



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DAYANAND ANGLO-VEDIC (PG) COLLEGE, KANPUR
C-12479

Kanpur
Uttar pradesh
208001

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	DAYANAND ANGLO-VEDIC (PG) COLLEGE, KANPUR Kanpur Uttar pradesh 208001	
2.Year of Establishment	1919	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	23	
Programmes/Course offered:	59	
Permanent Faculty Members:	245	
Permanent Support Staff:	276	
Students:	11537	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An academic legacy of more than 100 years from establishment 2. Eminent Alumni such as Former Prime Minister and Former President of the Country 3. Heritage building in heart of Kanpur City	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 14-10-2024 Visit Date To : 15-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KRISHNA KUMAR MISHRA	Pro-Vice Chancellor,Chitkara University, Punjab
Member Co-ordinator:	DR. AZEEM MOHAMMED ABDUL	Professor of Universities/Colleges at level 14 of 7th CPC,Maulana Azad National Urdu University (A Central University)
Member:	DR. KARUNAKARAN K	Administrators of Central/State Governments with Ph. D at Level 14 of 7th CPC,Hindusthan College Of Engineering And Technology
NAAC Co - ordinator:	Dr. M.s. Shyamasundar	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Dayanand Anglo-Vedic (PG) College, situated in Kanpur, Uttar Pradesh, occupies a campus spanning 4.5 acres in an urban setting, with adequate facilities for its academic and administrative functions. The institution offers a total of 34 undergraduate programs, 25 postgraduate programs, and one certificate course under both grant-in-aid and self-financing modes, through its 23 departments. The College is duly affiliated with Chatrapati Shahu Ji Maharaj University (CSJM), Kanpur, Uttar Pradesh, and strictly adheres to the curriculum and academic calendar as prescribed by the University. The college's curriculum implementation is overseen by a centralized timetable committee, working in conjunction with departmental sub-committees, to ensure the effective execution of the university's academic schedule, resulting in a well-organized academic structure. Further, in accordance with the University Grants Commission's National Skills Qualification Framework (NSQF), the institution continues to offer skill-based certificate course, introduced in the previous academic session, which are aimed at enhancing the curriculum for students aspiring to develop vocational competencies. All departments within the college have adopted modern pedagogical tools and techniques, including PowerPoint presentations embedded with audio-visual media, to facilitate the attainment of learning outcomes. In compliance with statutory quality assurance mandates, the college's Internal Quality Assurance Cell (IQAC) ensures efficient communication and coordination between academic and administrative units, fostering continuous quality improvement across all activities. Moreover, the state-wide digital platform, ABACUS-UP, is operational within the institution, supporting cross-institutional credit transfer for students. The college also regularly collects feedback from students to continually refine its curricular offerings, thereby enhancing the academic experience and providing pathways to successful career outcomes.

The College's curriculum integrates issues of gender, environment, sustainability, human values, and professional ethics in a few programs, as per the guidelines of CSJM University, Kanpur. Gender sensitization programs are organized by the Women's Cell, and human values are promoted through initiatives by NCC, NSS, and environmental activities such as Earth Day and Swachh Bharat Abhiyan, fostering student awareness and social responsibility. However, it is recommended that these issues be incorporated into all programs to ensure comprehensive coverage of these essential topics across the entire curriculum.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	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
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website
2.6.2 QIM	Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey


Qualitative analysis of Criterion 2

Dayanand Anglo-Vedic (PG) College puts efforts to enhancing student learning experiences by integrating student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies. The faculty consistently strives to blend technology-enabled teaching with conventional instructional methods to foster long-term student engagement and skill development beyond classroom instruction. The college effectively utilizes ICT-enabled tools and online platforms like Google Meet, Zoom, and Google Classroom to facilitate virtual lectures and provide continuous learning opportunities. These platforms are employed for sharing course materials, delivering PowerPoint presentations, and ensuring students can access academic resources remotely. The institution also promotes the use of online and cloud-based academic management systems, ensuring that students can access course materials and educational content beyond traditional classroom settings. Furthermore, faculty members actively contribute to the development of e-content, ensuring that educational resources are accessible to students through platforms like the Gyan Sanchay Portal and the UP Higher Education Website. These initiatives enhance accessibility to academic content, reinforcing the institution's commitment to inclusive education. To support these efforts, the college has equipped 12 out of its 55 classrooms with ICT-enabled infrastructure, allowing for more dynamic, interactive learning environments. The college may improve the ICT resources and facilities may be extended to the maximum number of classrooms.

Dayanand Anglo-Vedic (PG) College follows a transparent and systematic approach to both internal and external assessments, ensuring time-bound and efficient grievance redressal. Each department has implemented a robust Continuous Internal Evaluation (CIE) system, adhering to the guidelines of the National Education Policy (NEP) 2020. The internal assessment system is structured with 10 percent allocated to class tests and tutorials, 10 percent based on assignments, projects, and presentations, and 5 percent derived from viva voce/class performance. These guidelines are clearly communicated to students through the college website, notice boards, and social media.

The college prepares and shares the examination schedule well in advance via notice boards and the website, ensuring transparency and clarity for all students. Completion of assignments related to curriculum

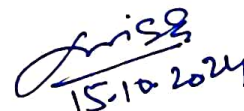
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requirements is mandatory for all students, and internal scores are determined based on performance in assignments, projects, attendance, discipline, and punctuality. Post-assessment, teachers engage students in discussions about the exam questions to identify any flaws or areas of weakness. Students have the opportunity to raise concerns or grievances regarding their marks and can approach teachers, heads of departments, or the principal for resolution. It is recommended that the grievance redressal system be regularly reviewed and updated to ensure it remains time-bound and efficient. Additionally, incorporating technology support, such as online grievance submission portals and tracking systems, would enhance the responsiveness and transparency in addressing student concerns, ensuring quicker resolutions and improved communication throughout the process.

Dayanand Anglo-Vedic (PG) College, as an affiliate of Chhatrapati Shahu Ji Maharaj University, Kanpur, adheres to the Programme Outcomes (PO) and Course Outcomes (CO) designed by the university. These outcomes are crafted to meet the modern-day needs and challenges faced by students, ensuring that they develop the necessary skills to become self-sufficient and capable in their chosen fields. The PO and CO are displayed on the college website, notice boards. The faculty is fully informed and aware of these outcomes and actively encourages students to work towards achieving them during teaching sessions, learning activities, seminars, and quizzes. Assessment of the Programme Outcomes is need to be improved. The evaluation process is conducted through various direct assessment methods, such as unit tests, home assignments, internal assessments, and semester examinations.

Examination papers are carefully designed to assess the attainment of pre-determined outcomes, focusing on conceptual clarity, logical thinking, and critical evaluation through descriptive questions. A standardized evaluation system ensures fairness. Additionally, regular assignments throughout the academic year help evaluate and enhance students' learning. The College need to make more awareness about the process of CO and PO attainment. The teachers must be encouraged to learn the methodology for the mapping of CO and PO and its attainment to better align with the educational objectives.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

DAV College has secured funding for nine research projects from an esteemed Government bodies such as DST-SERB, UPHEd, CV Raman Minor Research at CSJMU, and ICSSR. It has established the ATAL Centre

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of Excellence and operates five advanced laboratories, including those for Plant Molecular Biology, Plant Stress Biology, Plant Tissue Culture, Fisheries, and Coordination Chemistry. The institution fosters a strong academic research culture with 167 Ph.D. Scholar enrolments. Out of 167 research scholar 82 are NET and JRF qualified and get stipend as per the Govt. of India norms. The college has 145 approved supervisors with affiliating University. The college has published 207 research papers and 355 book/book chapter/conference papers. The college has also been granted 03 patents and 09 published patents. However, the College must establish an IPR Cell to support patent activities, commercialization, and foster innovation through intellectual property protection, as well as an Incubation Centre to encourage start-ups, enhance research, and increase high-quality publications.

In addition to research, DAV College actively engages students in diverse activities, from the Matdata Jagrukta Rally to Youth Day celebrations, and initiatives like Corona Vaccination Drives and seminars on International Balika Diwas and Women's Day. It collaborates with ICAR, participates in two institutional research projects with the Indian Institute of Seed Science (ICAR), Mau, U.P. and has signed 09 functional MOUs to enhance skills, underscoring its commitment to providing a holistic educational experience. The college actively engages in community outreach through programs such as the National Service Scheme (NSS) and National Cadet Corps (NCC) and partnerships with NGOs to promote student social and environmental awareness. Students have access to various cultural and social clubs.

The college has been recognized for its success at various levels of Ekanki competitions, excellence in Hindi writing competitions, and innovative approach to raising awareness about environmental issues during Ozone Day Model competitions. Moreover, DAV College has been commended for its contributions to healthcare through initiatives such as the Amrit Mahotsav Eye Camp in 75 villages. Participants in and contributions to events such as the Rama Youth Parliament, promotion of yoga, engagement with the Nehru Yuva Kendra, and efforts in road safety awareness have earned the college recognition from relevant authorities and organizations. As part of its commitment to holistic development and societal welfare, DAV College participates in events such as the UPYSA competition, Aarogya Bharti Championship, cycling events, G-20 Consultation Summit, and yoga awareness programs. Most of the participation is currently limited to state-level events. Students and teachers need to be encouraged to take part in AIU and other national-level events, as well as international events, to broaden their exposure and enhance their academic and professional growth.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

DAV College Kanpur, situated on a 4.5-acre urban campus, features a majestic Indo-Gothic building and a built-up area of 13,271 sqm. The college provides a range of facilities, including an indoor sports complex, a playground with a gymnasium annex, and a spacious girls' hostel for outstation students. It has 12 smart classrooms and offers indoor and outdoor sports facilities, such as carom, chess, table tennis, cricket, volleyball, and football, with active student participation in state, regional, national, and inter-university events. The gymnasium hall and yoga center further support students' physical fitness. The auditorium serves as a venue for various cultural and academic events. The campus is equipped with broadband Wi-Fi connectivity at a speed of 50 Mbps, but it is recommended to upgrade the bandwidth to at least 1 Gbps to enhance digital learning. Additionally, it is suggested to centrally air-condition the auditorium to provide a more comfortable setting for events.

The campus is equipped with departmental libraries and a Central Library that offers a wide range of textbooks, reference books, and subscriptions to e-journals, along with a spacious reading hall. The Central Library is partially automated with SOUL 3.0 software, which facilitates book management, barcode scanning, membership, and cataloging, ensuring efficient tracking and record-keeping. With over 1,16,891 books, active subscriptions to newspapers, magazines, and various e-resources, the library serves as a valuable academic resource for students and faculty. Additionally, the library offers a reprography facility for photocopying and printing, subscribes to 20 academic journals, and is enrolled in the N-LIST Programme of INFLIBNET, providing enhanced access to a wide range of digital academic resources. The Digital Library section need to upgrded with latest facilities along with e-database susbcription for research Scholars.

The institution has a dedicated team managing ICT facilities, ensuring smooth digital operations, supported by a 155 KVA generator and a 47 kWh solar power backup. However, with only 69 computers available, there is a need to upgrade computing facilities by incorporating modern computers and software applications to better

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serve students. Regular maintenance of IT infrastructure should also be prioritized to ensure uninterrupted functionality. The institution fosters a learning environment that integrates academic and co-curricular excellence, encouraging participation in seminars, lectures, and scholarly talks. The Internal Quality Assurance Cell (IQAC) works continuously to improve physical and technological infrastructure, including laboratory upkeep, upgrading ICT-enabled classrooms and conference halls, and expanding library resources. Additionally, the provision of a common room for female students enhances the supportive campus environment along with some basic need such as wending machines etc.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5
 The College is has a legacy of more than 100 years of academic reputation. The College has produced eminent personalities as their alumni. Alumni include former Prime Minister Shri Atal Bihari Vajpayee, former President Sri Ram Nath Kovind and Prof. S.S. Katiyar, the Ex-Vice-Chancellor of the affiliating University. The College got the registration of its Alumni Association in the name of "Alumni Association of Dayanand Anglo Vedic PG College." registered as Society under the Uttar Pradesh Society's Registration Act (Uttar Pradesh Act 21 of 1960) on 30 July, 2024. However, the college has not extended the membership of alumni association to all the alumni of the college in last 30 years. The College needs to operate the alumni fund as per the Act of Association regisetered with Uttar Pradesh Society's Registration Act and extend the facilities to maximum alumnies.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	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.
6.2	Strategy Development and Deployment
6.2.1 QIM	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
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	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

Qualitative analysis of Criterion 6

The college adheres to its vision and mission, ensuring governance aligns with these principles to better serve its students. The vision, "Asato Ma Sadgamaya, Tamaso Ma Jyotirgamaya," reflects the institution's commitment to transcending limitations through knowledge and excellence in teaching, fostering genuine scholarship among students and faculty. The college embraces a decentralized, participative management approach, enhancing quality across various levels, including the Management, Principal, IQAC, NAAC Steering Committee, and other committees. Appointment and service rules strictly follow U.P. Govt. and UGC norms, with a strong emphasis on staff welfare. Teacher's performance is assessed through their academic achievements and duties performed. The College has successfully implemented the NEP-2020 as recommended by the Government and adheres to all guidelines issued by the affiliating University and the Government of Uttar Pradesh. However, it is essential for the institution to develop a comprehensive perspective plan for the next 10-15 years to strategically guide its growth and development.

Under staff welfare, in the last five years, three teachers have received financial support for attending conferences, workshops, and membership fees for professional bodies. Moreover, 122 teaching staff have participated in 379 Faculty Development Programs (FDPs), Management Development Programs (MDPs), and professional or administrative training programs cumulative during 2018-2023. The institution conducts internal audits through a Chartered Accountant appointed by the college management. The IQAC has institutionalized quality assurance strategies to promote holistic growth and development. This is achieved through a three-phase process: The pre-active phase involves planning through meetings between the Principal and department heads, focusing on teaching, learning, and evaluation activities. The active phase involves executing the institutional academic calendar, while the post-active phase entails evaluation, ensuring the successful implementation of the first two phases and maximizing outcome attainment. Through these

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structured processes, the institution demonstrates its ongoing commitment to improving educational quality and achieving its mission of academic excellence. The institutional perspective plans are defined and in place. The Institutional strategic and perspective plan is deployed time to time.

DAV PG College, Kanpur follows a comprehensive Performance Based Appraisal System (PBAS) for teaching staff, aligned with UGC guidelines. The appraisal occurs twice a year, assessing faculty on various parameters such as teaching, research, and professional development. Faculty members submit self-appraisal forms annually, detailing their academic achievements, publications, and participation in seminars. The College IQAC evaluates these reports and forwards a confidential assessment to the Principal, influencing promotions under the Career Advancement Scheme based on API scores. The College encourages faculty development through courses like FDPs, and honors those with quality research publications. Staff are entitled to increments, medical leave, maternity leave, and other welfare benefits. Non-teaching staff also benefit from provisions like GPF, Group Insurance, and NPS. The college promotes continuous improvement through feedback and offers various welfare schemes for staff development and well-being. The medical insurance and ESI facilities need to be extended to eligible non-teaching and teaching staff.

The internal audit at DAV PG College, Kanpur, is conducted by a Chartered Accountant appointed by the college management. The audit is responsible for reviewing payments, approvals, and compliance with statutory regulations, including purchase and tender procedures. It ensures proper deductions of income tax, timely deposit of TDS, and adherence to accounting standards for transparent financial disclosures. The audit also verifies compliance with budgetary controls and examines the institution's budgetary allocations and spending. The internal audit process follows widely accepted auditing standards in India, ensuring the integrity of financial records and statutory deposits. Audit observations are reviewed, and any irregularities are addressed promptly by the institute. The audit serves to maintain fairness and accuracy in financial reporting and ensure compliance with relevant financial and statutory requirements. All findings are to be discussed and resolved in collaboration with the management and principal for corrective action.

The Internal Quality Assurance Cell (IQAC) at DAV PG College, Kanpur, contributes to institutionalizing quality assurance strategies and processes. It conducts regular reviews of teaching-learning processes, operational structures, and methodologies to assess their effectiveness and ensure alignment with institutional goals. The IQAC oversees the preparation and submission of Annual Quality Assurance Reports (AQAR) and Self-Study Reports (SSR) to maintain accountability and transparency. The cell documents academic, cultural, and institutional activities systematically, fostering a learner-centric environment through active participation in the teaching-learning process. It also promotes a research culture by organizing workshops, seminars, and webinars for faculty and students. The IQAC tracks and records incremental improvements in academic performance, faculty development, and student engagement, ensuring continuous quality enhancement. Additionally, feedback from stakeholders is collected and analyzed to make informed decisions for future improvements. It is recommended that the IQAC implement a centralized digital platform for efficient data management and analysis to enhance real-time monitoring and decision-making, improving overall quality assurance processes.


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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7	
<p>Dayanand Anglo-Vedic (PG) College, Kanpur, actively promotes gender equity through initiatives such as the Kanya Sumangala Yojna, launched by the Uttar Pradesh government in 2019. The scheme, adopted by few institutions, aims to empower female students through financial assistance, helping them become self-reliant. The scheme provides financial aid to eligible female students, with funds transferred directly through PFMS. The college also maintains a Mahila Jagran Manch Committee and Women Redressal Cell, addressing women's issues and ensuring a safe and supportive environment for female students and staff.</p> <p>The college fosters an inclusive environment through various initiatives, including sociocultural and socioeconomic events such as farewell and fresher programs. The college organizes festival celebrations, excursions, and field visits to teach life skills like unity, discipline, and responsibility. Various committees ensure that students understand human values, rights, and duties through lectures and workshops on skill development and entrepreneurship. The institution celebrates national and international events, marking milestones such as the Centennial year in 2019, with esteemed guests like the former President of India. Cultural activities are encouraged, with the college securing the first runner-up position at the CSJM University Youth Festival in 2019-20.</p> <p>Dayanand Anglo-Vedic (PG) College, Kanpur, upholds two best practices through its active participation in the National Service Scheme (NSS) and National Cadet Corps (NCC). These programs are integral to the institution's commitment to fostering social responsibility, community engagement, leadership, and discipline among students.</p> <p>The National Service Scheme (NSS) at DAV College, established in 1969, aims to promote the personality and character development of students through voluntary community service, following the principles of "Education through Service" inspired by Mahatma Gandhi. Despite challenges such as limited resources, including funds, equipment, and manpower, the NSS unit actively engages in community activities as directed by the Government of India, Government of Uttar Pradesh, and C.S.J.M. University, Kanpur. These activities include tree planting, cleanliness drives, and COVID-19 relief efforts. In 2022, the unit organized a voter</p>	

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awareness rally, essay competition for the 75th Independence Day, and a health check-up camp. Additionally, the NSS unit adopted the Baba Ghat slum area, providing essential supplies and education to local children, and regularly visiting old age homes. However, scheduling conflicts due to academic commitments under NEP 2020 and limited support from local authorities remain challenges.

The National Cadet Corps (NCC) at DAV College, established in 1948, focuses on instilling unity, discipline, leadership, and national service among students. The NCC unit prepares cadets for leadership roles across various sectors and motivates them toward careers in the armed forces. The unit conducts social service programs, cleanliness drives, blood donation campaigns, and participates in initiatives such as the Clean Ganga movement. Cadets regularly participate in regional and national camps, Republic Day parades, and international Youth Exchange Programs. Several cadets from the college have been commissioned into the armed forces, and five were honored by the President of India during the college's centenary celebrations. However, cadets face challenges, including scheduling conflicts between university exams and NCC camps, and limited employment opportunities after completing training. Proposed solutions include guaranteed employment for RD-return cadets, reexaminations for cadets who miss exams due to NCC duties, and compulsory job reservations for NCC certificate holders.

DAV College stands out as a prestigious institution with a rich legacy of producing notable alumni, including former Prime Minister Late Sri Atal Bihari Vajpayee and former President Sri Ram Nath Kovind. The college's centenary celebration was graced by the presence of Sri Ram Nath Kovind as President and the Chief Minister of Uttar Pradesh, Sri Yogi Adityanath. It boasts distinguished alumni from various fields, such as writers, journalists, military leaders, and scientists. The college fosters academic excellence through advanced research facilities like the Atal Centre of Excellence and hosts unique programs like the Wall of Velour, promoting national pride and high standards of gallantry.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

- A heritage institution with a legacy of experienced faculty dedicated to the seamless transfer of knowledge across generations.
- The institution boasts a strong and diverse faculty base that supports interdisciplinary teaching and research, in alignment with NEP 2020 through in-house collaboration.
- The faculty is composed of highly qualified PhD holders from diverse specializations.
- Core cultural values are deeply rooted in upholding the highest standards of ethics, personal integrity, and a commitment to excellence.
- The college promotes a culture of tolerance, peaceful coexistence, and collective celebration of achievements.
- It also has a rich alumni network, with members serving in various prestigious national capacities.
- The green endeavour of campus wide geotagging of trees and plants is commendable.

Weaknesses:

- Compromised structural assets, including outdated teaching-learning infrastructure and civic amenities, limit the institution's potential.
- Poor teacher-student ratios in certain departments hinder effective implementation of NEP 2020

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initiatives.

- Delayed university results disrupt timely execution of teaching, research, and Continuous Internal Assessments (CIEs).
- The Alumni Association lacks active engagement.
- CO and PO mapping and attainment processes need improvement.
- Establishment of an IPR Cell and Incubation Centre is necessary for fostering innovation and research.

Opportunities:

- Significant academic and research potential under the new framework of NEP 2020, contingent on overcoming structural and financial bottlenecks.
- Strong faculty base across 23 departments, with many possessing polymathic skills, providing an excellent foundation for interdisciplinary academic and research initiatives.
- Multiple departments offering UG, PG, and research programs, positioning the institute as a valuable resource pool for addressing emerging challenges in academics and research.
- Opportunity to leverage faculty expertise to advance innovative and interdisciplinary research collaborations.

Challenges:

- Limited offerings in professional courses, with the majority focused on basic studies under self-finance schemes.
- Declining student interest in basic studies, with an increasing preference for professional courses that provide better job prospects.
- Need to attract more students by expanding professional and short-term skill-based course offerings.
- Challenges in resource mobilization, including securing sufficient funds.
- Limited physical space for further expansion and infrastructure development to meet evolving demands.
- A significant portion of the student population consists of rural-based and first-generation learners, requiring additional support.

Anshu
15-10-2024

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15-10-2024

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- A dedicated placement cell to be established
- New Cutting edge programs to be introduced in phase manner to cater the requirement
- The college must apply for Autonomous status from UGC, New Delhi
- The College should start participating in national level rankings such NIRF.
- The College must plan a phase wise upgradation of technology support and must plan for more smart classrooms.
- Internship and Field visit to be planed regularly for UG and PG students.
- A dedicated health centre and temporary doctor on call arrangement to be set up
- Medical facilities/ Insurance for the teachers and students to be planned
- The elevator/lift facilities to be planned for high rise buildings as per the norms.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Anisat
15-10-2024

PRINCIPAL
D.A.V. COLLEGE, KANPUR
Seal of the Institution

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15/10/24

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15/10/24

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Sl.No	Name		Signature with date
1	DR. KRISHNA KUMAR MISHRA	Chairperson	<i>[Signature]</i> 15/10/24
2	DR. AZEEM MOHAMMED ABDUL	Member Co-ordinator	<i>[Signature]</i> 15/10/24
3	DR. KARUNAKARAN K	Member	<i>[Signature]</i> 15/10/24
4	Dr. M.s. Shyamasundar	NAAC Co - ordinator	<i>[Signature]</i> 15/10/24

Place KANPUR

Date 15.10.2024

Audit
15-10-2024