To provide quality education in the field of Management, Journalism, and Law, with:

01 — Contemporary learning methods and curriculum enrichment

02 — Research and innovation-oriented ecosystem

03 — Infrastructure for developing students' and faculty members' expertise

04 — Linkages and collaborations
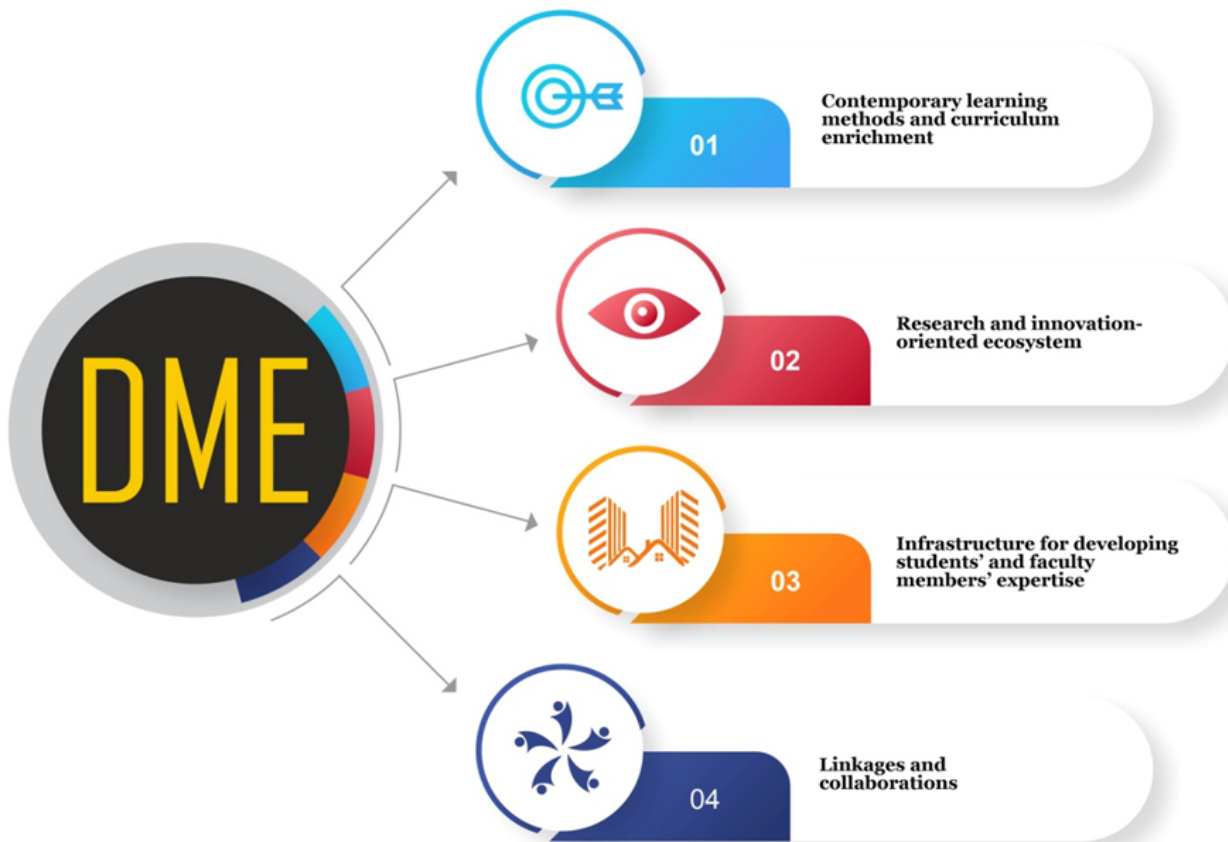
Governing Body (GB) is the apex body of DME, comprising management representatives, external experts, Heads and Deans of the departments/schools and the Director.

NEP Implementation:

DME recruits and develops academically sound, service-oriented teachers and has adopted outcome-based education and ICT-enabled teaching-learning processes. It offers an inclusive, barrier-free campus equipped with state-of-the-art facilities and infrastructure. Internship opportunities for students enable holistic education. Community Connect and NSS Cell ensure community engagement, and School Outreach Cell in Higher-education (SOCH) supports school education. An incubation centre and multi-disciplinary research centres instil research and innovation. Mental Health Society (Meraki), Sports Cell, a psychologist and medical facilities on campus promote student wellness. Student societies aid holistic development, and Training & Placement Cell provides career/higher education support.

Sustained institutional growth:

The GB, Director, IQAC and the departmental Heads monitor the institution's and its stakeholders' growth. Initiatives are planned and executed with all stakeholders' cooperation to achieve the targets set in the institutional strategic plan.

Decentralisation and participation in institutional governance:

The powers of the GB are delegated through the Director and the empowerment of Deans, Departmental Heads, institutional bodies, Academic Coordinators, Programme Leaders, faculty members and non-teaching staff for the smooth functioning of the institution.

Institutional bodies that enable participation in institutional governance:

- Anti-Ragging & Anti-bullying Committee
- Academic Coordination 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
- DME Alumni Network

The following international conference(ICAN4) case illustrates how decentralisation and participation in institutional governance are encouraged at DME.

-A departmental meeting of the faculty members, HOD and Dean (Media School) was conducted to brainstorm the potential themes for the conference.

-Concept note of the conference was developed and discussed with the Director, IQAC and the Research Cell.

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

- The Conference Conveners developed the proposed budget and funding avenues which were finalised with the Director.

-Discussions with Deakin University were held regularly for developing an international conference, with a global participation and national and international resource persons.

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

-A post-conference departmental meeting was held to review the conference outcomes and critical learnings for departmental and institutional improvement.

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

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

6.2 Strategy Development and Deployment

6.2.1 *The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

Strategic Plans

DME follows its strategic plan for achieving its vision and mission(s). The strategic plan is deployed for attaining institutional targets in seven priority areas:

- Promoting ethos and inclusivity
- Enhancing the quality of faculty members
- Promoting research and innovation
- Facilitating student placements
- Championing meaningful outreach initiatives
- Building and sustaining a digital campus
- Facilitating natural growth for the institute and its stakeholders

DME's Strategic Plan

01 Promoting ethos and inclusivity

02 Enhancing the quality of faculty members

03 Promoting research and innovation

04 Facilitating student placements

05 Championing meaningful outreach initiatives

06 Building and sustaining a digital campus

07 Facilitating natural growth for the institute and its stakeholders

Policies

It is formulated for the smooth functioning of the institute in academic and administrative matters.

Key policies:

- Staff Development Policy
- e-Governance Policy
- Library Policy
- Social Media Policy
- Research Policy
- IPR Policy
- IT Policy
- Purchase Policy
- Incubation Policy
- Women's Development and Empowerment Policy
- Green Campus Policy

Administrative and Academic Setup

-The Director maintains the overall charge of the academic and administrative functioning of the institute and ensures compliance with regulatory norms and practices applicable to the institute.

-IQAC is empowered to monitor the quality of academic and administrative functioning, give recommendations for improvement and facilitate initiatives that will instil a quality mindset among all institutional members.

-Deans are empowered to play an advisory role and provide academic expertise for departmental growth by employing industry leaders and academic experts for appropriate linkages, collaborations, research projects, etc.

 -Departmental Heads (HODs) are empowered to take complete charge of the academic and administrative functioning of their respective departments.

-Conveners/Faculty in charge take charge of the smooth functioning of the concerned institutional body.

Key Committees:

- Academic Coordination Committee
- Staff Committee (Director and all Staff)
- Time-Table Committee
- Events & Communications Committee
- Proctorial Board-Discipline Committee
- Purchase Committee
- Examination Committee (Internal)
- ERP Committee
- Library Committee
- Anti-Ragging & Anti-bullying Committee
- Student Grievances Committee
- Student Welfare and Cultural Committee

Key Cells:

- Internal Quality Assurance Cell (IQAC)
- Internal Complaints Committee (ICC)
- Training & Placement Cell
- Sports Cell
- SOCH (School Outreach Cell in Higher-education)
- Community Connect Cell

Appointment of staff

Appointment of employees is made on a full-time, part-time, contract or temporary basis as per the institutional requirements. The Selection Committee is formed according to the provision of regulatory bodies which evaluate and recommend suitable candidates for the approval of the GB or the Director, as appropriate. The vacancies are advertised through two national dailies and relevant digital platforms.

Service Rules and Procedures

All employees are governed by Service Rules approved by the GB. These are provided to employees at the time of their joining and are also accessible on the institutional website and in the library. The outline of chapters in the Service Rules is as follows:

- Duties of the faculty members and the non-teaching staff
- Code of Conduct for all employees and specific guidelines for faculty members and non-teaching staff
- Probationary rules for staff members
- Salary, payment of salary and deductions as applicable
- Leave rules, categories of leaves and entitlements
- Disciplinary action, termination of services and retirement rules

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2 *Institution implements e-governance in its operations*

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System:

Annual performance appraisal is conducted for faculty members and non-teaching staff. The duly filled self-appraisal forms are reviewed by the HOD/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.Career progression is also supported through a comprehensive evaluation of performance and dialogue with the employees on developmental aspects and leadership potential.

Welfare measures

Some prominent measures are:

*Various Leave Options***:**

There are different leave options that provide adequate flexibility to all employees.

Casual Leave: 12 days per calendar year

Special Casual Leave: 4 days per calendar year

Academic Leave: 4 days per semester

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

Short Leave: Early departure once per month

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

Maternity Leaves: 26 weeks for mothers due to deliver and 12 weeks for adoptive mothers

Paternity Leave: 5 days (including adoptive fathers)

Medical Leaves: 5 days per calendar year

Bereavement Leave: 4 days

Marriage Leave: 5 days

Sabbatical Leave: Case to case basis, as per institutional requirements.

*Medical Insurance and Assistance***:**

The institute provides medical assistance through enrolment in medical insurance plans and tie ups with hospitals/healthcare providers for catering to employees' medical needs.

DME enrolls its employees with reputed insurance providers such as Chola MS (Mediclaim-2 lakhs sum insured) and Care Health Insurance (2 lakh sum insured) and develops linkages with hospitals such as Fortis Hospital (MOU with employee discounts to the tune of 10%), Kailash Hospitals & Heart Institute(employee health checkup), etc.

*Salary Advances***:**

To support employees in the event of financial strain (e.g., due to Covid-19, personal exigencies), special provision of advance salary is available, subject to institutional limits.

*Special Initiatives***:**

Events such as Faculty & Staff Sports Meet, Health Camps, Yoga and dance workshops are regularly organized for the overall well-being of faculty and staff members. These events help in boosting employee morale, revitalizing them and supporting their health and fitness journeys as valued members of the DME community.

*Gift Coupon/Token Gifts***:**

DME provides gift coupons/gifts to all employees as a gesture of faith and goodwill during annual cultural celebrations. It helps sustain a culture of togetherness and belonging in the institute in line with DME's ethos.

Avenues for Career Development:

The institute's staff development policy allows staff members to claim reimbursements (50% of registration fees) for attending trainings, workshops, conferences, seminars, etc. in their respective domains.

Faculty members are encouraged to participate in national/international conferences, FDPs, workshops and other skill enhancing programmes at reputed institutes/universities.

Peer FDPs, interdisciplinary FDPs, workshops and short-term courses are organized at the institute for peer learning, knowledge sharing, skill enhancement and professional development.

Similarly, non-teaching staff are encouraged to undertake training and professional courses, their efforts towards higher studies are facilitated and they may also avail the reimbursement towards such developmental programmes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 64.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	43	56	47	38

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3 *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

Response: 70.25

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
76	61	67	59	51

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
18	14	14	14	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

DME is a self-financed institution, run and managed by Sunshine Educational & Development Society which is registered under The Societies Registration Act, 1860. As a self-financed institution, funds in DME are generated through the fees paid by the students (as per GGSIPU). Programme fees may be revised from time to time, following the directions of GGSIPU.

Funds utilization is guided by the recommendations and directions of the GB. The GB outlines the budgetary considerations for the academic year to be followed for institutional functioning. All the members are invited to deliberate on the same after which the budgeting exercise is deemed to be completed.

The Director is empowered to use the funds in consultation with the GB members and financial decentralization is in place to support appropriate funds utilization.

The institutional funds are utilized for key operational expenses such as:

Infrastructure Augmentation: Being a decade old institute, DME has focused on expanding its infrastructure consistently, for the benefit of its students and staff. Thus, the institute sets aside funds specifically for infrastructure augmentation. The institute has developed new infrastructure such as a well-equipped studio, seminar hall, amphitheater and an open air gym in recent years.

Maintenance of academic facilities: DME utilizes its funds towards maintaining library resources (books, journals, newspapers), e-resources, ERP, ICT equipment, website management, examination and practical examination related expenses, academic events related expenses, printing and stationery etc.

Funds have been utilized to manage all kinds of academic events such as Student Orientation Programmes, Batch Farewell Programmes, Alumni Meet, Student Field Trips/Industrial Visits, Conferences/Seminars/FDPs/Workshops, etc.

Maintenance of physical facilities: DME utilizes its funds towards maintaining services such as the internet, canteen, electricity, generator, housekeeping, gardening, security, etc. SOPs for maintaining physical facilities have been created and are followed. Routine expenditure against repairs and annual maintenance as applicable, is done using the institutional funds.

Payment of Staff Salaries: DME utilizes its funds to ensure timely payment of salaries for all staff members. Further, the funds may be used to provide advance salary in the face of financial difficulties faced by staff members.

Financial audits are conducted at DME in the following manner:

Internal Audit: The Director, with prior approval of the GB, appoints an adequate number of personnel who conduct the internal audit of the institutional finances.

External Audit: External auditor is appointed by the SunshineEducational & Development Society to undertake financial auditing which includes the finances of DME.

The financial audits are supported by the use of e-governance mechanisms and by leveraging technology for building transparency in financial transactions at the institute. In this regard, Tally software and TDS software is availed/renewed for accounting and finance.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The following initiatives have been undertaken for institutional development and maintenance of quality standards under the ambit of IQAC:

Quality assurance strategies and processes:

The institutionalisation of policies and SOPs for quality assurance in academic and administrative functioning., E.g., Policies on the library, research, staff development, IPR, women's development and empowerment, e-governance, purchase, IT, Incubation etc.

- SOPs for e-content preparation, teaching guidelines, report templates, course file checklist and administrative procedures for streamlining routine tasks.

Institutional Alignment with Mission, Vision, Ethos and Strategic Plans

IQAC promotes adopting and implementing technology for enhanced quality in institutional functioning.

- Online fee payment via the institutional website for the convenience of students and e-governance in financial matters.
- CollPoll (ERP) adopted for the digitisation of the teaching-learning processes
- greytHR adopted for automating and systematic management of employees

IQAC actively promotes the development of faculty and staff members to enhance and maintain the institute's operations.

- Conduct of FDPs, training sessions, workshops, etc., in collaboration with institutional and external bodies/resource persons
- Avenues for developing non-teaching staff are also identified, and professional training/workshops are organised.
- IQAC encourages all employees to participate by volunteering or through nominations from the Director/Dean/HOD, to attend developmental programmes by the Staff Development Policy.

Enhancement of teaching-learning processes:

Initiation and support for timely adoption of outcome-based education(OBE) in all programmes.

- Leading brainstorming sessions, leadership deliberations and faculty dialogue on mapping programme and course outcomes and their attainment.
- Facilitating the streamlining of teaching-learning processes to match OBE requirements.

IQAC encourages leveraging technology for systematic teaching and learning processes.

- IQAC promotes using CollPoll (ERP) functionalities to create lesson plans, class scheduling, resource uploads, conduct online classes, internal assessments, etc.
- Feedback is conducted via CollPoll in a systematic and timely manner. The collated reports are shared with Director, Deans and HODs for further communication and recommended actions.

- Placement and mentoring module of CollPoll has been implemented as a student support process.

IQAC champions the cause of holistic student development through various collaborative initiatives in the institute.

- Supporting the development of and recommendations for value-added courses
- Guidelines for mentoring practice at DME
- Professional grooming/corporate readiness sessions as per stakeholder feedback
- Institutionalizing alum engagement activities to provide networking and learning opportunities to students

Reviewing teaching-learning processes and allied operations

IQAC supports the analysis of feedback and the enhancement of the feedback mechanism

- Faculty feedback is gathered each semester to assess developmental areas for faculty members and the teaching-learning processes at DME.
- Feedback analysis is conducted and shared with the Director, Deans and HODs for institutional action.
- Action taken reports are prepared to highlight the remedial /new initiatives undertaken to resolve the key concerns.
- Changes in the feedback forms are made for gathering relevant feedback from the stakeholders - students, employers' representatives, alums and faculty members.

IQAC supports the analysis and review of outcome attainment:

- Recommendations for setting outcome-oriented questions in internal examinations and PSDA/assignment/student presentations

Result analysis and PSDA/assignment/student presentations are examined for reviewing the learning outcomes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies**

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

Initiatives for Gender Audit: Gender audits are conducted to foster gender equality throughout the organisational structure and various internal work. Audit reports are used to modify or change the culture, which leads to women's discrimination. The following initiatives were taken for the gender audit:

Constituting Gender Audit Committee: The Internal Quality Assurance Cell (IQAC) of Delhi Metropolitan Education constituted a sub-committee of 9 members for undertaking gender audits. The constituted committee also presented the methodology through which gender audits will be conducted. Data from different departments were taken to analyse and provide suggestions.

Measures undertaken:

Gender equity plan: Through its faculty, students and administrative staff, DME will look into the following annually-

? Sensitization of all faculty, staff and students to ensure respectful and dignified behaviour and to maintain a standard at the workplace

? To provide an integrated and interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society

? Adopting a 'no discrimination policy to ensure equal and unbiased measures for all students, teaching and non-teaching staff

? Female teaching and non-teaching staff are to be given equal participation in different activities performed throughout the year. All the committees formed should include female teaching and non-teaching staff in appropriate numbers

? To conduct regular meetings of the committee of the Grievance redressal for Sexual

Harassment of Women in the Workplace to look after the fact that safety and security in all such aspects are maintained

Gender sensitisation through Curricular and co-curricular activities: Workshops, conferences and webinars are conducted to spread awareness and sensitise people towards gender equality. Unique and women-centric topics are selected for various events to provide a platform for deliberations and discussions.

Constitution of Women empowerment cell: *Women Empowerment Cell* conducts **Awareness**

campaigns on women's equity and gender sensitivity through **street plays & guest sessions.** Panel Discussions of Eminent Women Leaders are done. Celebration of Women's Day is a standard feature.

Facilities for women on campus: To give freedom and keep women free from any stress or bothering, the institution has provided the following facilities to all the women on the campus:

Daycare at the campus: Workplace Daycare is an on-site facility for employees working at DME. Employees can bring their children and keep them in daycare under the supervision of trained staff. They are also allowed to meet them during their breaks.

CCTV camera: Institution has CCTV cameras and a surveillance room for the safety and security of employees.

Female guards: The institution employs two lady guards to enhance security and any assistance in the DME premises for all women on campus.

Girls' common room: Girls' standard room is also essential for all girls studying in DME to enjoy their private space and hang out with complete freedom.

Sanitary Vending Machine: Sanitary vending machine is installed at a critical place to ensure menstrual hygiene.

She Boxes: "She Boxes" are installed on each floor where they put their complaints or grievances.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

DME's inclusive environment is not limited to only the physical structure. It goes beyond the instruction, content, and attitudes of DME associates. The goal for DME is to constantly review and invest in removing barriers to create an inclusive and accessible campus for all. DME welcomes all students and employees and carves a successful Law, Media, and Management career. **The Combined efforts of all stakeholders create an Inclusive Environment of Mutual Respect**, **Harmony**, and **Tolerance towards Diversity at the DME Campus.**

Linguistic: Hindi Diwas is Celebrated to spread awareness about the importance of the Hindi language in the country. Multilingual Earth Day Message was produced to cherish and honour the various languages spoken in India.

Socio-Cultural: Annual fest "Aloha" is celebrated each year. Students from all religions and cultures participate and showcase these different art forms, from regional and folk dances to native language songs, and wear traditional regional dresses. The fest invites participants from all backgrounds without discrimination and gives them equal opportunity.

Festival Celebration: DME is sensitive towards the culture and belief of all people who celebrate and thus ensure to send wishes to all their member on different occasions

Socio-economic: The Community Connect Cell and NSS Cell are aimed at helping people in society and reducing the gap between haves and have not. Students undertake social-service activities like offering help to the deprived, contributing to the underprivileged, conducting blood donation camps, and getting sensitised towards various socio-economic groups' needs.

LGBTQ+ Inclusivity: Equal Opportunity Cell works tirelessly to build an Inclusive environment on campus by celebrating Pride Month activities. Murals that convey messages of Gender Inclusivity are on the campus. IQAC-led Session: DME-X for a gender-inclusive campus was conducted. Research Cell-led International Conference, Transgender Identity & Rights in South Asia, was born. Mental Health Cell has an In-house counsellor for students to discuss gender-related issues.

Divyangjan Inclusivity: DME Students are sensitised towards taking care of the unique needs of Divyangjan and those around them inside or outside the campus, making it a barrier-free campus in mindset and facilities.

Right to Freedom: In this context, Guest session on International Day for the Elimination of Violence Against Women. Celebration of Independence Day, Republic Day, and Indian Constitution Day is a regular feature at DME Campus. Press Freedom Day is also celebrated.

Right Against Exploitation: A guest session on World Day Against Child Labour has been conducted.

Right to Constitutional Remedies: Legal Aid Cell gives free legal services to the poor and needy who cannot afford the services of a lawyer for the conduct of a case or a legal proceeding in any court, tribunal, or before any authority. This way, DME provides legal guidance irrespective of social or economic incapacity.

Students are constantly informed about Road Safety Measures, participate in No Tobacco Campaigns, actively cast votes and motivate others to cast ballots as reasonable and responsible citizens.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

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

Response:

BEST PRACTICE ONE

Title: Mental Health and Wellness Initiative

Objectives and Concept of the Practice

World has become a rat race of unending competition. The youth is qualified and well-placed; yet in burnout condition and unhappy from within. DME emphasizes creating professionals who aim to be professionally qualified, skilled, physically strong & mentally well, and radiate happiness around them. In this regard, DME created a **Society for Mental Health – Meraki**

Objectives:

1. To sensitize students about Mental Health and Wellness.
2. To conduct provide easy and accessible mental health support to students
3. To equip students to manage stress and life challenges.
4. To spread community awareness by events, workshops about Mental Health and Wellness.

Positive Impact of Meraki - Mental Health and Wellness Initiative	
Teenagers: School Students	▪ Regular sessions are several schools have been conducted to handle Board exam pressure for 10th-12th classes. This has helped students an ease of pressure building on theme to obtain high percentage.
Youth: DME Students	▪ DME students participate in our workshops and open mic sessions, and they share their issues with the professionals during the sessions or in person with Dr. Ragini Singh, Psychotherapist on-campus. ▪ Students who have reached for help in coping with the grief in right way post pandemic-losses, and focusing back on academics. ▪ Students release a **Collage Magazine - Santulan** dedicated to this cause.
Adults: DME Employees	▪ Employees seek help when they are facing personal loss situation. ▪ Post-partum depression issues have also been resolved ensuring the name of employee is never made public. ▪ COVID isolation times many employees used to connect with the counsellors to resolve their anxiety.
Corporates: Professionals	▪ On the spread of positive word Meraki good work, society team has been invited by some companies to hold open-mic sessions at offices where the idea was to ease out the work pressure and build resilience

BEST PRACTICE TWO

Title: An Initiative towards Cyber Security in the Digital World

Objectives and Concept of the Practice: https://iqac.dme.ac.in/best-practice-two/

As the IT-ICT tools usage increase and connection with the Digital world deepens so does the importance of Cyber Security. Hence an Initiative by DME towards Cyber Security in the Digital World with the following objectives has been undertaken:

1. To develop safe online behavior in the teaching fraternity.
2. To spread awareness about the importance of cyber security.

3. To educate on best practices to mitigate cyber threats.
4. To conduct research on cyber security aspects.
5. To establish collaborations with government agencies, and industry experts to share knowledge on cyber security.
6. To establish cyber proctoring for cyber security incidents.
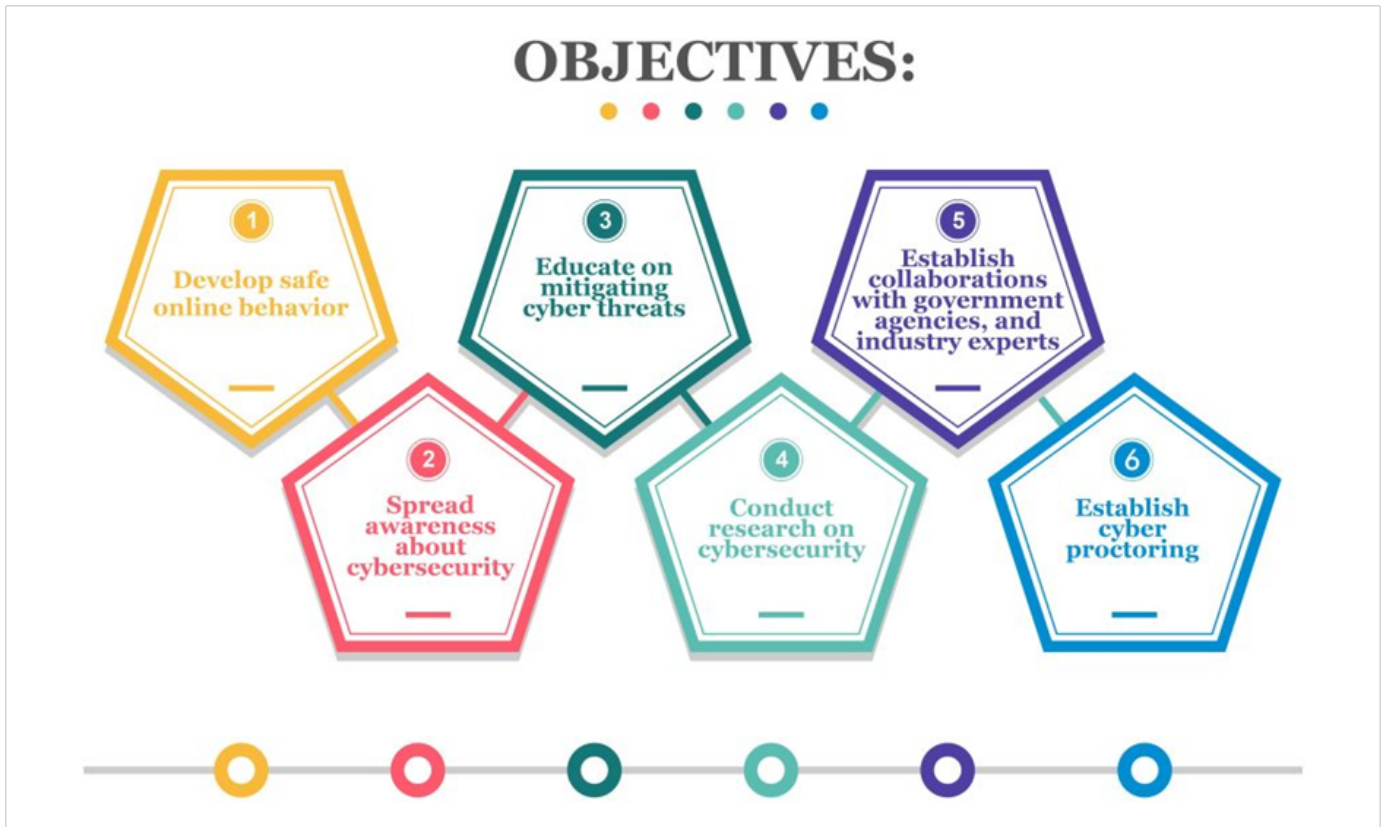
Evidence of Success:

- In this Cyber-Cell was created in 2017 at DME. Students facing challenges online could be stalking, bullying or harassment, are connected to Cyber-Cell for the right guidance.

- Cyber-Cell conducts **awareness and sensitization programs on campus and nearby schools**, addressing the students collectively on common cyber issues and solving individual problems. Cyber-Cell regularly organizes workshops with renowned **cyber law experts** to raise awareness about cyber security issues.
- The Cyber-Cell members are actively engaged in **research and dialogue**. The Cyber-Cell as a part of **Cyber Proctoring** takes up complaints arising out of the virtual space by the students as well as faculty members of DME.
- The Cyber-Cell conducts **Cyber Jagrukta (Security) Awareness Diwas on The First Wednesday of Every Month**. The students of the Cyber-Cell contribute write-ups on the latest issues pertaining to Cyber Law and Cyber Security in the monthly issues under the heading of **"Cyber Panoply."** The student body of DME Cyber Cell organizes Annual Competitions such as **Cyber-Quest** and **WEB 3.0**.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Naye SOCH - Naye DISHA

DME'sVision as an Education Provider:

"To nurture an inspirational setting and a global standard of learning for students that enables their intellectual, social, and personal transformation into future leaders for the benefit of the nation." Keeping this thought and to fulfill the vision, School Outreach Cell for Higher-education **[SOCH]** was established in 2017, with the objective of spreading awareness in significant areas [Career Guidance after class 10th and 12th, IPR Awareness, Entrepreneurial Mindset, Cyber Security and Mental Wellbeing] beyond the college walls. These sessions are focussed on **the school students class 6th onwards** to enable their intellectual, social, and personal transformation into confident individuals and capable future leaders.
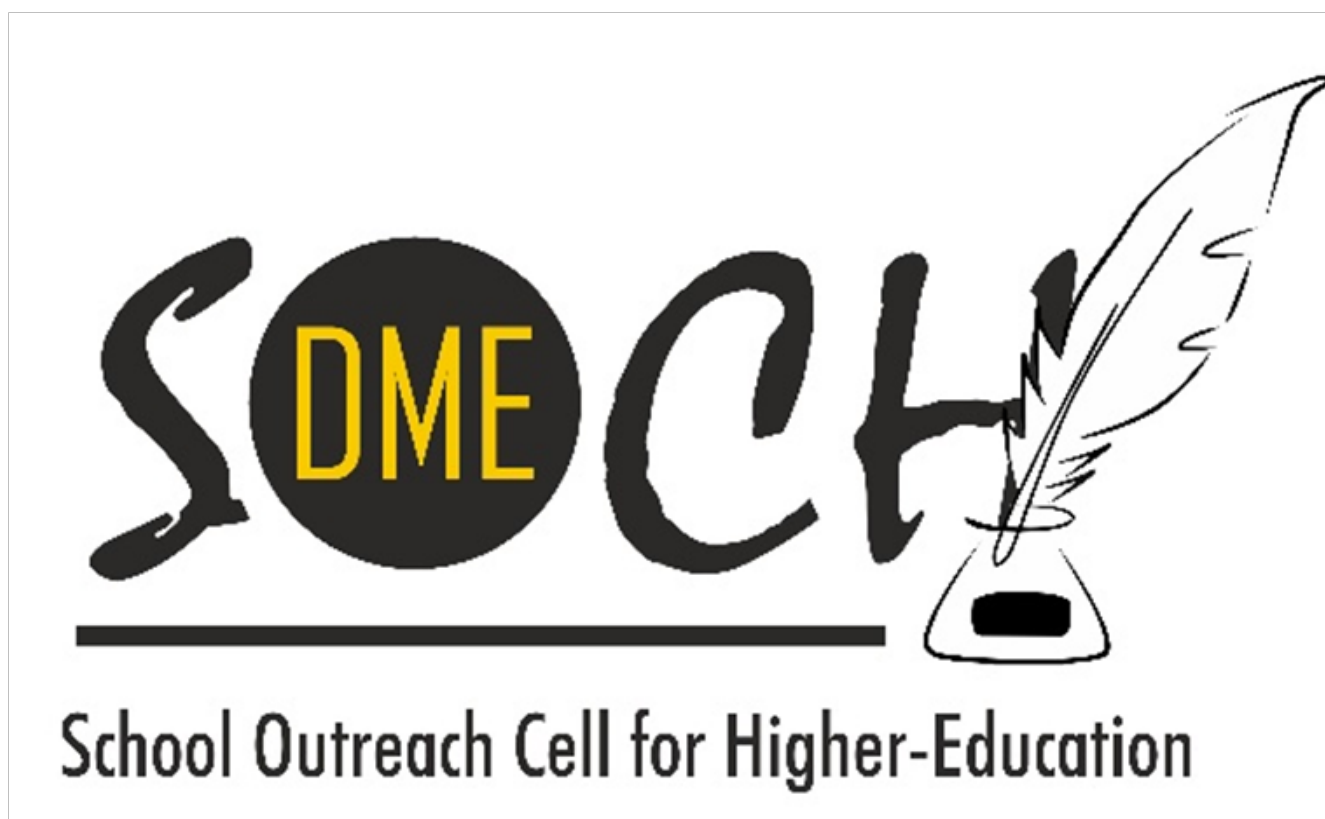
The name SOCH **[Thinking, ?????, ???,]**symbolizes the change in the thinking process of students at an

early and impressionable age. SOCH has always been at the forefront of helping the school ecosystem by conducting a series of **hands-on workshops, awareness sessions, training, and panel discussions** in above mentioned important areas of learning.

Need to Initiate SOCH and Objectives

Need to Initiate SOCH

Knowledge Confined to School Curriculum 01

Lack of Entrepreneurial Mindset 02

Ignorant of Cyber Threats and Crimes 03

Unaware of Intellectual Property Rights 04

Devoid of Mental Health Counselling 05

In dire need of Career Guidance 06

When school students joined DME in various courses the faculty members used to commonly observe that students are having:

- Knowledge confined to 11-12th syllabus.
- Focused on the short-term goal of suitable Board Exam Percentage. No aim beyond that.
- Living under tremendous social and parental pressure to perform well in academics. Plentiful bottled-up feelings and devoid of avenue to talk/share/ seek help from.
- Aware of limited career options and making career choices based on false information and assumptions.
- Choosing higher education courses based on parental wishes/pressure but dissatisfied from within and feeling unfit in that domain.

School Student Ecosystem

Teacher

Parent

Principal
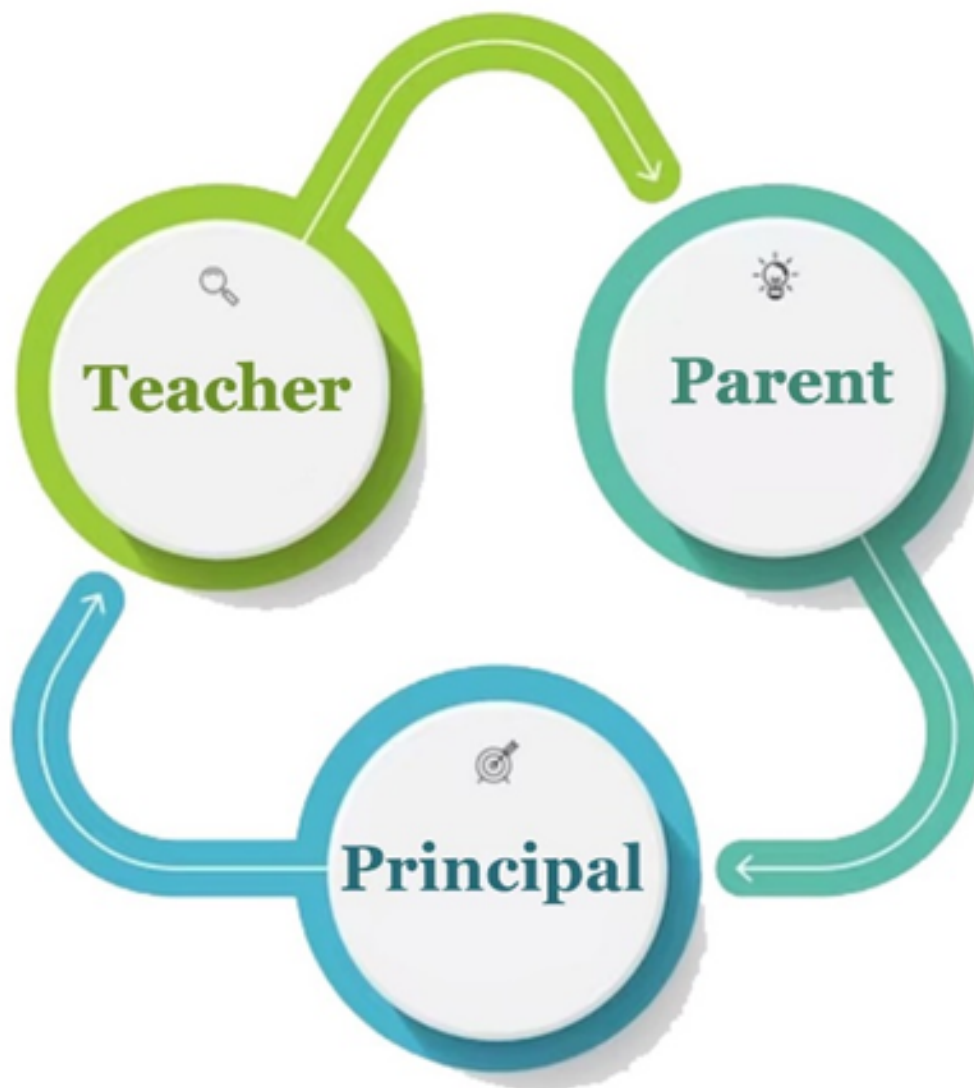
School students alone cannot be hand-held and expected to get transformed unless the whole **School Ecosystem** was taken into consideration. Hence SOCH was built to hand-hold the ecosystem from where a school student was coming from.

Objective and Span of Activities:
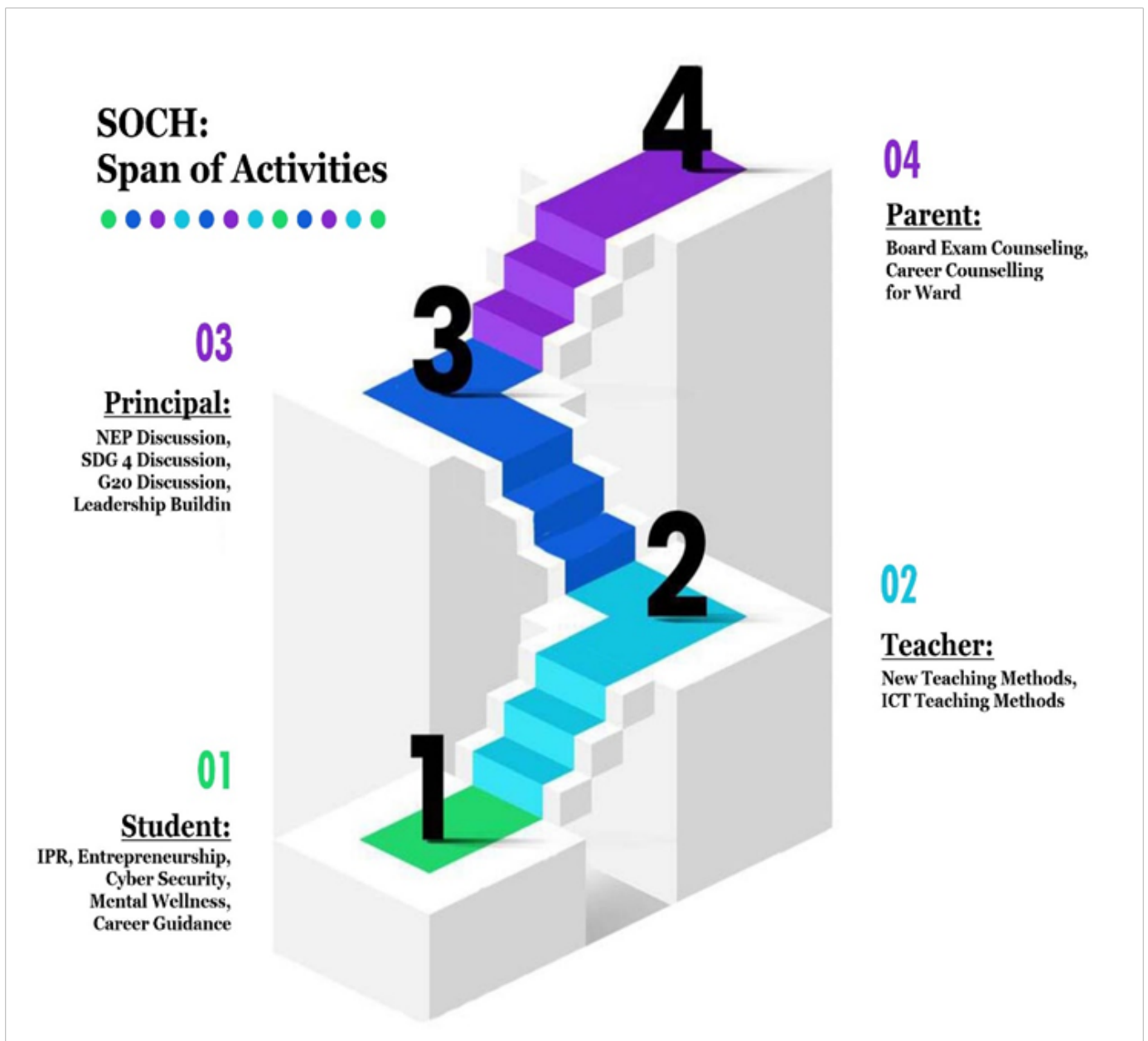
- To take school **students** beyond the defined curriculum and expand the horizons of their real-world knowledge on key areas related to Entrepreneurship Development, IPR Awareness, Mental Health well-being, and Cyber Security Awareness.
- To educate **students and parents** about domain/career/higher education choices after 10th-12th to make an informed decision based on student skills/ personality traits and ease the pressure on young minds.
- To actively involve **school teachers** to train them in new teaching methods, ICT-enabled teaching methods, etc,
- To involve **school principals** in leadership capacity building and collective discussion on important aspects in Academics, Skill Building, NEP, G20, SDGs pertinent areas.

Case Study of Success Stories of SOCH:

Case One: Building Entrepreneurial Mindset

Idea Generation Activities like SCAMPER are conducted in class 6th onwards for Re-instilling creativity and Ideation towards business orientation and making students think about having their own businesses. Conducting Entrepreneurial mindset Activities like Prototype Building within limited resources for 9th -12th class students. This mindset makes youth less job-dependent and more startup oriented thereby helping in achieving Make in India dream come true.

Case Two: IPR Awareness

Students start using social media at an early age etc and start posting personal content/ reels. Students were made aware of the basics of IPR to understand Copyright issues related to content posted. Several such workshops Online and Offline mode were conducted. Students will now be cautious while posting contents and understand the content ownership and its outcomes.

Case Three: Cyber Security Awareness

Workshops were taken to make students understand the cons of playing Cybercrime games like the Blue Whale Challenge and find out if any student is trapped in this challenge. Immediate guidance was provided to get rid of such games and never to indulge in the cyber world without fully understanding the pros-cons of the same.
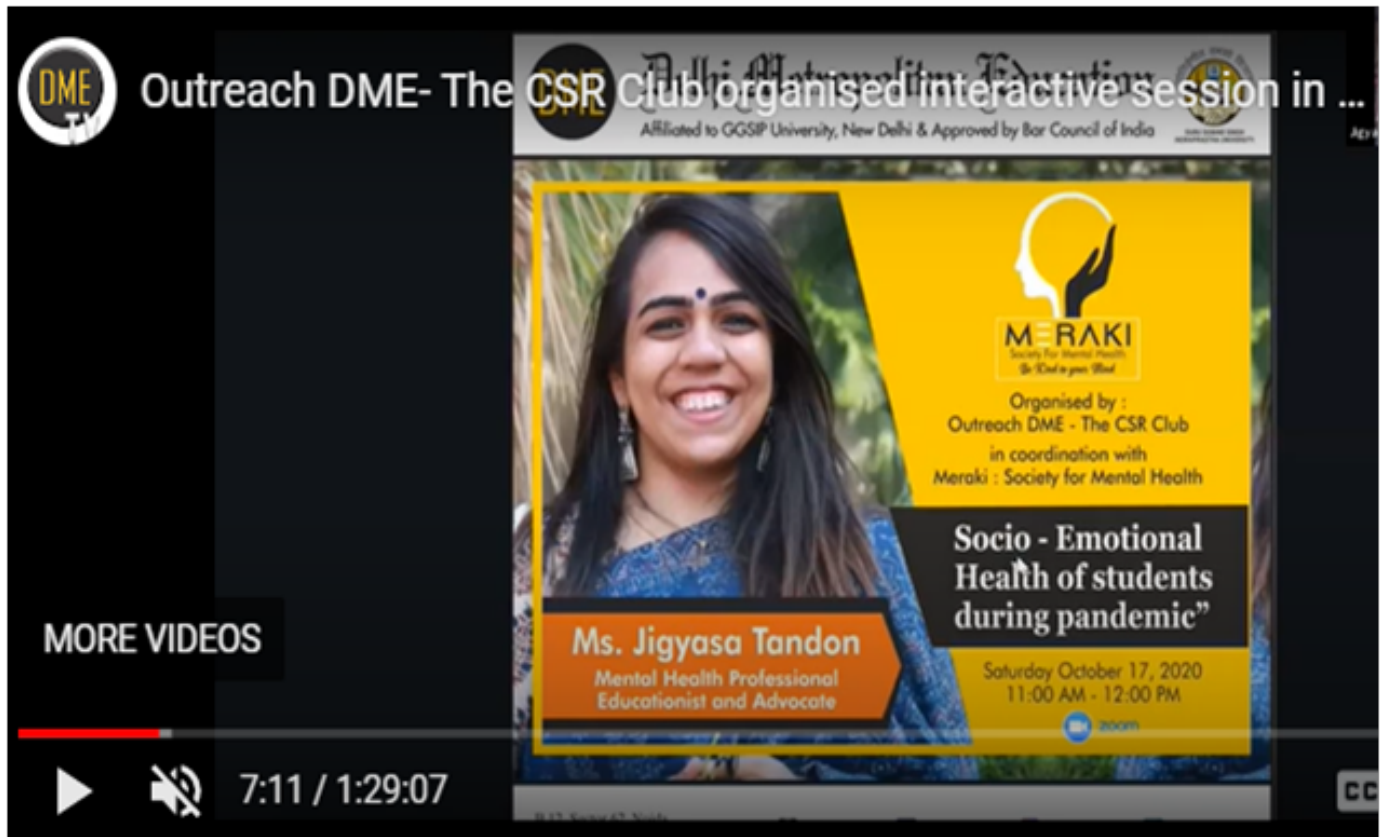
Case Four: Mental and Emotional Health during the Pandemic

Webinar on Socio-Emotional Health of students during a pandemic Speaker: Ms. Jigyasa Tandon, Mental Health Professional, Educationist & Advocate. Workshops in collaboration with Meraki, the mental health society at DME organized a session on 'Socio-Emotional Health of students during pandemic' by Ms. Jigyasa Tandon (Mental Health Professional Educationist). Students from 10+ schools from Delhi-NCR participated.

Case Five: Domain Choice after Class 10th

Confusion in Domain choice after 10th and parental pressure Students and parents were made aware in a series of career counseling sessions online and offline to guide about the choice of the domain as per student skills and personality type.

Case Six: Higher Education Options after Class 12th

Confusion in Higher Education choice after 12th and peer pressure students were made aware in a series of career counseling sessions online and offline to guide about choice ce higher education options for every stream.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Ethos: DME stands resolute on nurturing and sustaining a positive, professional and ethical work culture. The following 10 attributes depict the DME Ethos for the entire DME community including faculty, staff and students:

1. Disciplined & Punctual
2. Passionate & Energetic
3. Positive, Creative & Problem Solving
4. Dedicated & Hardworking
5. Respectful & Loyal
6. Responsible & Accountable
7. Cooperative & Collaborative
8. Student Friendly yet Firm
9. Honest & Fair
10. Happy & Healthy

Concluding Remarks :

DME focuses on the below points

1. Contemporary learning methods and curriculum enrichment
2. Research and innovation-oriented ecosystem
3. Infrastructure for developing students' and faculty members' expertise
4. Linkages and collaborations

The **vision** of DME is "To nurture an inspirational setting and a global standard of learning for students that enables their intellectual, social and personal transformation into future leaders for the benefit of the nation." With the initiatives towards Mental well-being, Cyber Security, School Outreach, Gender Equity, Inclusivity and Barrier Free Campus, we are working towards fulfilling the vision and Mission of DME.

The aim is to create professionals with skills, knowledge, and good human beings for Responsible Leadership and Nation Building.