

# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **VIDYA MANDIR DEGREE COLLEGE**

VIDYA MANDIR DEGREE COLLEGE, KAMPIL ROAD, KAIMGANJ DISTT.  
FARRUKHABAD  
209502  
[www.vmdc.co.in](http://www.vmdc.co.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vidya Mandir Degree College, Kaimganj, the premier institute of higher education came into being on the eve of 16th September, 1971. It is situated in Kaimganj town, at a distance of 35 kms from headquarters of district Farrukhabad, Uttar Pradesh. This institution had started its glorious journey of imparting education with undergraduate course of commerce stream.

The institute was established with the blessings of RSS visionary Shri Rajju Bhaiya and untiring efforts, great zeal and tremendous self-sacrifice under the able leadership of late Shri Harish Chandra Agarwal and then it was Late Sri Raghuvver Sahay Nigam, the founder principal under whose guidance the college had risen to its present state.

### Vision

The basic vision of our college is **“Uttisthata Jagrata Prapya Varannibodhata Kshurasanna Dhara Nishita Dustayadurgama Pathah tat kavayo Vadanti”** - Arise, Awake, And Stop Not Till The Goal Is Achieved, Like The Sharp Edge of a Razor is That Path, So The Wise Say, Hard to Tread And Difficult to Cross”, a shloka of Kathopanishad which was popularized in the late 19th century by Indian Hindu monk Swami Vivekananda.

College aims at imparting a blend of modern education with the ancient Indian culture that enables the students to have a harmonious development of the Hand, the Heart and the Head to transform students into “YUVA INDIAN” as complete, perfect, chaste and responsible men of India.

Our emblem further depicts our vision-

- At the forehead of the emblem, the name of the college is depicted.
- On the down side the words **“ SA VIDYAYA VIMUKTEYA”** proclaim that **“Education is light of the life”**.

- The burning flame in the centre symbolizes the perennial process of learning to gain knowledge and it also symbolizes the process of moving from darkness (Agyaan) to light(Gyaan).
- The space, in between the earth and the sky, which is in the background, proclaims that in this unlimited universe light of knowledge is the only source of inspiration and completeness.

In one sentence, we can describe our vision as **“National Integration and Nation Building through Education”** .

### **Mission**

- To infuse knowledge through curriculum, attitudes through co curricular activities, life skills and values through extension activities.
- To adopt new scientific pedagogy.
- To inculcate values of social responsibility free from caste, creed, sex and status.
- Fostering global competency among students through ICT.

### **Goals/Objectives**

- To strengthen national identity and preserving cultural heritage.
- To prepare the students for democratic way of life.
- To make the students employable and socially responsible.
- To link education with life skills.
- To develop research culture and scientific temperament among the students.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

### **Institutional Strength**

- Dedicated, progressive and active management.
- Qualified, enthusiastic and dedicated and young faculty.
- Conducive working environment both for faculty and staff leading to faculty and staff retention.
- Gender friendly and eco-friendly campus with 2.71 acres of land.
- State of art infrastructure with Wi-Fi campus and Library with large number of books, journals, magazines, e journals of national and international repute with latest editions.
- Offering professional subjects like Computer Application, Advertising Sales Promotion and Sales Management, Office Management and Secretarial Practice funded by UGC.
- Large number of initiatives undertaken for supporting number of slow learner students and students from diverse backgrounds.
- Continuous progressive evaluation system for excellent performance of students.
- Activities undertaken to promote social welfare, Co-Curricular activities and inculcate a sense of social responsibility.

- Motivating high achievers through awards of excellence from time to time.

### **Institutional Weakness**

- Lack of flexibility in introducing innovative and job oriented and entrepreneurship development degree programmes.
- Lack of talented faculty in our rural area.
- High percentage of drop out students.
- Insufficient funds from funding agencies.
- Large number of vacant teaching and non-teaching staff positions.

### **Institutional Opportunity**

- To be one of the best recognized commerce college.
- To start more and more faculties in the fields of science and life sciences to cater to demand of the area.

### **Institutional Challenge**

- Generation of resources for up gradating of infrastructure.
- To acquire financial self sufficiency by introducing more and more faculties of education.
- Recruiting highly experienced faculty.
- Keeping pace with modern changes.

### **Future Plans:-**

- To setup a separate boys and girls hostel.
- To start B.Voc courses in retail and Software.
- To develop infrastructure particularly for P.G.
- To construct separate library building.
- To construct gymnasium and multipurpose hall.
- To start business oriented courses.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The College follows the curriculum of Chattarpati Shahuji Maharaj University Kanpur, Uttar Pradesh.
- Commerce department redesigns the curriculum based on their teaching plan and prepare learning outcome at the end of year.
- Using modern methodologies for teaching and learning process.

### **Teaching-learning and Evaluation**

- Almost cent percent utilization of student capacity with implementation of reservation policy.
- Special programme for advanced and slow learners.
- Promoting ICT enabled teaching and learning process.
- Continuous internal evaluation of students.

### **Research, Innovations and Extension**

- Epoch making thinkers study centre are created as initiative for creating and transfer of knowledge.
- Wings of NSS & Scout Guide are created for sensitizing students to social issues and holistic development of students.
- Participation of students in various extension activities.

### **Infrastructure and Learning Resources**

- Availability of adequate infrastructure facilities.
- Existence of a big library in the college augmenting learning resources for students.
- Adequate facilities for sports and other extra-curricular activities.
- Availability of IT facilities including Computer Lab and Wi-Fi enabled campus.
- Computerized Administrative Office.

### **Student Support and Progression**

- Student support system of scholarship and free ships exist in the college.
- Existence of student's capability enhancement measures like Career Counselling, Remedial Coaching and Personal Counselling.
- Student Grievance Redressal Mechanism is in place in the college.
- Existence of active Student Council and other academic and administrative committees in the college.

### **Governance, Leadership and Management**

- Effective leadership in tune with vision and mission of the institute.
- Well defined organizational structure and various committees for smooth functioning of the college.
- Welfare measurers adopted for staff members.
- Regular internal and external audits and resource mobilization through UGC, State Government and from private sources.
- Effective IQAC.

### **Institutional Values and Best Practices**

- Gender Equity Programmes conducted.
- Steps in the direction of conservation of energy resources by utilizing Renewable Energy Resources and power saving LEDs.
- Promoting Green Practices and Rain Water Harvesting.

- Maintaining transparency in Financial, Academic, Administrative and Auxiliary functions.
- Implementing various extension practices so as to fulfill social responsibilities.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA MANDIR DEGREE COLLEGE
Address	Vidya Mandir Degree College, Kampil Road, Kaimganj Distt. Farrukhabad
City	Kaimganj
State	Uttar pradesh
Pin	209502
Website	<a href="http://www.vmdc.co.in">www.vmdc.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinod Kumar Gupta	05690-231216	9415122648	-	vmdc.kmj@gmail.com
IQAC Coordinator	Kuldeep Kumar Arya	-	9450102163	-	educarekmj@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	16-09-1971

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

State	University name	Document
Uttar pradesh	Chatrapati Shahuji Maharaj Kanpur University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	26-11-2009	<a href="#">View Document</a>
12B of UGC	26-11-2009	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

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



Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidya Mandir Degree College, Kampil Road, Kaimganj Distt. Farrukhabad	Urban	2.57	2500

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce	36	Twelfth	English, Hindi	160	115

### 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	1				0				4			
Recruited	1	0	0	1	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	3	1	0	4
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	6	1	0	7
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	2	0	0	2

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		5	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Certificate	Male	30	0	0	0	30
	Female	20	0	0	0	20
	Others	0	0	0	0	0
UG	Male	142	0	0	0	142
	Female	100	0	0	0	100
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	18	12	12	11
	Female	10	10	12	7
	Others	0	0	0	0
ST	Male	4	5	1	3
	Female	0	1	1	1
	Others	0	0	0	0
OBC	Male	126	98	84	63
	Female	55	54	49	42
	Others	0	0	0	0
General	Male	103	91	72	66
	Female	80	80	64	52
	Others	0	0	0	0
Others	Male	19	5	2	21
	Female	13	6	6	8
	Others	0	0	0	0
<b>Total</b>		<b>428</b>	<b>362</b>	<b>303</b>	<b>274</b>

### 3. Extended Profile

#### 3.1 Program

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

Response : 1

Number of self-financed Programs offered by college

Response : 0

Number of new programmes introduced in the college during the last five years

Response : 0

#### 3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
274	303	362	428	351

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

2016-17	2015-16	2014-15	2013-14	2012-13
80	80	80	80	80

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	121	102	131	68

Total number of outgoing / final year students

Response : 67

#### 3.3 Teachers

**Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	7	7	7

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	5	5

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	9	9	9	9

**Total experience of full-time teachers****Response : 67****Number of full time teachers worked in the institution during the last 5 years****Response : 25****3.4 Institution****Total number of classrooms and seminar halls****Response : 11****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
4.27	4.90	6.25	8.16	5.63

**Number of computers****Response : 60**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response : 0.24305**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response : 0.03467**

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The basic vision of our college is "**Uttisthata Jagrata Prapya Varannibodhata Kshurasanna Dhara Nishita Dustayadurgama Pathah tat kavayo Vadanti**" ---- Arise, Awake, And Stop Not Till The Goal Is Acheived, Like The Sharp Edge of a Razor is That Path, So The Wise Say, Hard to Tread And Difficult to Cross." A shloka of Kathopanishad which was popularized in the late 19th century by Indian Hindu monk Swami Vivekananda.

College aims at imparting a blend of modern education with the ancient Indian culture that enables the students to have a harmonious development of the Hand, the Heart and the Head to transform students into "YUVA INDIAN" as complete, perfect, chaste and responsible men of India.

**Due To That Reason** the college was established with noble objectives of uplifting the backward socio-cultural and educational conditions of the locality with the esteemed goal of disseminating quality education and making the institution a pioneering one offering utmost service to the society and the nation.

- Generating human resource to serve the country.
- Creation of knowledge oriented Society and Promote employability of the resources.
- Communal harmony and Environmental awareness.
- Facilitating extracurricular, co-curricular activities and extension programmes.
- Empower students towards self-reliance and involve them in the mainstream of the society.
- Inculcate a sense of responsibility and discipline in the students.
- Nurture the aptitude for performance based skills in students so as to help them in their career path.
- Provide applied knowledge of the subject and help student to acquire related professional skills.

##### Plan Ahead

- To start some more vocational courses in computers.
- Integrate the use of Audio-Visual aids in regular courses.
- Function as a nodal agency for training and placement of students.
- To further equip our Career Counseling cell to address the needs of the students and to guide them properly.
- To start more and more Community Networking and Community related projects.
- To introduce modules of Value-Based Education.

##### The Stepping Stones of The College are Communicated to The Stakeholders Through:

- Print and E- Media mainly through the News Papers and Magazines
- Display on Notice Boards of the college.

- Reporting in the Media and Social Sites.
- Orientation of the First Year students.

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response: 1**

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

#### File Description

#### Document

Details of the certificate/Diploma programs

[View Document](#)

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response: 0**

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

#### File Description

#### Document

Details of participation of teachers in various bodies

[View Document](#)

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response: 100**

#### 1.2.1.1 How many new courses are introduced within the last five years

**Response: 01**

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

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

**Response:** 10.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
52	25	26	67	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**Response:**

Our College is committed to ensure all round development of the students through commitment of teachers, principal and other staff of the college. Some of our teachers and the principal hold important position in the University and their valuable counseling helps students to grasp the basics of the curriculum framed by the university. The teachers persuade the students to understand the underlying principles of the

curriculum and to face the challenges more effectively. Ultimately the give-and-take between the teachers and students leads to the effective implementation of the curriculum.

As an affiliated college, the College does not have the authority to change or modify any curriculum framed by the university. However, our teachers help students to pursue the prescribed university syllabus with a practical angle, develop the habit of attending library regularly, update them through exposure to the web, and encourage them to adapt themselves to face realities and to face the challenges of employment market. In addition to the university prescribed courses the college has also introduced a good number of career oriented programmes sponsored by UGC. These integrated efforts cater our students to the needs of the dynamic employment market.

The students are encouraged to use computers. and train our students to use of computerized library. Within the limitations of university prescribed curriculum, the experienced faculty of the institution makes the best effort to see that the implementation of the curriculum is done in such ways that the students get trained to face the highly competitive world of job market. While mentoring the students, the teachers get an idea of the socio-economic background of the students, which helps them to identify their educational needs. and accordingly guide those students.

The career counselling lectures also help the students. The teaching of computers and English proficiency is also an effort in this direction. ICT enabled class rooms; internet facilities, etc. too enrich their learning. Students learning in further enriched by field visits, educational tours and talks by various subject experts.

Our College pays full attention to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into college curriculum. On gender related issues, communal harmony, climate change, environment, human rights and ICT the college organizes different seminars and workshops at different times and levels. Environmental studies have been mandatorily included into the curriculum. Further NSS wing of our college helps in general environmental awareness through regular cleaning and plantation within the college campus and in neighbouring areas.

### **1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

**Response:** 0

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### **1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 5.84

1.3.3.1 Number of students undertaking field projects or internships

Response: 16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response: E. None of the above**

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response: E. Feedback not collected**

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 87.5

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
126	107	147	160	160

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
160	160	160	160	160

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 80.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
55	55	70	68	75

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

Our college pays special attention to the advanced learners. College organizes student seminars, extension lectures, lectures by eminent scholars from other institutions etc. These creamy students are encouraged to participate actively in seminars, workshops, etc. They are encouraged to appear for competitive examinations. The Career Guidance Cell of the college also helps them.

In every batch it is found that there are some students whose grasping power is better than other students. This fact comes out during class interaction, presentations, performance in class tests and college exams. Such students are generally identified in the Departmental meetings.

The advanced learners are inspired and motivated to read more and participate in class discussions. They are also encouraged to participate in inter college competitions, quiz etc. so that they get proper exposure. The faculty gets involved in the mentoring of such students.

The university has given guidelines to assess the academic performance of all the students and thereby the Institute collects data on the academic performance of the students throughout the programme duration on the Basis of:-

- (a) Class attendance.
- (b) Participation in the routine classes.
- (c) Class-Tests
- (d) Assignments and Projects.
- (e) Performance in college internal examination and Viva-Voce

The data collected through this system gives the teacher an overview of the students' competence and Performance which is used to guide them.

Students and staff are sensitized on these issues through holding seminars, group discussions, film shows and lectures, plays, etc. The NSS wing of the college also carries out programmes to sensitize local community people regularly in these areas.

The institution is also committed to sensitize its staff and students on gender issues. As per University norms, the college has established a Women Development Cell (WDC). In case of any complaint, the girl student can approach the members of the WDC who in turn try to solve their problems. Besides this, under the auspices of WDC some other programmes on gender awareness are also organized.

The college practises a clear-cut policy of inclusion be it in terms of caste, community or class. All students are treated equally and no discrimination is done.

The college also offers an paper on Environmental Studies to students of the college. In this subject teachers discuss environment topics briefly and thereby spread awareness on issues such as pollution, water conservation, tree plantation etc. Every year, under the auspices of NSS, a village is adopted, wherein a drive is conducted to enhance environmental cleaning, village education, pollution, water conservation and tree plantation etc.

### 2.2.2 Student - Full time teacher ratio

**Response:** 54.8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.73

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**



The principal of the college prepares an Academic Calendar at the beginning of the academic year. A tentative programme of all the activities to be carried out departmentally and co-curricular / general activities are chalked out with tentative times schedules. Departmental Head and conveners of various committees give their inputs to prepare a consolidated calendar. This takes into consideration the tentative schedules of the College Examinations and university examinations.

A Teaching-Plan is also prepared by the Faculty and submitted to the Principal and unit-wise bifurcation is made. This ensures that students studying different subjects are taught by different teachers. Besides this, all faculty members keep meeting off and on and compare notes regarding teaching of various syllabi to make sure that the teaching, learning, examining and evaluation processes are completed without any hitch.

IQAC is the monitoring body of the institution. It constantly analyses and evaluates all the processes of the institution and gives its suggestions and recommendations to the Principal. The Principal thinks over the recommendations and conveys them to the rest of the staff as and when he deems fit.

- The College is planning to publish a Research Journal quarterly and a college magazine “Vanijyaki” annually.
- Departmental seminars are arranged regularly where external resource persons also participate.
- Several research papers of the teachers have been published in different national and international journals.
- There is a broadband connections in the College.
- CCTV cameras have been installed at some vantage points in the campus for centralized surveillance.
- The College Office is fully computerized.
- The IQAC of the college encourages the teachers to go for Refresher Courses, Orientation Courses, Short Term Courses, seminars, conferences, workshops, etc.

#### **Strategies adapted by the college:**

- Compulsory feedback.
- Feedbacks are discussed in staff meetings and remedial measures are adopted.
- Institution suggests the teachers to hold seminars, workshops, etc. and prepare the students for event management and personality development. The college also provides financial assistance for such arrangements.
- The college increasingly maximises its effort to upgrade present position by acquiring more and more amenities.

The faculties adopt different strategies to make the learning student-centric as the aim of our institute is inculcation of excellence in the students.

- The most common medium is lecture method but over and above the lecture method many other learner-centred methods are incorporated in our day to day teaching.
- Over and above regular lecturers, teachers take extra lecture usually called tutorial lectures. These lectures are used for solving difficulties and for discussion of assignments etc.
- After the completion of syllabus teachers also take class-tests and revise the syllabus.

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 5

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 274

#### 2.3.3.1 Number of mentors

Response: 01

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Our College being located in rural area which is not well accessible to modern techniques of communications. Here we often face difficulties to have access of Internet. Power supply condition of the area is very poor. The college still tries its level best to facilitate ICT as much as possible. Teachers make use of equipments like audiovisual aids and overhead projectors for their class room teaching. in a special clss room equipped with these facilities.

- Ours being a Commerce college the need to use modern technology is limited, but even then the institute has tried to incorporate the use of modern technology in its day to day teaching.
- Smart boards have been set up in some of the classes and some of the faculty members have already started using them.
- These aids help in showing films, documentaries etc. The Computers are also helpful in making PowerPoint presentations.
- The use of these aids goes a long way in making teaching more effective.
- A English speaking course and Personality Development course has been started by college to improve proficiency in english language.
- The college campus is Wi-Fi/LAN and through it faculty and students can access internet easily.
- The college had subscribed to DTH services and installed LED TV in library reading room and

girls common room since 2011-2012.

## 2.4 Teacher Profile and Quality

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

**Response:** 55.56

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 60

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	3	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 19

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 0

##### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

#### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

The evaluation process adhered by the institution is very transparent and according to the norms of CSJM University. At the beginning of the Academic Year the Principal and the teaching staff conduct a meeting where in they discuss the whole evaluation process and any changes that have to be made in that year. In the orientation, the students are informed regarding the evaluation process along with the syllabus. The students are clearly explained that they will have to face one internal examination before the University exam and the weightage of internal marks will be included in their final evaluations. Moreover, it is also stressed that they will be evaluated not only on the basis of their exam performance, but also on other factors like attendance and interaction in class, assignments, presentations, project works, participation in other co-curricular and extension activities etc.

**2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

An Examination Committee is formed by the Principal. Generally, this committee has three to four members - out of which two are senior members headed by a convener. This committee works under the direct supervision of the Principal. It is the responsibility of the committee to see that internal assessment and evaluation methodologies are effectively implemented.

- Our College is a Grant-in-Aid college and we have to strictly follow the norms of the CSJM University regarding evaluation.
- Even though the institution is bound by the rules of the university, but we have little liberty with the rules as far as internal evaluation is concerned for students who might have excelled in sports or other extension activities.

**2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient****Response:**

Being an affiliated college, we cannot interfere in the examination process of the affiliating university but transparency is maintained in internal examinations.

After internal examinations, answer sheets are made available to students after evaluations by the teachers. Then the teachers prepare the marksheets of each student based on marks in internal exam, attendance and participations in classroom lectures etc., which is finally made available to each student.

During the annual examinations, conducted by CSJM University, Kanpur, weightage is given to internal marks and final award of marks are declared by University on its own.

Moreover, students are guided and given help by the college in redressal of exam-related grievances from CSJM University, Kanpur.

**2.5.4 The institution adheres to the academic calendar for the conduct of CIE****Response:**

- Continuous evaluation is done through different methods like internal assessment tests, assignments, presentations, projects etc. and transparency is maintained in the evaluation process.
- Examination committee ensures smooth conduct of examinations.
- Yearly Examination papers are set by CSJM University, Kanpur.
- The Practical Examination is conducted with internal and external examiners appointed by the CSJM University, Kanpur.

- If the student has any complaint regarding internal evaluation, as a first step the student can approach the concerned subject teacher and in most of the cases the teacher is able to redress the grievance of the student.
- If the student is not satisfied he can approach the Examination Committee and even the Principal of the college.
- Students are also allowed to go through their answer books so that they can know their mistakes and improve upon them.
- At the university level after the results are declared, the students have to approach university for re-checking and reassessment and the college guides students in their problems solving from university.

In the present scenario a graduate is expected to be educated with a sense of social responsibility and to prepare himself/herself for different competitive exams and jobs and for that matter students are motivated and nurtured throughout the course period in our college. The college also helps them in many ways, to be successful in competitive exams.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

The college has clearly stated learning outcomes which are stated in the vision and mission of the college, which is to empower the students towards self-reliance and involve them in the mainstreams of the society. The students and staff are made aware of these aims in the very beginning of the of the session. The Curricular, Co-Curricular and Extension activities are planned keeping this in mind. These include classroom teaching and academic programmes like seminars, field trips, study tours, projects, presentations etc. Students are made to participate in co-curricular activities like cultural, intellectual and fine arts so that they can recognize the talents they possess. Community services and extension activities are encouraged so that the students are sensitized towards community issues and at the same time develop leadership qualities.

The teaching, learning and assessment strategies of the institutions are structured to facilitate the achievement of the intended learning outcomes. The principal chalks out the Academic Calendar which has specific time slots for various Curricular, Co-curricular and extension activities. All the faculties draw out the Teaching Plan whereby they divide the different units to be completed in a specific time period keeping the scheme of the examination in mind.

An Academic Audit helps the Principal and faculties to understand the difficulties faced by the students. and those are redressed step by step.

Keeping in mind the holistic development of the students, the grooming and mentoring is not limited to classroom teaching, but also takes into consideration attendance in classes, interaction, involvement etc. of the student. To identify the talents of students they participate in college level competitions like quiz, mimicry, poetry-recitation, collage, rangoli, mehndi, elocution etc. Auditions also are held for participation

in other cultural activities like folk-dance, Raas and Play. Those selected, compete in youth-festivals. The college provides all facilities and infrastructure for such events. Students who participate wholeheartedly in NSS activities also get the opportunity to be selected as the best NSS cadets. All the students who do well, receive recognition in the form of accolade, awards, prizes and certificates.

### **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

#### **Response:**

The college tries to do everything in its power to ensure that the students not only graduate with a degree but they also acquire proficiency in the subject in which they have enrolled. It also tries to ensure that the students can communicate in basic English and also has some amount of knowledge of the computers. The institute motivates them also to participate in extension activities thereby sensitizing them towards social and national issues.

It is also a fact that the marks obtained by our college students are better than that of other colleges affiliated to CSJM University.

- Monitoring learning outcomes and ensuring better achievements is one of the prime function of any educational institution and so is ours. Learning outcomes are monitored through analysis of class performance and internal as well as external exams as far as academics are concerned.
- For the other co-curricular activities like NSS, Sport, etc., there are committees formed with a convener who monitors the performance of participating students.
- The students who excel in any activity are motivated and encouraged with prizes and certificates.
- As stated earlier ours is vernacular medium college and most of the students come from the underprivileged backgrounds so they have many learning barriers, which we try to address.
- The best yardsticks to measure learning outcomes have always been the performance in the year-end examinations. But the faculty also employs other methods like, class-participation and participating in various other activities of the college.
- During the meeting between Principal and of students, in the presence of the faculty members the students present their problems. These problems are addressed and the solutions are worked out amicably.
- Principal and various faculty members discuss performance of the students them and try out ways and means to help them improve upon their performance.

### **2.6.3 Average pass percentage of Students**

**Response:** 98.53

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 67

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.29

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

Two Epoch Making Thinkers Study Centres, funded by UGC ran in our college during last five years. Active participation of college students in these two Epoch Making Studt Centres, namely Mahatma Gandhi Study Centre and Swami Vivekanand Study Centre led to creation and transformation of knowledge at their undergraduate level.

Moreover, college provides all support to faculty members for research and development by providing duty leaves, to interact with faculty from other institutions and collect research data.

Our college, though located in a rural area but still having a moderately equipped computerized library. At present the college is having more than 10,000 books including text books, reference books, advanced books, journals and periodicals on various subjects. The library is open for students and the faculty members from 9 am to 5 pm on every working day and is open for local people also. In the library there is an E-section, where students and faculty members can avail internet facilities. All these augment the teaching-learning process.

- The students are encouraged to use the well equipped library of the college.
- Every year new books are added to the library according to grants available.
- Some teachers give a few students library work thereby training them in using library resources.
- Students make optimum use of library and visit the library during their free lectures either to get book issued or to consult the books available in the library.
- The library also subscribes to various books and journals useful for competitive exams and the students make maximum use of them.
- Subject journals and magazines are also available in the library.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

#### 3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

File Description	Document
List of Awardees and Award details	<a href="#">View Document</a>

### 3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 2.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	4	0	4

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

##### Response:

The institute organizes several programmes for sensitising to social issues and holistic development of the students. Some of the social movements and activities promoted by our college are:-

- The Career Guidance Cell of the college conducts coaching for different competitive exams for both students and the local aspirants. The Cell has already help more than 80 aspirants to get good jobs.
- NSS wing of the college students organise awareness programmes on Health and Hygiene, AIDS, Blood Grouping and Blood Donation, Communal Harmony, Environmental Awareness, Youth Sensitization, etc.
- The college teachers and students undertake a mission entitled "Let us go to Villeges" in order to survey the problems of unprivileged villages and send their findings to the concerned authorities every year. Such programmes strengthen the relationship of the college with the neighbouring communities and help the students develop a sense of social responsibility.
- The students of the college are always involved in various events like seminars, workshops, conferences, public meetings, festivals, celebration of National Days, etc. which creates a sense of responsibility and solidarity in the minds of the students.
- The College playground and the auditorium are used for multipurpose activities by the local communities. Besides this awareness programmes and lectures are organized by the college to sensitize the students and inculcate a sense of social responsibility and dedication in them for a better world and to become good citizens.
- Awareness programme about our culture and heritage are organised from time to time.

#### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response: 10**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	2

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 41.08**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
174	105	151	150	107

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 0**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

By making maximum use of the grants received from UGC, the policy of the institute is to equip and empower both the students and the teaching faculty with IT- aided infrastructure:-

- Classrooms: 11 classrooms of different sizes for major and non major subjects of commerce streams.
- Seminar halls: One well equipped seminar hall with modern facilities.
- Auditorium One Auditorium of 500 seating capacity is under plan.
- Laboratory: One computer laboratory with 60 computers.
- Library: One big Library exists in our college.
- Reading Hall: One Reading Hall for 50 readers.
- Five Rooms for Administrative Offices including Principal's office, Administrative office staff and other rooms.
- One Teachers Common Room.
- One Students Notice Board.
- One Boys common Room.
- One Girls Common Room.
- One Students Union Office.
- Ten Latrine and Urinals.
- Complete set of Sound System.
- Noise Less Diesel Generators- 10KVA and 20 KVA.
- One Canteen.
- Two Cycle Stands.
- Vast Play Ground with in the campus.

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

**Response:**

**Sports:** We have no regular faculty in sports and sports activities are conducted by faculty member Shri Kuldeep Kumar Arya. Students practice and participate in Athletics and Games like Kabbadi, Badminton, Cricket, Kho-Kho etc. They are often selected in university teams and have been wining prizes too.

**NSS and Scout & Guide:** The institution has active NSS and Scout & Guide wings with Dr. Shyam mishra and Shri Kuldeep Kumar Arya being its faculty in charge respectively. NSS and Scout & Guide wings organize activities like Blood Donation Camps, Annual Camps by adopting a village, Tree Plantation Drive, Programmes for Child and Adult Literacy and Aids-awareness etc.



**Cultural Activities:** The institute has a vibrant atmosphere of cultural activities. Inhouse talent Competitions are held for all activities right from the beginning of the academic year. Activities with participation of enthusiastic students are conducted round the year in the fields of music, dramatics, University conclaves etc.

**Public Speaking:** Regular debate and elocution competitions are held from time to time.

**Communication Skills Development:** To improve the communication skills of the students of the college, they are trained through various CDs and DVDs and orally and after the training tests are conducted to monitor achievements of participating students.

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

**Response:** 9.09

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

#### File Description

#### Document

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 52.61

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.5	3.25	4.5	2.5	2

#### File Description

#### Document

Details of budget allocation, excluding salary during the last five years

[View Document](#)

## 4.2 Library as a Learning Resource

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

**Response:**

- Electronics resource management package for e-journals: **We have access to open access journal e.g. NRJP Journals**
- Federated searching tools to search articles in multiple databases: **We have access to Google for searching articles form open database of various university.**
- Library website: **There in no separate library website but the college website is used for library purposes also.**
- In house/remote access to e-publication: **Yes we have access to open e-publication from various website through internet.**
- Library automation: **Yes we are under process but in the meantime computer and internet facilities are available.**
- Total number of computers for Students access: **3 (Three)**
- Total number of printers for students access: **5 (Five Printer and two Photocopy Machines).**
- Internet band width/speed: **Broad Band Connection of BSNL is available.**
- Content management system for e-learning: **yes**
- Participation in Resource sharing networks/ consortia (like Inflibnet) -**Yes**

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

We are under process to develop our own library database and use this database through college website for collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment. the above process will faciliate in following manners:

- As the library is computerized the librarian helps the students and teachers in finding the required book/Journals.
- Sets of Question Papers of the various exams of the College and University can be made available in the library for reference of the students.
- The librarian guides the students regarding books on Career Guidance, Competitive exams, Personality development and self improvement conversation skills.
- Intimating latest brochures of different publishers.

**4.2.3 Does the institution have the following:**

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>

#### **4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**

**Response:** 1.22

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.25	.32	2.6	.84	1.1

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

#### **4.2.5 Availability of remote access to e-resources of the library**

**Response:** No

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>

#### **4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 25.09

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 70

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

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

#### Response:

The institution plans to utilize the maximum available amount of UGC grant for the upgradation of IT facilities. The management also contributes where ever the need arises.

- Internet connection in the Library
- Equip departments with internet facility
- Wi-Fi connections in Institution.

**Number of computers with configuration** - 60 Computers, 2 Laptop

**i) Computer in Principals office: 02:** Processor: Pentium(R) Dual-Core - 2.60GHz , Ram: 2 GB, Hard Disk: 500 GB, OS: Windows - 7 Pro.

**ii) Library Computer: 10:** Processor: Pentium(R) Dual-Core - 3.00GHz, Ram: 4 GB, Hard Disk: 500 GB, OS: Windows - 7 Pro.

**iii) Administrative cum Accounts Office : 05;** Processor: Intel(R) Core(TM) i3., 3.10 GHz, Ram: 2 GB, Hard Disk: 500 GB, OS: Windows - 7 Pro.

**iii) Commerce Faculty : 45:** Processor: Intel(R) Core(TM) i3., 3.10 GHz, Ram: 2 GB, Hard Disk: 500 GB, OS: Windows - 7 Pro.

**Note: The Commerce Department have Projector and Camera and white screen also.**

- Computer-student ratio: **1: 2 (based on students opting B.Com with Computer Application)**
- Standalone facility: **yes**
- LAN facility – **yes**
- Wifi facility – Available
- Licensed software – Used in all the computers.
- More system will be added in next session with approval of other faculties.

### 4.3.2 Student - Computer ratio

Response: 4.57

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>

<b>4.3.3 Available bandwidth of internet connection in the Institution (Lease line)</b> >=50 MBPS  35-50 MBPS  20-35 MBPS  5-20 MBPS  <b>Response: 20-35 MBPS</b>	
File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</b>  <b>Response: No</b>	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

<b>4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</b>  <b>Response: 0.94</b>				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
.011	.014	0.22	.015	.025

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

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

##### **Response:**

Most of the equipments are maintained annually when classes are suspended during summer vacation. Annual maintenance contract is made by the college for some of the instruments. The party concerned regularly visits the institution. Besides, experts are hired whenever necessity arises.

- UGC grants are used for maintenance, as and when available.
- College management takes care of the upkeep of the infrastructure facilities.
- As per the requirement the maintenance contract is allotted by the management to external agencies.

Maintenance contract is given to external professional agencies which checks the calibration of the equipment and instruments according to the conditions laid down in the manual. To maintain the system, local service provider and suppliers are approached from time to time as and when necessary.

The institution is undertaking measures to locate and procure the sensitive equipments and for that planning for installation of a separate transformer so as to maintain constant and trouble free electric supply for these sensitive equipments.

- Major steps for the maintenance of equipments are taken by the college in consultation with management.
- The institution has a three phase electricity connection.
- The water supply is maintained by own tube well of the college. There are separate water-points available, specifically for drinking water for the students and the staff.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 46.72

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
148	150	160	148	180

#### File Description

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

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 6.3

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25	19	20	27	15

#### File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

#### Document

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 20.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
74	69	79	77	38

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 0



## 5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

**File Description****Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** No**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 10.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	13	9	7

**File Description****Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 58.21

## 5.2.2.1 Number of outgoing students progressing to higher education

Response: 39

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	1	2

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1 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) during the last five years.

**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

#### Student Council

Our college base of students is less than five hundred and therefore we do not qualify for student union elections and in place of that Student Council is formed in our college.

Student Council is formed with the Principal as its head and senior teaching faculty as its convener. Rest of members are selected from B.Com I, II and III year students. Three students from each year in order of merit make their way in the council. Further, while selecting three students from each year, one girl student is necessarily taken among them.

Main functions of this cell are listed blow-

#### Student Union cell

- To encourage and strengthen democratic values and to train them in the duties and rights of democracy.
- To provide a forum for the development of the students as ideal and dutiful citizen of a democratic and secular society.
- To develop responsible and value oriented leadership.
- To generate intellectual, social, cultural environment and discipline in the institution for the overall personality development.
- To foster innovative, artistic, literary, cultural, academic and sportive activities to promote active participation and leadership amongst students and to develop their creative talents.
- To promote scientific study and discussion on subjects of national and international importance.
- To promote social service through mutual cooperation, harmony and dedication towards society based on social, economic, political equality and justice as envisaged in the Indian Constitution.
- To foster environment of learning and teaching for the development of the college.

The college students are also enrolled as members in following committees-

- Commerce Association with participation of students.
- Student Well Fare Committee with participation of students
- Student Council with participation of students
- Extra Curricular Activity Committee with participation of students

- National Social Service (NSS) with participation of students
- Scout and Guide with participation of students

Suggestions and feedback received from participating students in above committees is taken note of and these suggestions and feedback are reported by the Principal and conveners in other relevant committees for their implementation and application and as per recommendations of those Committees/Cell, problems and suggestion of students are mitigated.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 9.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	10	9	9

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

Alumni Association of college students contributes immensely in development of the institution through non-financial means. The College Alumni Association has a robust mechanism. It acts as a bridge between the former students, current students and authorities. The college regularly interacts with Alumni Association and through it organizes Alumni Meet once in a year. Alumni students share their experience of higher education, of job market and their entrepreneurial experiences which helps and guides the passing out students to choose their career path. The college tries its level best through Alumni Association to keep track of Alumni Students by maintaining their contact addresses and have an eye on their socio-economic achievements.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 5

## 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

##### Response:

Our College was established in 1971 with the blessings of RSS visionary shri Rajju Bhaiya with objective of uplifting the backward socio-cultural and educational status of Kaimganj town and surrounding areas.

Since its inception, the institution has been relentlessly pursuing its avowed mission by disseminating knowledge, encouraging innovative ideas, creating a conducive atmosphere for blooming of talents and inculcating a sense of social responsibility and dedication among younger generation for a better society. The basic aim of our college is to address the present day needs of the marginalised poor students. Hence our aims and objectives can be listed as-

- To impart educational knowledge and training utilising modern equipments along with classroom learning.
- To empower younger generation towards self-reliance and involve them in the mainstream of the society.
- Through this students to be helpful to the family, society and eventually the world around.
- To get students sensitized to gender disparities and discriminations through seminars, conferences and workshops.
- To create awareness in the wider context of Human Rights.
- To understand ways for Social, Economical, Political and Legal Empowerment of the society.
- To create employable and knowledgeable human resource base to the maximum extent in accordance with the ground realities of our country.

To achieve these objectives, the college is vigilant so that every child that enrolls in our institution is empowered to face the society and world with confidence and to create and maintain their individual identity while remaining in the mainstream of society. They must be capable of facing all the challenges that life offers them. To achieve this vision we plan and execute the following steps:-

- Execute vocational courses in computers and other modules of value based education.
- Integrate the use of Audio-visual aids in regular courses.
- Function as a nodal agency for training and placement of students.

- Equip our Career and Counselling Cell to address the needs of the students and to guide them properly.
- Execute several Community Networking and related projects.

Our students are motivated to participate in NSS and Scouts & Guide programmes to inculcate a sense of social responsibility, obligation, service to the nation and good citizenship.

Socially and economically deprived students are provided academic, financial and above all mental support just to cater to their socio-economic needs. The college has been continuously supporting students through free studentship, scholarships, remedial classes, counselling etc.

Teachers are also motivated to extend support to the needy students by providing books, reading materials, internet access, extensive book-borrowing facility from the library.

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

As per the norms of the UGC & the University, the administration of the college is decentralized. The institution in collaboration with commerce department and other personnel, forms various committees entrusting responsibilities to them.

The College delegates authority and provides operational autonomy to the commerce department and ensures decentralized governance system by holding internal exams departmentally and by collecting student feedback and organizing cultural activities departmentally. Based on suggestion of the commerce department, funds are arranged and books are purchased in the library of the college.

The administrative setup comprising the Principal, the teacher representatives, guardian representatives and University nominees plays the guiding role in framing policies, programmes and for each session these policies and programmes are executed effectively with association and cooperation of faculty and students.

Further different committees are formed with representation of the Principal, teacher representatives and students for day to day activities.

The Principal sets an example in providing leadership by being a Syndicate Member of the CSJM University. He has successfully taken leadership in implementing projects on inter-disciplinary studies. In his leadership our college students has chosen environment, soil pollution, water pollution, noise pollution and commercial communication as a pilot project and implemented it successfully.

## **6.2 Strategy Development and Deployment**

**6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution****Response:**

Strategic plan of commerce department of the institution is aimed to make our students achieve academic excellence and employable skill so as to become financially independent.

It is desired that students are transformed in to responsible social beings. For holistic growth of students, we emphasize on developing computer skills, basic communication skill in English language and motivating their involvement in curricular and extra curricular and extension activities.

These plans are achieved by implementing detailed teaching plan of each individual teacher which is prepared on the basis of annual academic calendar. The principal of the college through IQAC regularly monitors methodologies adopted by each teacher and also the performance of all the students. At the end of year, during annual day celebration feedback is collected from faculty and students.

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism****Response:**

Organisational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism exist in our college.

The college is managed by its its Management committee, elected by its General body for a three year term. Management committee of the college constitutes of very respectable persons of the city. and top four position are held by-

1. Sri Arvind Maheshwari- President
3. Shri Arvind Kumar Goel- Secretary/Manager
3. Sri Ramesh Chandra Rastogi- Treasurer
4. Dr. V.K.Gupta (Principal)- Ex officio Member

At times, Principal consults the Management regarding various issues, such as recommendations of IQAC. Within the college, there are academic and administrative set ups such as Commerce Faculty department and various functional committees to facilitate running of day to day affairs. For each ensuing session new Administrative set up is completed and various functional committees formed for smooth functioning during the year.

In our college heirarchy can be listed as-



1. Management
2. Principal
3. Departmental Head
4. Teaching Faculty Members
5. Librarian
6. Office Staff
7. Sub-staff

Being an affiliated college, Recruitment & Promotion and Service Rules as designed by CSJM University are implemented.

For grievance redressal, the principal is empowered to take action in all such matters.

### 6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

Following Committee and cells are formed in our Institute-

- Management Committee
- Academic & Administrative Committee
- IQAC
- Admission Committee
- Commerce Association with participation of students.
- Parent and Teachers association
- Disciplinary Committee
- Anti Ragging Cell
- Student Well Fare Committee with participation of students
- Women Development Cell
- Student Council with participation of students
- Extra Curricular Activity Committee with participation of students
- National Social Service (NSS) with participation of students
- Scout and Guide with participation of students
- Career Counselling Cell
- Remedial Coaching cell
- Staff welfare Committee
- Mahatma Gandhi Study Centre Committee
- Swami Vivekanand Study Centre Committee

Each committee/Cell is constructed with the Principal as its head and senior member of teaching faculty as its convener. Rest of the members of the committee/cell are taken from teaching/non-teaching staff and students depending on the nature of the committee/cell.

As per need, meetings of different committee/cell are convened from time to time and after discussions appropriate resolution(s) are adopted and implemented thereafter. Minutes of each committee/cell are maintained by the convener of the committee/cell.

### 6.3 Faculty Empowerment Strategies

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

**Response:**

Following measure are being adopted for welfare of teaching and non-teaching staff of the college-

- Regular free Health checkups.
- Loan facility for the needy staff members.
- By creation of Teaching Welfare Fund at CSJM University, Kanpur.
- Yearly Get together of all member of management, teaching and non-teaching faculty with their family members.

- Group Insurance Scheme adoption.
- Encouraging new staffs to opt NPS, Atal Pension Yojna, LIC Policies and PPF contribution.
- Wards of teaching and non-teaching staff given fee concession & awards on their special achievements.

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

**Response:** 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

#### File Description

#### Document

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

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

**Response:** 1.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	1	2

#### File Description

#### Document

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 0

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

#### File Description

#### Document

Details of teachers attending professional development programs during the last five years

[View Document](#)

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

- Appraisal of staff, especially teachers, at the level of teaching is done on the basis of student feedback and interaction with stakeholders.
- At the end of every academic term, a staff meeting is called where the evaluation of teachers is made out after certain discussion. Necessary steps are taken afterwards. The faculty fills up the appraisal forms and does the appraisal.
- The oral feedbacks are also taken from the Students about teachers and according to the results of the appraisal the teachers are asked to improve their performance. Over and above this, the students have the facility of giving their suggestions regarding faculty members.
- The review of the performance appraisal reports by the management has proved immensely helpful in welfare of teaching and non-teaching staff.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

Since ours is a grant-in-aid college, financial resources are limited. There is barely any source of finance

other than the nominal fees collected from the students. The institution adopts planned mechanism to monitor effective and efficient use of available financial resources. Officially the principal of the college is the head of the financial matters. For every monetary transaction the principal takes the final decision with approval of the Governing Body. Each construction work and purchase is allowed after inviting proper quotations from the firms or agencies. All records of the financial matters are maintained by the college staff with the cooperation of different committees formed for different purposes. The institute gets certain grants from UGC and other government agencies, which have to be used only under a particular head and within stipulated period and there remains some shortage of funds which is met by contribution from the management.

The state government appoints auditors to audit college accounts. The Management also appoints Chartered Accountants for internal audit from time to time. In previous years the major audit objections have been with reference to Tax Deduction at Source, Authorization of Vouchers, Tax Assessment, and improper head of accounts etc which is taken care of in subsequent years and audit objection complied with by accounting staff, as per rules and regulations of the college.

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

**Response:**

At times our college gets some grants and these are used for specified purposes only. However, if the college runs short of funds in the course of conducting certain activities and programmes which do not fall under UGC funding, then the deficit is managed through funding from the management.

The audited income and expenditure statement of academic and administrative expenses of previous five years is readily available, which is given below--

#### **STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR 2012-13**

Income from	Income Amount (in Rs)	Expenditure Detail	Amount(in Rs)
Grants from state govt. under provincialised scheme	30,80,620	To Salary & Allowances Sanctioned employee	30,80,620

Tuition fee, admission fee etc.	12,07,520	Non-sanctioned Employee/Examination Fee etc	10,00,513/-
Grants from Govt.	0		0
Grant from UGC	9,13,250	Library, Contingency & National Seminar/2Study Centers Exp.	9,13,250

**STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR 2013-14**

Income from	Income Amount(in Rs)	Expenditure Detail	Amount(in Rs)
Grants from state govt. under provincialised scheme	59,77,251	To Salary & Allowances Sanctioned employee	59,77,251
Tuition fee, admission fee etc.	17,45,935	Non-sanctioned Employee/Examination Fee etc	10,00,513/-
Grants from Govt.	1,00,000	National Seminar	1,00,000
Grant from UGC	7,50,000	Library, Contingency & National Seminar/2Study Centers Exp.	7,50,000

**STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR 2014-15**

Income from	Income Amount(in Rs)	Expenditure Detail	Amount(in Rs)
Grants from state govt. under provincialised scheme	48,27,564	To Salary & Allowances Sanctioned employee	48,27,564/-
Tuition fee, admission fee etc.	16,87,100	Non-sanctioned Employee	16,00,220/-
Grants from Govt.	1,00,000	National Seminar	1,00,000
Grant from UGC	9,84,000	Maintenance, Library, Contingency & National Seminar/2Study Centers Exp.	9,84,000/-

**STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR 2015-16**

Income from	Income Amount(in Rs)	Expenditure Detail	Amount(in Rs)
Grants from state govt. under provincialised scheme	56,66,198	To Salary & Allowances Sanctioned employee	56,66,198
Tuition fee, admission fee etc.	12,07,520	Non-sanctioned Employee/Examination Fee etc	10,07,250/-
Grants from Govt.	0		0
Grant from UGC	0	Library, Contingency & National Seminar/2Study Centers	0

**STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR 2016-17**

<b>Income from</b>	<b>Income Amount(in Rs)</b>	<b>Expenditure Detail</b>	<b>Amount(in Rs)</b>
Grants from state govt. under provincialised scheme	57,09,635	To Salary & Allowances Sanctioned employee	2,74,93,095/-
Tuition fee, admission fee etc.	10,11,945	Non-sanctioned Employee/Examination Fee	5,01,220/-
Grants from Govt.	0		0
Grant from UGC	27,27,692	Maintenance, Library,Contingency & National Seminar/2 Study Centers Exp.	27,27,692/-

**6.5 Internal Quality Assurance System****6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

In our college Internal Quality Assurance Cell (IQAC) was formed in 2011 after first cycle of NAAC accreditation. IQAC is responsible for initiating and co-ordinating various policies for quality enhancement of the institute which is ultimately aimed at a holistic development of the students. Under the supervision of the Principal, IQAC remains vigilant to ensure that these policies are properly and meaningfully implemented.

IQAC ensures that there is a proper feedback mechanism. Students express their views by filling up feedback forms. The students have to follow the academic and exam schedule prepared under the supervision of IQAC. IQAC communicates and engages staff from different institutions through announcements, notices, circulars, meetings, write-ups in Vanijyiki, the college magazine etc.

Shri Ashok Kumar Aggrawal, retired principal and renowned educationist of Kaimganj and being a member of our IQAC, is keenly associated with our college and he always shares his knowledge so as to improve educational quality of our college.

The IQAC prepares and sends Annual Quality Assessment Report (AQAR) to UGC every year. Generally most of the recommendations of IQAC, after discussions have been approved and implemented. The prime example being installation of smart classes, computerisation of administrative office, giving laptops the department and expansion of infrastructure facilities. Only sometimes, suggestions related to infrastructure etc are not implemented in the given time frame.

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

The institution has an integrated framework for quality assurance of the academic and administrative activities. At the beginning of the new session, the faculties are asked to give a tentative plan of all the activities they wish to conduct throughout the year. After holding meetings with faculty members and different committee members, they submit tentative plan. A consolidated Academic Calendar is then prepared based on this information. Similarly, all the teachers also submit a Teaching Plan giving the layout of all that they are going to teach within a given framework. The University exam schedule is also kept in mind while deciding dates for internal exams. Since the college is now moving towards IT, various training programmes have been organized, such as computer training and training to use interactive boards. All these efforts help to equip the staff appropriately and maintain quality in teaching as well as administration.

The institute conducts Academic and Administrative Audit (AAA) which is recommended by the UGC. As per UGC, the institute undertakes AAA of the academic provisions through feedback from all stakeholders (students and parents) which is an important criterion to review academic provisions. The university exam final results are the ultimate touchstone to gauge the academic performance of the institute. Based on these, efforts are made to improve upon all the activities, be it for faculty or for students. Academic Audit also helps the principal and faculties to understand the difficulties faced by the students. These difficulties are then redressed step by step. The internal quality assurance mechanism of the institutes is aligned with the requirements of relevant external quality assurance agencies, namely NAAC, UGC, Director of Higher Education, Govt. of Uttar Pradesh and CSJM Kanpur University. The college has tried to move ahead keeping in mind NAAC peer team's recommendations, while appearing for first cycle of accreditation five years ago. UGC guidelines are also adhered to in performing academic and administrative activities. The college follows the rules of the Director of Higher Education, Uttar Pradesh as far as workload, number of students per division, student-teacher ratio, allocation of optional papers, subjects etc. are concerned. The college strictly follows the syllabus prescribed by the CSJM Kanpur University and also follows its admission policy as well as its exam schedule.

The teaching learning process is continuously reviewed in a number of ways, namely

- a. Attendance in class
- b. Class interaction
- c. Assignments
- d. Presentations
- e. Project work
- f. Class tests



- g. Participation in curricular, extra-curricular and extension activities
- h. Results in activities as well as exams
- i. Feedback from students

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 5.4

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	6	6	4

#### File Description

#### Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

#### Response:

Keeping in mind the recommendation of visiting peer team of NAAC at the time of 1st cycle of accreditation, major improvement strategies are adopted in teaching learning methodologies with infrastructure development, human resources management, industry interaction and community engagements.

Improved teaching and learning methodologies could mainly be listed as-

- Improved teaching methodologies by using smart board and over head projectors.
- Improved teaching methodologies by encouraging more from classroom interaction among students, regular assignments and periodic classroom tests, project work and seminar etc.
- Arrangement of guest lectures, field trip and study tours.
- Feedback from students.
- Continuous upgrading of teaching and office staff as to improve their skills.
- By establishment of state of the art computer lab.
- By effective working of Career and Counseling Cell.
- Well equipped library with e-library facility.
- By construction of a guest room to utilize the same, as the need arises.
- By encouraging students to participate more and more in indoor and outdoor sports activities.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

**File Description**

**Document**

List of gender equity promotion programs organized by the institution

[View Document](#)

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

**Safety and Security**

To ensure gender security, doors and windows and gates of the college are guarded very effectively during college hours. Identification documents of all the staff and sub staff and divers are completed, so as to chase any of them in case of any accident.

Toilet and common room for boys and girls are provided separately and one women sub staff is kept on duty, so that any non-sense activity could be reported immediately.

Further, installation of CCTV at certain points is under consideration which will be provided in the college in coming session.

**Counselling**

The institution has a Grievance Redressal Cell and Women Development Cell. Faculty members are assigned to listen to the grievances of the students and solve them effectively. Ours is a co-education

college and therefore all faculty members are sensitized towards the typical problems of the girl students. Girls students may approach WDC for gender specific complaints, which conducts regular counselling of all student of the college .

### Common Room

Seperate common room for girls students, with toilet facilities, is provided to spent their leisure time.

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 6

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 30

7.1.3.2 Total annual power requirement (in KWH)

Response: 500

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 125

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 125

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

**Solid waste management**

Solid waste in the college is mostly daily cutting of papers and sweepings only, which are collected by municipal corporation daily. Recyclable waste papers are collected through Waste Bins and sent for recycling.

**Liquid waste management**

Liquid waste is very minimal and it is directly channelled to septic tank in the premises.

**E-waste management**

Our E-Waste is almost nominal which can be said to be almost nil.

---

**7.1.6 Rain water harvesting structures and utilization in the campus**

**Response:**

**RAINWATER HARVESTING SYSTEM**

**ROOFTOP WATER HARVESTING:**

The runoff water from rooftop and terraces is channelised into tree plantation and in to recharge well.

**SURFACE RUNOFF WATER HARVESTING:**

Rainwater harvesting is an important environment friendly approach, dubbed as a Green Practice which keeps the groundwater table recharged. Most of the rainwater is soaked in the earthen fields of our campus and excess water is channelised to green plantations or to recharge well.

---

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**

- **Green landscaping with trees and plants**

**Response:**

Following Green Practices are followed by both, the faculty and the students, in the college campus --

**Bicycles:** The faculty members and students residing nearby are encouraged to come by bicycles so as to prevent the emission of carbon dioxide in the campus.

**Public Transport:** The institution is located at a distance of less than 1 km from the main city and therefore we encourage our faculty members and students to use the public transport or pedestrian friendly roads for safety, security and fuel conservation. The college campus is situated by the side of a wide and well maintained black top road and has foot paths on both the sides. Inside the campus also, well maintained foot paths and verandahs are available for students.

**Plastic free campus:** Use of plastic bags and cups is discouraged in the campus and in that place steel/paper plates and glasses are encouraged to be used.

**Paperless office:** With the keen interest of management, the college maintains paperless office. Office accounts and academic records are stored and maintained through computers storage devices. College campus is Wi-Fi enabled making it easier to be paperless.

**Green landscaping:** The college has taken several measures for green landscaping of the campus. Number of trees of various species are planted in the campus and vast area is covered by green lawns also. Tree plantation is a regular activity of NSS wing of the college.

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 6.17

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.42	.37	.35	.28	.25

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 29

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	6	5	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

#### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>

#### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff**

Response: No

#### 7.1.13 Display of core values in the institution and on its website

Response: No

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

#### 7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

Response: Yes

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**



**Response: 0**

### **7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The institution follows with fervor and zeal the practice of organising National Festivals and birth anniversaries of great Indian personalities. The institution practices pluralist approach towards organising such functions of various religion. Institution organizes National Festivals and birth and death anniversaries of great Indian personalities such as Independence Day, Republic Day, Gandhi Jayanti, Teachers Day, Martyrs Day, Swami Vivekanand Jayanti as Youth day, Ambedkar Jayanti, Pt. Deendayal Upadhyay Jayanti, Sadar Ballabh Bhai Patel Jayanti etc.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

**Response:**

The principal of our institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects is done by him which improve the overall performance of the institution. Effective leadership by setting values and participative decision making process is key not only to achieve the vision, mission and goals of the institution but also in building the organisational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflect the institutional efforts in achieving its vision. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. There are established procedures and processes for planning and allocation of financial resources which lead to effective & efficient use of financial resources. The Budget Process which is an inclusive and collaborative process is followed. College budget templates are circulated to collect the budget requirements for the forthcoming year. The respective faculty member then submit the requirements which are then consolidated.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

**Response:**

#### **1. Institutional best practices I : Group Discussion & Debating Competitions**

##### **Goal**

- To boost self confidence among students.
- To improve their power of expression.

- To help in personality development.
- To remove their hitch in interacting at public platform

### **The Context**

Our institution has been instrumental in organizing Group Discussion and Debating competitions to encourage students to develop their capabilities and talent in expression and interaction at public platforms and develop leadership qualities.

### **The Practice & Evidence of success**

- Group discussion and Debate Competitions are organized in the college from time to time.
- Students are made aware on life works of great national leaders so as to enable them to lead more effective life in future.
- Students are motivated and given help to participate in inter college and inter University competitions. It is pride of our institution that on many occasion our students had been successful in various competitions.

### **Problems Encountered and Resources Required**

- Non-availability of sufficient number of participating students due to small base of students in the institution.
- Insufficient availability of funds at the discretion of the institution.

## **2. Institutional best practices II : Epoch Making Thinkers Study Centers**

Two Epoch Making Thinkers Study Centers, namely Mahatma Gandhi Study Centers and Swami Vivekanand Study Centers are running in the college.

### **Goal**

- To educate students about life and works of great Indian personalities
- To inculcate moral values and national pride
- To motivate students about their social responsibilities and duties towards their nation.
- To improve self control.

### **The Context**

Along with curriculum, our college insists on harmonious development of the Hand, the Heart and the Head. It is possible with imparting a blend of modern education with studying ancient Indian culture alongwith works and deeds of contemporary great Indian personalities, without whom it could not have been possible to preserve our culture and regain independence from one thousand years of misrule of foreign invaders.

The Institution thought of starting study centers on life of Mahatma Gandhi and Swami Vivekananda and it became possible with funding from UGC. As a result these two centers are running in our

institute since last five years and inculcating national values among students of our college.

### **The Practices**

- Different aspects are spent out from life and deeds of these great Indian personalities.
- Every aspect is discussed (and literature is made available) one by one among participating students once in a week.
- Thereafter students are encouraged to express their views individually. Sometimes essay competitions are also organized and winning students are encouraged by awards and letter of appreciations.
- National seminars on selected topics for each study center are being organized annually in last five years. Faculty and students of the college (other than participation of various colleges and Universities) participate actively in these seminars.
- Lecture series and workshops under these two centers were continuously organized in different schools and colleges of our town during last five years.

### **Evidence of Success**

Daily routine, behavior and activities of participating students of our college have been changing since these centers started in our college. They have become more focused towards their aims and targets.

### **Problems Encountered and Resources Required**

- Non-availability of sufficient number of participating students due to small base of students in the institution.
- Insufficient availability of funds at the discretion of the institution.

## **7.3 Institutional Distinctiveness**

### **7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

#### **Response:**

#### **Student Support Service through Moral and Financial Aid**

#### **Goal**

- To increase the Gross Enrollment Ratio in Higher Education
- To control the dropout rate
- To increase the course completion rate

#### **The context**

Higher education is a costly proposition, and all indications show that the costs will only increase further.

With the rising cost of a college education, students and parents are pushed to avail various types of financial assistance. With the right opportunity, at the right time, students can craft their dreams about higher education into reality.

### **The Practice**

The economically weaker students are identified through counselling. A strong moral support is provided to them and financial aid is also given through Central and State Government scholarships, Sitaram Jindal Trust Scholarship and Students Welfare Fund of the college.

### **Evidence of Success**

- The students who have received moral and financial aid, scored high marks and completed the course timely. The college maintains record of such students.
- Such motivated students also perform better in sports and extra curricular activities.
- The student Drop out rate is decreased.

### **Problems Encountered and Resources required:**

- Most of the students enrolled in our college are from the economically weaker section and it is very difficult to support all of these, based on resources available to the college.
- Adequate financial aid is required from Government/UGC and other agencies to assist such students.

## 5. CONCLUSION

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### **Additional Information :**

The Vidya Mandir Degree College, Kaimganj was established in September 1971, with the objective of imparting education among the youths, farmers and the other educationally disadvantaged people of Farrukhabad district of Uttar Pradesh state. The Management Committee of Vidya Mandir Degree College through this institution is playing a key role in the academic and socio-economic upliftment of people of Kaimganj and surrounding area.

Till 1971, the students of Kaimganj area went to neighboring towns and cities for higher education. Hence, some of our elders felt the great need to provide higher education to the students of our area at their door-step. Enthusiastic groups of citizens of Kaimganj namely Late Sri Harischandra Agarwal, Late Sri Mahesh Chandra Agarwal, Late Sri Radheraman Rastogi and Late Sri Sitaram Rastogi and Late Sri Suresh Chandra Agarwal came forward to establish this institution at Kaimganj and 47 years of its existence, portrays the dedication of the managing committee and staff of the college.

### **Concluding Remarks :**

Our college is an institution of higher education with commerce stream alongwith certain Vocational Courses and it is recognized by the UGC under section 2(f) and 12(B) of the UGC ACT 1956. Vidya Mandir Degree College is permanently affiliated to Chattarpati Shahu Ji Maharaj University, Kanpur, Uttar Pradesh and it has been accredited with B Grade on 27.03.2011 by NAAC in the 1st cycle. The College has been consistently maintaining higher academic standards and good institutional practices and also fulfilling its social responsibilities.

Post accreditation period, IQAC team of the college has taken responsibility to implement diverse quality enhancement measures and brought the institution to this present stage for the 2nd cycle of accreditation by NAAC. In the process of 2nd cycle of accreditation this Self Study Report (SSR) has been prepared by the IQAC team with utmost honesty and dedication and also it is the outcome of the collective, collaborative and continuous effort of the entire team.

SSR of the institution is being submitted herewith for its evaluation for 2nd cycle of accreditation by NAAC and for that matter communication regarding visit of Peer Team is awaited.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The numbers have been changed according to the proof provided by the HEI.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	1	1	1	1	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	1	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	1	1	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	1	0	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Members of executive council can not be accepted.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>25</td> <td>26</td> <td>68</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	52	25	26	68	0										
2016-17	2015-16	2014-15	2013-14	2012-13																	
52	25	26	68	0																	

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
52	25	26	67	0

Remark : The numbers have been changed according to the proof.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 2

Answer after DVV Verification: 0

Remark : As per clarification cleared by HEI the input has been changed to zero accordingly.

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 83

Answer after DVV Verification: 16

1.4.1 Structured feedback received from

1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

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

Answer After DVV Verification: E.None of the above

Remark : The option has been chosen according to the HEI response.

1.4.2 Feedback processes of the institution may be classified as follows:

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: E. Feedback not collected

Remark : The option has been chosen according to the HEI response.

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
55	55	70	69	75

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
55	55	70	68	75

Remark : The option has been changed according to the proof.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 3

Answer after DVV Verification: 2

Remark : As only 2 proofs have been provided for 2 students as per the HEI input, the data has been changed accordingly.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 7

Answer after DVV Verification: 5

Remark : The number has changed according to the proof.

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 21

Answer after DVV Verification: 01

Remark : The number has been changed according to the HEI response.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0



Remark : As claimed by the HEI input has been changed.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	0	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : The numbers have been changed according to the HEI response.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	1	2	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	4	0	4

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	6	6	6

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
175	105	151	150	107

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
174	105	151	150	107

Remark : The numbers have been changed according to the proof.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 2

Answer after DVV Verification: 1

Remark : Computer labs cannot be considered here. Hence changed the number accordingly.

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Since the link needed has not been provided, the metric has been edited accordingly.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

27	19	20	27	15
----	----	----	----	----

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
25	19	20	27	15

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : D. Any 4 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : Since no proper proof has been provided, the metric has been edited accordingly.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
127	154	143	152	167

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
74	69	79	77	38

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including

sexual harassment and ragging cases

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Since no proof has been provided, the metric has been edited accordingly.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
22	13	14	19	16

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	13	9	7

Remark : Since the details of the company has not been provided, the numbers has been reduced to 0.

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : As per the clarification provided, the number has been reduced to 0.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above  
 Answer After DVV Verification: E. Any 1 of the above  
 Remark : Since the screenshots has not been provided, it is considered that none of the above has been implemented.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year  
 6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	6	6	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	6	6	4

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Since there is no proper proof to support the claim, this metric has been reduced to 0.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years  
 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	7	6	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13

6	6	6	5	6
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7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 495 1046 629"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 707 1046 842"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the clarification provided, the numbers have been changed accordingly.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	7	7	7	6	7	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
7	7	7	6	7																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : As per the clarification provided,the metric has been edited accordingly.</p>																				
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : As per the clarification provided,the metric has been edited accordingly.</p>																				
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : As claimed by the HEI the response has been changed accordingly.</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :0 Remark : Activities provided in some other metrics cannot be accepted here. Hence this metric has been reduced to 0.</p>																				

**2.Extended Profile Deviations**

ID	Extended Questions
1.4	Total experience of full-time teachers Answer before DVV Verification : 95 years Answer after DVV Verification : 67 years

NAAC