



# **SELF STUDY REPORT**

**FOR**

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

**NANAKCHAND ANGLO SANSKRIT COLLEGE, MEERUT**

**EASTERN KUTCHERY ROAD, MEERUT**

**250001**

**[www.nascollege.org](http://www.nascollege.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Nanak Chand Anglo Sanskrit College, Meerut, Uttar Pradesh (latitude 29°N, 77.45° E), is a premier institution of Higher Education in Western Uttar Pradesh. The college, recognized by UGC Regulation section 2f and 12 b, is affiliated to Chaudhary Charan Singh (CCS) University Meerut, is on grant- in aid of Uttar Pradesh.

The college is devoted to *the* revered memory of Pandit Nanak Chand Ji, who in the tender age of 22 years (in 1884) donated his entire property for social development. His will legalized in 1885 stated that “*half of his income was to be used running a school for empowering trilogy, English, Sanskrit and Hindi and rest of the income was to be used in equal proportion for care of (a) physically challenged, destitute and wandering monks (b) helpless widows and financially deprived, respectively.*” To materialize the will of Pandit Nanak Chand Jee, the Governor of United Province, Sir John Prescott Hewet laid the foundation of Nanak Chand High School on 25th February, 1909 which developed as an Intermediate College in 1947 and a degree College in 1952, affiliated to Agra University.

The college emblem-*Satyam, Shivam, Sundaram* portraying eternal Indian values and the vision and mission statements, as mentioned below, are reflective of the inclusive approach of democratic India.

### **Vision**

To emerge as a centre of excellence, contributing substantially to every sphere of nation building.

### **Mission**

To provide opportunities for Higher Education, Research and Consultancy embedded in professional competence, coupled with empowerment and human values.

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

### **Institutional Strength**

- 90% teachers are Ph.D and 60% percent teachers are registered research supervisors. 13 departments, out of 16 are registered as research centres. During last five years total 92 Ph. D degrees have been awarded
- Many teachers are subject experts, members of board of studies, subject conveners and resource persons in CCS University and elsewhere .
- Over the years many research projects sponsored ICSSR and UGC have been completed.
- The college library has large number of rare books.
- All the faculty members have ‘INFLIBNET’ access.

- The College has an Art and Culture Museum in collaboration with National Museum, India.
- The Entire campus is wi-fi enabled and the college has eight Smart class rooms.
- Female Teachers are a little more than 50% and about 45% students are girls. At PG level the total numbers of girls is more than boys.
- Over the years there has not been a single instance of gender discrimination or harassment or ragging.
- The College has high reputation in sports and over the years has created favourable atmosphere for girls to excel in sports.
- Girls' Hockey Team of CCS University Meerut largely comprises (more than 50%) of the students of the college.
- Recently Kiran Baliyan got Gold Medal in the **South Asian Junior Athletics Championship 2018 Sri Lanka**.
- In 2017-18 Km. Shivani Sharma and Km. Pratibha Thakur have qualified as International and National Hockey Umpires.
- The financial statements of the college are regularly audited by the internal and external auditors.

### **Institutional Weakness**

- Large number of Vacant Post of Teachers and High Teacher Students ratio.
- Prevalence of dual system of faculty positions viz. Permanent/regular faculty and part-time /contract faculty.
- **Prevalence of Dual system- annual (at UG level) and semester system (at PG Level) of examinations and teaching. Hence** evaluation and invigilation consumes a substantial time of teachers.
- Funds earmarked for infrastructure development fall short of requirement hence student computer ratio is very high, Science labs equipments need up-gradation, Faculty members do not have separate rooms to interact with students and research scholars.
- Due to shortage of funds, facilities and infrastructure can not be adequately upgraded, as well as building of the college which is of heritage importance (more than a century old) could not be renovated.
- Faculty and staff do not have residential accommodation in the campus
- Transportation facility for the students is unavailable.
- Large numbers of students in the college are from rural areas and belong to weaker sections of society. Many of them are engaged in livelihood earning activities and therefore, frequently miss classes.
- Students have strong preferences for short-notes and help-books, hence application of concepts and theories get back seat.

### **Institutional Opportunity**

- Emergence of Meerut as Educational Hub of Western UP. The city itself has 2 state universities CCS University and SVB Patel Agricultural University and two private universities Subharti University and Shobhit University, large number of private Engineering, Management and Teachers' Training Colleges. Therefore, the college faculty and students get an opportunity to interact with different institutions and scholars in multiple ways. There is an opportunity for horizontal mobility.

- Fast Expanding Secondary Education: Because of the ongoing educational development programmes at senior secondary level, there are large number of admission seekers
- Rapid industrialization and development of SEZs in UP as well as in the neighbouring states like Haryana and Uttarakhand is creating ample job opportunities which can be utilized by the student.
- Proximity to union capital i.e. New Delhi which is a centre of higher quality educational institutions like JNU, DU, Jamia Milia Islamia, IIT and so many others provides a major opportunity to the college in approaching expert faculty members of national and international fame for guest lectures and general interaction.

### **Institutional Challenge**

- Centralized Educational Governance has toll on quality education.
- The Uttar Pradesh Higher Education Commission, the recruiting authority of teachers of grant in Aid College in recent past functioned very slowly. Consequently large number of faculty positions are vacant
- College has almost no say in admission process and present admission process adopted by the CCS University is highly centralized, cumbersome and prolonged. This has Reduced effective teaching days.
- Due to prolonged admission procedure, frequency of exams (Annual exams, Semester exams, back paper exams) and delayed declaration of results, many students miss the opportunities to join centres of higher learning.
- Reduced effectiveness of traditional academic courses in job market has its toll on quality education- as students develop casual attitude toward studies
- College runs only conventional programmes and there is growing attraction towards professional courses. This discourages meritorious students to join the college.
- Non availability of quality study material in Hindi at both UG and PG level is also a big handicap for students as majority of the students are not comfortable with English.
- Outdated and lengthy syllabus takes away the interest of students. Consequently, students fail to link their career aspirations with education.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution runs nineteen traditional and professional programs in aided and self-finance category at Under Graduate level. Of these, fourteen programs are offered for Post-Graduation. The institution has a planned and documented process of curriculum delivery through an institutional induction program for UG and PG students and departmental orientation sessions for PG students. The college being an affiliated college has no autonomy in designing the syllabi however; the college ensures its effective delivery, monitors it and evaluates its completion...

In the last five years the college has introduced one new programme LL.M. in self-finance category taking the total number of programs to 46 i.e. in the last five years 6.15 percent courses were added. However, in the same duration no certificate/ diploma program has been introduced in the college. The college cannot

implement CBCS/ Elective course system on its own.

Students in some of the PG courses can undertake field work whereas internship is a requirement for B.Ed. program.

48.48 percent of full time faculty members from the college have provided their services as coordinators, visiting members and councilors in various bodies of University, Open Learning Centers and Government of India.

College has a well devised system of collecting feedback from students, teachers, alumni and parents for a first, second and third party assessment for the furtherance of college. The same is available on the college web site.

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

The college primarily caters to the educational needs of local community. However, in the last five years the professional programs had an average percentage of 0.44 of out of state candidates. The average percentage of enrolment of students as against the sanctioned seats in the last five years was 78.74 percent. Of this approximately 108 percent students of reserved category were admitted as against seats earmarked for them.

The college adopts student centric method of teaching through identifying and catering to the needs of advanced and slow learners.

The college follows a continuous evaluation system prescribed by University for the PG classes.

A significant percentage of teachers (app. 62%) use e resources. The college has smart classes, LCD projectors and internet connection as the available ICT tools.

The student full time teacher ratio though has been decreasing but still it was more than 57 students per teacher in the last session i.e. 2017-18. The average percentage of differently able students was 0.62.

The average year of service of full time teachers is 16 years. With the average percentage of full time teachers against the sanctioned number of posts are about 71%. The average percentage of full time teachers with Ph.D. is about 90%. The percentage of teachers from other states is about three percent of the total teachers

The average pass percentage of students is about 89%.

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

College has taken various initiatives for a conducive environment to promote research, innovative ideas; skill development and transfer of updated knowledge to the students. With reference to the above the college has created following facilities overtime:

- The faculty members guide the admission seeking students to enable them to select the course best suited for them.
- Students, throughout the year, get differentiated and specialized guidance and counseling from the faculty members for their career and exams like NET, GATE, Civil Services, State Services exams etc.

Besides, the College organizes Co-Curricular Activities like Debates, Quiz, Essay Competitions, Rangoli Competitions etc.

- In terms of extension activities in the neighborhood communities and their impact upon sensitizing the students about social issues and holistic development, the college has a well maintained system.
- The college, through its NSS, NCC and Rovers Rangers Units provide the students experiential learning. These units organize various campaigns, awareness programmes about HIV/AIDS; personal health and hygiene, moral values throughout the year.
- The students, under the guidance of their teacher(s) co-ordinators undertake socially alleviating activities like importance of cleanliness and pollution free environment, blood donation camps, tree plantations, water conservation, voters' awareness, save girl educate girl, gender sensitization, traffic safety etc.
- The college also organizes excursions, educational trips and tours for the students to gain a better insight of their surroundings and learn from all these activities.

### **Infrastructure and Learning Resources**

The College is spread over about 38040.45 square meters, with a built area of 15,000 square meters. There are 45 classrooms, 3 multipurpose halls, 20 laboratories, one Central computer lab and one central library with e resource centre, museum and Gymnasium. The college has a sports field and a basketball court. Legendary hockey players like Major Dhyan Chand, Romeo James, Parmod Batala (both alumni of the college) and M.P. Singh etc have shown their skills on the hockey ground of the college. The central library is fully computerised having about one lakh books, among which the number of rare books is substantial. Over the last five years – the average investment on purchase of books and journal is around Rs. 5 lakh. The College has 8 smart class rooms and one conference hall fitted with IT facilities. The students computer ratio in the college is 63:1.

There is a well established system of up-gradation and utilization of teaching learning resource. In annual budget of the college, specific provisions are made for up-gradation and maintenance of these facilities. The decision and implementation of up-gradation and maintenance of each and every component of learning resource are taken by committees of faculty members, constituted for the purpose. In these committees, as and where required, students participation is ensured. The entire campus is Wi-Fi enabled; computerized library and most of the departments have computer- photo-copier. It is the priority of the college that in near future every department should have at least one smart class.

### **Student Support and Progression**

The college has a well designed student support system. By the efficient functioning of the office of Dean Students' welfare, on an average one third students are annually benefited by timely disbursement of scholarships. The other committees like Career Guidance Cell and Remedial Teaching Cell help students to overcome the knowledge deficit, to sharpen communication skills, and in shaping attitude and personality. About one third of the students could opt for higher studies such as Master Degrees and Doctorate. Couple of students have joined even IITs and considerably good number of students qualified JRF, NET, GATE examination and some students got entry into state and central government services.

The college has well defined Grievance Redress mechanism, quickly responding to the grievances within span of two to five days. The college takes adequate safeguards to ensure security of girl students and systematically fosters gender sensitive environment.

The college has a place in sports and its students assiduously endeavour to excel at national and international level. For instance, in 2018 Ms. Kiran Baliyan won bronze medal in **South Asian Junior Athletics Championship 2018 Sri Lanka**. In 2017, Ramesh Chandra Sharma, won bronze medal in the All India Taekwando Championship. During last five years girls of college scored positions in national Hockey such as national indoor hockey and national women hockey etc.

The alumni of the college are always eager to be at sides with the college. Every year college arranges alumni meet to seek suggestions and cooperation of alumni.

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

The Managing Committee of the college is headed by the District Magistrate, Meerut with life members of the Nanakchand trust and one member each from teaching and non teaching staff, is at the apex of governance structure of the college. The managing committee finalizes the development proposals, draws strategic plan and approves the budget. Various committees of teachers, in some of which like library committee, Magazine Committee students also are on board, spend the allocated budget. The accounts of the college are regularly audited by internal and external auditors

The thrust areas of strategic plan had been strengthening the IT infrastructure of the college as a result finance and accounts, and library of the college has been fully computerized. As per the ongoing strategic plan, the college intends to equip every department with one smart class.

The recruitment and promotion mechanism of teachers is as per the UP Universities Act, 1973, and API scores as prescribed UGC and adopted by the Government of UP for promotion. The Internal Quality Assurance cell regularly disseminates information about API and also take feedback from students, parents and alumni on various issues

During the last five years eight faculty members have completed orientation/ refreshers courses from different Academic Staff Colleges. The college also organizes various capacity building programmes for faculty and non teaching staff. CCS University allotted pre-Ph.D. course work in difference subjects such as History and Sanskrit in the college.

The college has welfare fund for the teaching and as well for non teaching staff and assistance is provided to the needy member.

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

The gender equity and women empowerment cell of college organizes sensitization and empowerment programmes. The college ensures that female faculty and students are in lead in every sphere of college activity. This is apparent from the fact that 10 out of 16 department are headed by female faculty. The college has separate washrooms and common hall for girls. To strengthen its traditional reputation in sports – the college, as one of its best practice is promoting sports among girl.

The college has constructed ramps and separate washrooms for Divyang and there are wheel chairs to assist them.

The college campus is completely plastic free and separates biodegradable and non degradable wastes. The biodegradable waste is used to prepare compost manure. The e-waste is preferable exchanged, for new products. To save energy the college has completely gone for LED bulbs and tubes.

The college has sewerage, drainage and rainwater harvesting system. The college guards its greenery to ensure that it remains the Heaven for Twitchers, as attracting birds is one of the best practice of the college.

The college celebrates national festivals, birth and death anniversaries of national leaders. To sensitize students about national heritage the college, has established a Museum and take students for study tours. Besides faculty members' deliberates in class about human values, ethics and professional values, social concerns and issues, specific programme are also organized. In this sphere college has signed MoUs, with various institutions.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | NANAKCHAND ANGLO SANSKRIT COLLEGE, MEERUT                  |
| Address                         | Eastern Kutchery Road, Meerut                              |
| City                            | MEERUT   |
| State                           | Uttar pradesh  |
| Pin                             | 250001   |
| Website                         | <a href="http://www.nascollege.org">www.nascollege.org</a> |

| Contacts for Communication |                     |                         |            |     |                               |
|----------------------------|---------------------|-------------------------|------------|-----|-------------------------------|
| Designation                | Name                | Telephone with STD Code | Mobile     | Fax | Email                         |
| Principal                  | V. P. Rakesh        | 0121-2642153            | 9927992806 | -   | principalnascollege@gmail.com |
| Associate Professor        | Devesh Chand Sharma | 0121-2766733            | 9027690547 | -   | devesh.jot@gmail.com          |

| Status of the Institution |                                 |
|---------------------------|---------------------------------|
| Institution Status        | Grant-in-aid and Self Financing |

| 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 | 01-01-1952 |

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

| State         | University name                   | Document                      |
|---------------|-----------------------------------|-------------------------------|
| Uttar pradesh | Choudhary Charan Singh University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 19-02-2004 | <a href="#">View Document</a> |
| 12B of UGC    | 19-02-2004 | <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 |
|--------------------------------|---|--------------------------------|--------------------|---------|
| NCTE                           | <a href="#">View Document</a>                                 | 28-08-2017                     | 24                 |         |
| BCI                            | <a href="#">View Document</a>                                 | 28-06-2017                     | 36                 |         |

**Details of autonomy**

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

**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 |

| <b>Location and Area of Campus</b> |                               |                  |                             |                                 |
|------------------------------------|-------------------------------|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>                | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Eastern Kutchery Road, Meerut | Urban            | 9.4                         | 15000                           |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Hindi                        | 36                        | XII                        | Hindi                        | 240                        | 237                            |
| UG  | BA,English                      | 36                        | XII                        | English                      | 320                        | 318                            |
| UG  | BA,Sanskrit                     | 36                        | XII                        | Hindi                        | 80                         | 57                             |
| UG  | BSc,Mathematic                  | 36                        | XII                        | English + Hindi              | 200                        | 200                            |
| UG  | BA,Mathematic                   | 36                        | XII                        | English + Hindi              | 80                         | 79                             |
| UG  | BA,Economics                    | 36                        | XII                        | English + Hindi              | 235                        | 235                            |
| UG  | BSc,Economics                   | 36                        | XII                        | English + Hindi              | 5                          | 5                              |
| UG  | BA,Political Science            | 36                        | XII                        | English + Hindi              | 320                        | 319                            |
| UG  | BA,Sociology                    | 36                        | XII                        | English + Hindi              | 160                        | 160                            |
| UG  | BA,History                      | 36                        | XII                        | English + Hindi              | 160                        | 159                            |
| UG  | BA,Drawing And Painting         | 36                        | XII                        | English + Hindi              | 80                         | 52                             |
| UG  | BSc,Physics                     | 36                        | XII                        | English + Hindi              | 200                        | 195                            |
| UG  | BSc,Chemistry                   | 36                        | XII                        | English + Hindi              | 240                        | 240                            |
|   |                                 |                           |                            |                              |                            |                                |

|    |                         |    |     |                 |     |     |
|----|-------------------------|----|-----|-----------------|-----|-----|
| UG | BSc,Statistics          | 36 | XII | English + Hindi | 40  | 40  |
| UG | BSc,Zoology             | 36 | XII | English + Hindi | 80  | 80  |
| UG | BSc,Botany              | 36 | XII | English + Hindi | 80  | 80  |
| UG | BCom,Commerce           | 36 | XII | English + Hindi | 240 | 239 |
| UG | LLB,Law                 | 36 | UG  | English + Hindi | 180 | 180 |
| UG | BEd,Teachers Education  | 24 | UG  | English + Hindi | 50  | 47  |
| PG | MA,Hindi                | 24 | UG  | Hindi           | 60  | 15  |
| PG | MA,English              | 24 | UG  | English         | 60  | 24  |
| PG | MA,Sanskrit             | 24 | UG  | Hindi           | 60  | 6   |
| PG | MSc,Mathematic          | 24 | UG  | English + Hindi | 60  | 56  |
| PG | MA,Economics            | 24 | UG  | English + Hindi | 60  | 16  |
| PG | MA,Political Science    | 24 | UG  | English + Hindi | 60  | 36  |
| PG | MA,Sociology            | 24 | UG  | English + Hindi | 60  | 36  |
| PG | MA,History              | 24 | UG  | English + Hindi | 60  | 22  |
| PG | MA,Drawing And Painting | 24 | UG  | English + Hindi | 20  | 13  |
| PG | MSc,Physics             | 24 | UG  | English + Hindi | 20  | 17  |
| PG | MSc,Chemistry           | 24 | UG  | English + Hindi | 20  | 20  |
| PG | MCom,Commerce           | 24 | UG  | English + Hindi | 120 | 53  |
| PG | LLM,Law                 | 24 | UG  | English + Hindi | 60  | 31  |
|    |                         |    |     |                 |     |     |

|                 |                                    |    |    |                 |    |    |
|-----------------|------------------------------------|----|----|-----------------|----|----|
| PG              | MEd, Teachers Education            | 12 | UG | English + Hindi | 20 | 20 |
| Doctoral (Ph.D) | PhD or DPhil, Hindi                | 60 | PG | Hindi           | 22 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, English              | 60 | PG | English         | 6  | 1  |
| Doctoral (Ph.D) | PhD or DPhil, Sanskrit             | 60 | PG | English + Hindi | 6  | 1  |
| Doctoral (Ph.D) | PhD or DPhil, Mathematics          | 60 | PG | English + Hindi | 6  | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Economics            | 60 | PG | English + Hindi | 6  | 3  |
| Doctoral (Ph.D) | PhD or DPhil, Political Science    | 60 | PG | English + Hindi | 30 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Sociology            | 60 | PG | English + Hindi | 18 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, History              | 60 | PG | English + Hindi | 20 | 2  |
| Doctoral (Ph.D) | PhD or DPhil, Drawing And Painting | 60 | PG | English + Hindi | 12 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Physics              | 60 | PG | English + Hindi | 18 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Chemistry            | 60 | PG | English + Hindi | 16 | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Law                  | 60 | PG | English + Hindi | 4  | 0  |
| Doctoral (Ph.D) | PhD or DPhil, Teachers Education   | 60 | PG | English + Hindi | 28 | 1  |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 31                         |        |        |       | 43                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 11                         | 20     | 0      | 31    | 10                         | 6      | 0      | 16    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 27                         |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 19                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 8                          | 11     | 0      | 19    |
| 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              |             |               |               | 64           |
| Recruited   | 44          | 3             | 0             | 47           |
| Yet to Recruit  |             |               |               | 17           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 26           |
| Recruited   | 24          | 2             | 0             | 26           |
| 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              |             |               |               | 4            |
| Recruited   | 3           | 0             | 0             | 3            |
| Yet to Recruit  |             |               |               | 1            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 3            |
| Recruited   | 3           | 0             | 0             | 3            |
| 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> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 1                          | 1             | 0             | 0                          | 0             | 0             | 2            |
| Ph.D.                        | 1                | 0             | 0             | 12                         | 19            | 0             | 9                          | 12            | 0             | 53           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 1                          | 0             | 0             | 1            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 4                          | 3             | 0             | 7            |

| <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      | 4                          | 1      | 0      | 5            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| 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      | 3                          | 2      | 0      | 5            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 7                          | 15     | 0      | 22           |

| <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>Total</b> |
|   |             |   |               |   |              |
|   | 0           | 0 | 0             | 0 | 0            |

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



| Programme       |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Doctoral (Ph.D) | Male   | 2   | 0                             | 0            | 0                   | 2     |
|                 | Female | 6   | 0                             | 0            | 0                   | 6     |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| UG              | Male   | 1750  | 11                            | 0            | 0                   | 1761  |
|                 | Female | 1176  | 5                             | 0            | 0                   | 1181  |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG              | Male   | 239   | 0                             | 0            | 0                   | 239   |
|                 | Female | 247   | 1                             | 0            | 0                   | 248   |
|                 | 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   | 708           | 653           | 605           | 526           |
|  | Female | 504           | 452           | 346           | 368           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 2             | 3             | 5             | 1             |
|  | Female | 3             | 3             | 0             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 1005          | 897           | 1033          | 1025          |
|  | Female | 762           | 657           | 653           | 621           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 757           | 678           | 604           | 625           |
|  | Female | 834           | 757           | 623           | 584           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>4575</b>   | <b>4100</b>   | <b>3869</b>   | <b>3751</b>   |

### 3. Extended Profile

#### 3.1 Program

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

Response: 455

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 46      | 46      | 45      | 45      | 45      |

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3751    | 3869    | 4100    | 4575    | 4441    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1425    | 1425    | 1419    | 1402    | 1419    |

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1073    | 978     | 1149    | 1304    | 1358    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 67      | 66      | 70      | 66      | 66      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 96      | 96      | 96      | 91      | 91      |

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 48**

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

#### Number of computers

**Response: 59**

## 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:

- Institution runs three year degree courses at Under Graduate level in fifteen disciplines in aided and self financed category with three compulsory subjects in each year along with two qualifying courses - Environment Science once in three year and Sports and Physical Education every year. *Bhartiya Sanskriti Evam Rashtriya Gaurav* and Communication and Writing Skills in either Hindi, or English or Sanskrit are taught as foundation courses in Ist and IInd year respectively. Under graduation in L.L.B is undertaken on semester basis. Post Graduate classes in fourteen disciplines are conducted on semester basis.
- The syllabi of every discipline at Under Graduate and Post Graduate courses are divided into units.
- Morning shift is devoted for humanities, social science, science and commerce faculties. Later in the day professional courses – education and law are run. A general time table is prepared at institutional level for Under Graduate classes and each department accordingly adjusts their time table for post graduate classes to ensure transparency as regards place, time, faculty member and course to be taught.
- An induction programme is organised for under graduate and post graduate students in the beginning of the session. Later, orientation session for post graduate students is conducted by respective departments, to identify the knowledge gaps and teachers try to accordingly guide them.
- A precise introduction of courses is given to the students in the class room with a list of suggested readings. As the session advances Post Graduate students are also suggested specific readings for specific topics.
- Post graduate courses are divided in four semesters. The evaluation of four courses in each semester is divided internally and externally 50:50. Internal evaluation is further divided in two written tests of twenty marks each and a presentation/ assignment/ seminar of ten marks. The delivery of curriculum is so planned that the whole syllabus is proportionately divided between two internal assessments. The dates for internal assessment are decided with unanimous consent from all departments after thorough discussion on the status of delivered curriculum. Students in the beginning of semester are made aware as regards the contents of curriculum, assessment pattern and tentative division of curriculum as per assessment.
- In Under graduate classes, as a general practice all faculty members evaluate students very now and then. Every faculty member decides the periodicity and mode of evaluation as she/he deems fit, in accordance with the need of students.
- The curriculum is delivered primarily in lecture mode. The students are apprised of the difficulty level of each topic which is then delivered and discussed accordingly. To make students appreciate the subject and dissuade cramming group discussions, presentations are also undertaken. Individually, teachers convey a date fortnightly when the problems of the students can be discussed.

**1.1.2 Number of certificate/diploma program introduced during the last five years****Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Details of the certificate/Diploma programs | <a href="#">View Document</a> |

**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:** 20.9**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**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03      | 04      | 02      | 03      | 02      |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

**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:** 6.15**1.2.1.1 How many new courses are introduced within the last five years****Response:** 28

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | <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: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 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:**

- The institution runs nineteen traditional and professional programs in aided and self finance category at Under Graduation level namely: Botany, Chemistry, Commerce, Drawing and Painting, Economics, Education, English, Hindi, History, Law, Mathematics, Physics, Political Science, Sanskrit, Sociology, Statistics, and Zoology. However, Mathematics and Economics are being offered as B.A. and B.Sc. Program.
- Of the above mentioned, fourteen programs are offered for Post-Graduation excluding Botany,

Statistics and Zoology.

- The institution has no autonomy in designing the syllabi. It is centrally decided by the Board of Studies of various subjects of the Chaudhary Charan Singh University, Meerut, comprising of external experts, university professors from the campus and faculties of different colleges affiliated to Chaudhary Charan Singh University, Meerut. The syllabi so decided are communicated to the faculty of the concerned department in the college, through website of the CCS University (<http://www.ccsuniversity.ac.in>). The Departments work out a detailed plan for its delivery monitors it and evaluates its completion.
- The list of core courses that address the above mentioned issues is detailed out in the enclosed upload. (View Document )
- The institution, however, has women equity and empowerment cell that tries to enlighten students regarding gender equity. The NSS and Rovers Rangers in the college is constantly engaged in plantation drives and spreading awareness regarding environment conservation and inculcating human values through interaction, plays and other activities in their camps.

### 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

| File Description  | Document                      |
|---|-------------------------------|
| 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:** 1.25

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 47

| 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:** A. Any 4 of the above

| File Description                    | Document                      |
|-------------------------------------|-------------------------------|
| URL for stakeholder feedback report | <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:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description        | Document                      |
|-------------------------|-------------------------------|
| URL for feedback report | <a href="#">View Document</a> |

## 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:** 0.45

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 11      | 15      | 23      | 24      |

#### 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:** 78.3

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1681    | 1802    | 1811    | 1850    | 1859    |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2298    | 2348    | 2288    | 2278    | 2288    |

#### 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:** 87.71

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1151    | 1298    | 1224    | 1279    | 1266    |

| 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:**

- The institution assesses the learning levels of the students by getting feedback from the teachers.
- The teachers assess students by conducting exams, debates, quizzes, oral tests and interactive discussions to categorize the students as advanced and slow learners.
- The advanced learners are provided additional reference material in the class. They are encouraged to consult Journals and reference books – available in the college library. The advance learners are asked to share their learning from the journals and references books with peer group, research scholars and faculty members. They are engaged in the formal interdisciplinary interaction with their peers in presence of faculty members. For example – the students of commerce and statistics share their learning with students of Economics. They are also encouraged to actively participate in knowledge based activities organized by other institutions and media. Further, the advanced learners at PG level help their peers and the UG students, if possible.

For slow learners tutorials and extra classes are organized, after regular classes are over. These classes aim at personal interaction of the students with concerned faculty, clarifying the doubts and re explaining of critical topics. These students are encouraged to participate in different activities of the college irrespective of their results. If possible, PG students are also asked to help UG students in their studies.

**2.2.2 Student - Full time teacher ratio**

**Response:** 55.99

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.4**2.2.3.1 Number of differently abled students on rolls**

Response: 15

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

- Faculties, as a practice, keep the academic proceedings in the class interactive to keep it student centered.
- Specifically in PG classes – regular seminars and presentation of students are organized. This helps teachers to identify the knowledge gaps of students and design the appropriate support like revising the difficult topics, suggesting topic specific readings and using multiple examples.
- Faculty members provide support to students to search relevant material from journals/periodicals, web-sources and classics of the subjects.
- To promote collaborative learning, group discussion and team tasks are conducted.
- In PG classes – in every subject students are given assignments. Some subjects like Economics, History and Education-students have to write dissertation / carry out projects - for which they are suggested to opt such topics which involves survey. In Teachers' Education Department- students go for teaching practices and internship. In the Law faculty moot court is organized. It also has Legal Aid Cell, which provides free legal advice to needy litigants. Educational visits to historical sites, industries and laboratories are organized. Industry experts like Chartered Accountants, Statisticians, Councilors and Journalist are invited as guest lecturers on the contemporary and topical issues.
- Through participation in cultural and extension activities, serving in NCC, NSS and working in various committees of the college students learn to express and develop confidence so as to meet the present needs.

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 70.15**2.3.2.1 Number of teachers using ICT**

Response: 47

| 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:** 0

#### 2.3.3.1 Number of mentors

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

- The college has created Smart Classes that gives enough opportunity to faculty and students to use audio- visual medium to facilitate learning such as You Tube, Google Scholar. The college also has central computer lab which provides opportunity to students to use audio- visual mediums, as and when needed. In Many UG and PG programme computer application is a compulsory paper which provides students access to multiple academic sources available on internet.
- For real world learning, theories are linked with day to day examples, references from print and electronic media. Further, brainstorming sessions are organized where students are encouraged to voice their thoughts on a specific topic and learn respecting the views of others.
- Besides, the faculty members in some department- like History organizes field trips to historical sites like the Mahabharata (Tourist) Circuit places Hastinapur, Varnavrat (Barnava) and Indus valley civilization sites in Western UP such as Sanuli and Gohar Alamgiri etc.
- Hindi Department endeavours to invite non Hindi language students to interact with the PG students of the college. Recently Department of Hindi, hosted interaction of 50 students from Maharashtra and Andhra Pradesh sponsored by Directorate of Hindi, Government of India. These activities are sort of having classes outside the classrooms.
- PG students specifically are asked to visit library for consulting research journals for preparing notes and to learn methods of referencing and bibliography. Similarly, UG students are encouraged for frequent visit to library for consulting different text books. The institute has a system of nominating class representatives from each section of every class for encouraging use of library among their peers.
- Various departments of the college endeavours to organize interdisciplinary presentations and lectures. For example students and Faculty of Statistics have interactive presentation/ classes with students/ faculties of Department of Economics and Commerce– on various issues related to use of statistical tools in economic analysis. Department of Commerce and Economics organizes presentations on Budget and various recent policy changes – like the demonetization, GST and Digital economy; importance of cash less transaction. Experts / professionals from outside the college and university are invited to share experience and insights with students.
- Through demonstrations, PPT presentations, seminars, and workshops students learn to develop aptitude for creativity.
- Sanskritik and Sahityik Parishad also provide students to learn and develop innovative ideas by

participating in quiz, self composed poetry competitions, essay competitions, debate competitions, extempore speeches, music and drawing competitions. Many of these events are team events which hones team spirit among the students.

Besides, various activities in NSS, and Rovers and rangers – as spelled out in criterion III Research, Innovation and Extension at 3.4.3, are designed to inculcate team spirit and innovative ideas.

## 2.4 Teacher Profile and Quality

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

**Response:** 71.3

| 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:** 90.47

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 60      | 58      | 62      | 62      | 61      |

| 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:** 15.43

#### 2.4.3.1 Total experience of full-time teachers

Response: 1034

### 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:** 7.46

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 02      | 00      | 01      | 02      |

| 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: 2.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 02      | 02      | 02      |

| 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:

- As per the C.C.S University norms – at Graduation level, evaluation of students is the domain of the university and it is only the end year evaluation. However, the faculty members for continuously evaluating UG students follow an institutionalized process wherein immediately after admission interaction are organized to identify knowledge gap of the students, to categorize them as slow and advance learners, as mentioned *at point 2.2.1*. This is done in an interactive manner to clear the doubts and fill the knowledge gap, if any. As a general practice faculty members evaluate the students and take feedback, as regards what has been taught. Each faculty member, however, is independent as regards the mode of evaluation.
- Besides, before commencement of winter break in the month of December, students on the basis of

their overall performance are suggested specific readings and exercises. During Preparation Leaves for Final examination students are encouraged to solve questions from question banks available in the market and guide them in overcoming their shortfalls.

- At PG level, as per the University norms, per semester two midterm evaluations and one seminar / presentation / assignment are mandatory. After presentation faculty members provide necessary inputs to improvise the content and performance of students. Students are asked for peer group learning.

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

#### **Response:**

- In the beginning of the session an induction program for UG and PG students is conducted wherein students are made aware of the internal assessment process.
- Academic performance of PG students is evaluated both by Continuous Internal Assessment (CIA) and University Semester Examinations. The ratio of marks allotted for CIA and University Examinations is 50:50. The College conducts two Continuous Internal Assessment (CIA) Tests per semester in a centralized manner. Attendance in all the three CIA tests is compulsory. CIA Exam Timetable is duly prepared and circulated among the students in advance. Internal Marks are calculated on the basis of the marks secured in the tests, seminars/ assignments.
- The periodic evaluation of UG students, is conducted by the department for the benefit of students and share the outcome with them.
- Practical examinations, viva –voce, in UG and PG level are conducted by a panel of examiners- consisting of an external examiner appointed by the CCS University and an internal examiner appointed by the Principal, following the norms of rotation. The assessment result (awards) of two internal examinations are shared with students before submitting it to the college and finally to university.

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

#### **Response:**

- Any grievance of student is promptly addressed and if need be forwarded to the University for redress. The office of Dean, Students Welfare is responsible for addressing the examination related grievance.
- There is complete transparency in the internal assessment. The criterion adopted is as directed by the university. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The internal assessment test schedules are kept in conformity with the university academic calendar and communicated to the students well in advance. Evaluation is done by the faculty members teaching the course.
- The Head of the Department primarily redress all grievances about evaluation, including the internal assessment marks awarded to the students. In case of dissatisfaction, the same is put before the Principal.



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

- The admission and annual/semester end term examinations of UG and PG are held as per university academic calendar. The college has no autonomy in the same.
- However, adhering to the academic calendar of the University the college adopts a process for CIE between admission and examination. Two internal exams in every semester are mandatory in PG. Therefore, students of PG are internally evaluated twice in a semester. Schedule for PG internal exams is finalized with due deliberations and consensus with all the departments. This exam schedule is notified in the local newspapers and college website besides departmental notice boards other than this PG students have to give class presentation in every course.
- For the evaluation of UG students, the departments are autonomous in conducting the CIE. The faculty decides the mode of exam to be conducted in every class/section. Students after evaluation are suggested to improvise in the area they lack.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**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 Course outcomes and program outcomes of every course are displayed on the college website and communicated to the students in the induction program that is conducted for UG/PG level students after the admission process is over. In the induction program students are made aware of the college rules, conventions and the expected behavior.
- In the introductory class students are communicated curriculum and purpose of the program to enable them to adapt to the desired behavior meaning thereby not only knowing the concepts and the discipline but also comprehending the same and further able to apply the theories in real life situations, if an opportunity arises.

| File Description                              | Document                      |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |

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

**Response:**

- As mentioned in 2.5.1 class room assessment is conducted that is suggestive of not only the learning of the student but also the teaching methods. After every assessment the scores of students are analyzed in the light of both the aspects.
- According to the specific COs and PSOs the departments through lecture method, discussion, explanation, experimentation, activity orientation undertake Activity Based Learning, Seminar Presentation, Subjects Quizzes, Case Studies, Group Discussions, Debates, Field Work/ Field Visit. The college, as per the availability of resources, facilitates the departments for the same.
- Day to day performance of the students is assessed on the basis of Classroom response system. The end examination for the laboratory and projects is conducted with internal and external examiner appointed from the other colleges as decided by the University.

**2.6.3 Average pass percentage of Students****Response:** 88.19

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

Response: 1068

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

Response: 1211

| 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:** 2.89

## 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: 1**

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 01      |

**File Description**

**Document**

List of project and grant details

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response: 59.7**

3.1.2.1 Number of teachers recognised as research guides

Response: 40

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

**Response: 0.08**

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

Response: 01

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 66

**File Description**

**Document**

Supporting document from Funding Agency

[View Document](#)

Funding agency website URL

[View Document](#)

## 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:

In order to inculcate innovative ideas, felicitate skills and to transfer updated knowledge to students for their career advancement, College has created following facilities:

- **Counselling at the time of Admission:** Faculty members discuss and help students in selection of the subjects and their combinations at the time of admission in the college.
- **Centre for Pre-Ph.D. Course Work:** C.C.S. University, Meerut, has awarded Centre for Pre-Ph.D. Course Work to History and Sanskrit Departments. 35 students in History and 42 students in Sanskrit were registered for Pre-Ph.D in the year 2017-18.
- **Guidance for Research and Competitive Exams by Faculty Members:** 40 Faculty members are registered for guiding research.

Counselling is also provided to students by teachers for the competitive exams like NET, GATE, Civil Services, State Services Exams and other competitive exams. Teachers encourage students to inculcate and develop reading habit and introduce them to quality literature of the subject. Students are encouraged to discuss books they have read.

- **Computer Lab:** College has a Computer Lab fitted with smart board and sound system, to impart basic knowledge of the computers, Tally, use of Excel Sheet, Preparation of Power Point Presentation and Use of R-language etc.
- **E-Resource Access Point:** College Library has e-resource access point, with 5 computers with ready-to-use high speed connectivity. A list of important websites has been placed on display board. Students can also access and listen to audio books. A seven day Workshop (23rd to 29th March 2018) was organised by the Education Department of the college to educate about the use of e-resources in teaching – learning .
- **Career Counselling Cell:** Counselling support is provided to students according to their skills and areas of study. Students are informed about job prospects. Expert services are also availed for this purpose. Information about various vacancies is displayed on notice board. Employment News Paper is available in the College Library.
- **Workshops and Guest Lectures:** College provides opportunities to students through conducting workshops, seminars and interactive sessions with resource persons from variety of disciplines. One seven day workshop was organised in the College by the Department of Education in academic session 2016-17 (15th Dec to 21st Dec 2016) and one in academic session 2017-18 (23rd to 29th March 2018).
- **Interaction with Successful Students:** College organises interaction of students with successful students who have qualified competitive exams.
- **Frequent Interactions with Experts:** College invites subject experts to elaborate and interact with students on current issues for example accountancy, budget, use of e-resources etc.
- **Organising Co-Curricular Activities:** College organises various co-curricular activities such as debates and quiz and motivate students to speak their views on specific topics before an audience.

- **Training of Team Work:** This goal is achieved by organising various group activities and events in NSS, NCC and Rangers Rovers Camps.
- **Smart Classrooms:** College has 7 smart classrooms which provide students with audio-visual aid, stimulating a creative environment for exploring knowledge.
- **College Magazine:** Annual college magazine “Srijan” provides students platform to express their views on various affairs and speak their mind.

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

**Response:** 2

#### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 00      | 00      | 00      |

| 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:** Yes

| 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

#### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 15

##### 3.3.3.1 How many Ph.Ds awarded within last five years

**Response:** 120

## 3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 08

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |

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

Response: 3.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 50      | 42      | 60      | 40      | 37      |

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

## 3.3.5 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: 1.28

## 3.3.5.1 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 26      | 6       | 14      |

| 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:

College organizes various activities to promote students-neighbourhood–society interaction, to sensitise the students towards social issues, leading to their holistic development, particularly through NSS, NCC and Rangers and Rovers. Community engagement is an important aspect of holistic education as it provides experiential learning. Students are encouraged to enrol themselves for NSS, NCC, Rangers and Rovers and participate in extracurricular activities.

- **NSS (National Service Scheme):** College has one unit of NSS that strengthen a sense of social responsibility among the students by involving them in activities like, “Swacha Bharat” campaign, awareness about HIV/AIDS, personal health, inculcating hygienic habits, moral values etc. In every academic session various one day and a seven day camps, are organised for NSS students, in which each day is marked for a specific activity. Students write and perform street plays on issues of community awareness. March to the neighbourhood is organised to sensitise the society about the importance of cleanliness and pollution free environment. An attempt is made to develop a desire to serve the society among NSS volunteers.
- **NCC (National Cadet Corps):** The NCC unit of the college contributes immensely towards the personality development of the cadets. NCC encourages students to participate in various social activities like blood donation camps, cleanliness drive etc. NCC Cadets also participate in various camps such as basic leadership, republic day and other camps.
- **Rangers and Rovers:** This unit promotes the bonhomie amongst the students and the society by organising programmes related to traffic-safety, human rights awareness, blood-donation etc. All such activities are organised throughout the academic session.
- **Cleanliness Drive:** Students of the college participate in cleanliness drive, besides 2nd October of every year. Cleanliness drive is organised within the college and outside the college under the supervision of different faculty members.
- **Tree Plantation:** College is aware of its responsibility of developing awareness among students for planting and nurturing a plant. Volunteers of NSS, NCC, Rangers and Rovers undertake plantation in the college premise every year.
- **Blood Donation Camps:** Students of the college, particularly, NCC cadets are always encouraged for Blood donation.
- **Social Awareness March:** In order to spread awareness in the neighbourhood and society about issues of social importance, students organise awareness march on various social issues as *Paryawaran Sanrakshan, Jal Sanrakshan, Swacch Bharat, Matdata Jaagrukta, Beti Bachao-Beti Padhao*, Gender Discrimination, Human Rights, HIV Aids, Traffic Safety etc.
- **Interactive sessions on important Social Issues:** College organizes interactive sessions on issues like HIV/AIDS, Gender Discrimination etc in order to spread awareness among students on these issues.
- **Educational Trips:** Department of the college organise excursion tours, educational trips for students to gain better insights to their surroundings. Department of History and Hindi have been organising students’ trips to nearby historical places.

### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Number of awards for extension activities in last 5 years

[View Document](#)**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: 134**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17      | 36      | 26      | 26      | 29      |

**File Description****Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)**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: 0.18**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17      | 10      | 08      | 00      | 00      |

| 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: 8**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 02      | 01      | 02      | 02      |

| 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: 6**

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 00      | 00      | 02      |

| <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:**

The college campus is spread over 38,040.450 square meters (9.4 acres) out of which 15,000 square meters is built up area. The Main Building of the college is more than a century old. The foundation of this building was laid by the Governor of United Province on 25th February, 1909.

The specific details of the class rooms, laboratories and computer lab is as follows:

- There are 45 class rooms and 2 multipurpose Halls in the college.
- Physics, Chemistry, Zoology and Botany Departments have total of 20 laboratories that include dark rooms, optical instrumentation room, balance room, preparation room besides conventional laboratories.
- The Drawing Department of the college has two studios.
- The Teacher Education Department has a record room, a language and a technology laboratory.
- The Law Department has a Moot Court.
- Each Department has a departmental room, with bookshelves, computer and printers having photocopier with scanner.
- There is one central library. Some of the departments such as Physics, Chemistry, Statistics and Biology have their departmental libraries.
- The central computer laboratory of the college has 21Computers. The computer lab has internet connectivity. Besides the college has one e – resource centre with Wi- fi , in the central library

The details of size of class rooms and halls is given in the attached document.

To optimize the use of infrastructure – the time table is chalked in such a manner that all classes of Humanities, Social Science, Science and Commerce faculties commence from 8.45 A.M. Rooms then are available for Teacher Education and Law Faculties which commence their classes later in the day.

The affiliation to the various courses in the college are as per the norms of statutory bodies such as BCI, NCTE and the affiliating University - the C.C.S. University, Meerut.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:**

- The College has a sports field stretched in 91.44 m x 50.292 m = 4598.70 square meters. This field has witnessed the gala of the skill of legendary Hockey Maestro Dhyan Chand and later many players of national and international repute like Romeo James, M. P. Singh, Parmod Batala, Md. Naeem and Parveen Kumar Sharma also flexed their sinews and skill on various national and international hockey events.
- Basketball ground of college has an area of 27.432 m x 18.288 m = 500 square meters.
- The two fields are there since the inception of the college in 1952.
- The College has a well-equipped gymnasium, in two rooms measuring 18.28 m x 5.02 m = 95.108 square meter and 4.59 x 2.45 square meters = 11.24. The gymnasium was established in the year 2003.
- There is an office for Sports' Committee and a separate room for keeping sports material and equipments
- The college has separate rooms for National Cadet Core (NCC), National Service Scheme (NSS) and Rangers and Rovers.
- The multipurpose Hall/Auditorium (20.40 x 15.4 = 314 square meters) in the teaching block and 'Nanak Chand Sabhagar' (18.30 x 6.90 = 115.29 square meters) are used for organizing cultural activities. These halls are equipped with sound systems. These halls are used for cultural events, guest lectures, workshops and seminars etc. Besides, students get-to-gathers are also organized in these halls. After seeking prior permission of the college authorities these halls are also used by the community for holding cultural and academic events.
- The college has a conference hall, in the first floor of administrative building –measuring 8.90x 6.90 = 61.41 square meters, attached with office and washrooms.
- The 'Nanak Chand Sabhagar' (Hall) has been since the inception of the college in 1952. The Multipurpose Hall (Auditorium), in the teaching block was earlier used as reading room. With the construction of the Central library building in 2006, the Hall is being used for various cultural and co-curricular activities.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 16.67**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 08

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

#### Response:

The library uses New Library Management Software, version 5.0. The process of computerization of Library resources commenced in the year 2010. Presently all the books in the library have bar codes. To improve access to library resource, every subject has been allocated a specific day for issue and return of books. The library user can locate the required material through computer. The process of membership, issue and return of books is computerized. This has enabled the user to know that the book has been borrowed and is issued to whom.

The process of bar coding of print journal, manuscripts is in progress.

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

#### Response:

The college library has around 1 lakh books. The alumni and faculty of the college, who are either editors of different journals, or are members of the subject association provide a copy of every issue of the journal for the enrichment of library. The following journals are under this category.

Sociological Bulletin

The Journal of Meerut University Alumni (MUHA)

Journal of National Development

Contemporary Social Sciences

Uttar Pradesh Uttaranchal Economic Association Journal

Indian Economic Journal

The college subscribes 12 periodicals in Hindi and English and 9 news-papers.

Besides the college have 900 rare books

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 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:** C. Any 2 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:** 4.06

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5.22    | 5.66    | 2.69    | 2.68    | 4.06    |

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

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

**Response:** No

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

**Response:** 9.3

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

**Response:** 355

### 4.3 IT Infrastructure

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

**Response:**

The college has a well-established system for development and maintenance of IT infrastructure of the college. The college has an ICT committee, headed by a Senior Faculty Member and also an IT expert.

- The college constantly improves the internet coverage. Routers have been installed in phased manner, as a result the entire campus is Wi-Fi enabled.
- Most of the departments of the college are equipped with computer with a printer having photocopier and scanner.
- The library is IT enabled, with Wi-Fi connectivity; The Library has an e resource centre with high speed connectivity.
- The college is increasing the number of smart classes rooms.
- The antivirus in computers is regularly updated.
- Recently Wi-Fi facility in the college has been upgraded using optical fibers.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

| 4.3.2 Student - Computer ratio |                               |
|--------------------------------|-------------------------------|
| <b>Response:</b> 63.58         |                               |
| File Description               | Document                      |
| Any additional information     | <a href="#">View Document</a> |

| 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)  |                               |
|---|-------------------------------|
| <p><b>&gt;=50 MBPS</b></p> <p><b>35-50 MBPS</b></p> <p><b>20-35 MBPS</b></p> <p><b>5-20 MBPS</b></p> <p><b>Response:</b> &lt;5 MBPS</p> |                               |
| File Description  | Document                      |
| Any additional information  | <a href="#">View Document</a> |

| 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) |                               |
|---|-------------------------------|
| <b>Response:</b> No   |                               |
| 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

| 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>Response:</b> 0  |  |
| 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) |  |



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00    |

| 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:

- In the annual budget of the college, specific provisions are made for purchase of chemicals, equipments, sports material, books, maintenance of building and lawns.
- The concerned faculty submits the laboratory requirement to the Head of Department, who as per the availability of budget, forward the same to Principal's office for procurement.
- Annually budget is allocated to every department for purchase of books

Head of Department(s), in consultation with other faculty members, as per the allocated budget, finalize and forward the list of books to be purchased to the library committee which then procures books.

- The college sports committee, with senior faculty members as Vice-Chairman and Secretary, procure sports material and looks after the sports infrastructure facilities.
- The college has building and maintenance committee, headed by Senior Faculty Members, chalk out development plan and looks after the maintenance and repair of buildings.
- On the commencement of the session, Physics, Chemistry, Zoology and Botany draw time table for Laboratory (experiment) class, of UG, PG classes. Likewise Teacher Education Department also draw time table for utilizing the Language Laboratory and Technical Laboratory.
- Drawing and Painting Department, also prepare time table for studio (model) classes
- The science departments, have lab assistants to upkeep the laboratory in the supervision of faculty
- The college library Committee, has chalked out a well laid down system of utilization of library resources and supervise its enforcement
- The Sports Committee of the college ensures that every student of the college gets equal opportunity to participate in sports events. The committee organizes trial events for selection of students in college teams of various sports.

## 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:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### 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:** 0.52

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 53      | 15      | 25      | 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

**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:** D. Any 4 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Any additional information                                | <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:** 16.86

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 598     | 728     | 750     | 1028    | 389     |

| 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                   | <b>Document</b>               |
| Details of the students benefitted by VET | <a href="#">View Document</a> |

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Details of student grievances including sexual harassment and ragging cases | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                                 | <b>Document</b>               |
| Details of student placement during the last five years | <a href="#">View Document</a> |

**5.2.2 Percentage of student progression to higher education (previous graduating batch)**

**Response:** 9.51

5.2.2.1 Number of outgoing students progressing to higher education

Response: 102

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                            | <b>Document</b>               |
| 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:** 8.39

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03      | 10      | 04      | 05      | 02      |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 62      | 58      | 56      | 52      | 64      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information  | <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:** 10

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 04      | 02      | 00      | 03      |

| 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> |
| e-copies of award letters and certificates   | <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:

The institution has an elected students' union, which participates in activities for student benefit and welfare. The Students' union actively participates in programs like cultural week, tree plantation, cleaning of college premises, *swachh bharat abhiyan*, blood donation camp etc.

The college has student representatives in following academic and administrative committees

- 1. Library committee:** Five student representatives from different faculties have been included in this committee who actively participate in the governance of library.
- 2. Sports Committee:** Five best players are nominated in the committee. The committee looks after the budget and purchase of sports equipments, field maintenance etc.
- 3. College Magazine Editorial Board :** Seven student representatives one each from faculties of Hindi, English, Sanskrit, Law, Commerce, Education and Science nominated by Heads of department are members of the editorial board.
- 4. Cultural Committee:** There is a "Sahityik Evam Sanskritik Parishad" in the college that looks after all the literary and cultural activities with the help of which art & aesthetic sense among the students can be inculcated. The activities such as Rangoli and Mehandi competition, Debate, Essay, Folk song, Patriotic song, Poster and card making. These competitions are held at inter and intra collegiate level. Student representatives from the different faculties are included in this committee.

**5. Student Welfare Committee:** This committee constitutes of the senior most faculty as Dean, Students Welfare and five student representatives nominated by Heads of different departments. Students act as a bridge between head of the institution and rest of the students. The committee is responsible of academic growth and development of the students.

**6. Seminar / Conference Committee:** This committee organizes Seminars, Conference, Symposiums, Guest lectures and workshops on various academic and social issues and challenges throughout the session. Students are being given motivation for ensuring their active participation by making them alert from time to time.

**7. Grievance Redress for Student Union Elections:** The students' union elections are conducted following the due process as laid down in Lyngdoh committee Report. A grievance redress committee consisting of Dean, Student Welfare and three student representatives nominated by the Dean, Student Welfare look after the election process on the Election Day and work as appellate body.

**8. Gender Equity and Empowerment Cell:** The committee has five girl student representatives from

different faculties nominated by the head of different departments. The committee works for gender sensitizing the college environment and empower girl students by organizing seminars and events. Persuading girls to take decisions, act independently and take responsibilities.

**9. Shakti Pari:** This is a state government run scheme wherein girl volunteers or power angels are supposed to work as vigilantes against gender crimes inside and outside college premises supported by local administration, if needed.

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

**Response:** 16.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 16      | 16      | 16      |

| 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:**

NAS College is one of the oldest educational Institution in the Meerut Division. Its foundation was laid in the year 1952. Since then NAS College has catered the educational need of the Western Uttar Pradesh with the inclusion of U.G., P.G. classes in Humanities, Science, Commerce, Law and Education. The college has excelled in sports producing national and international level players. Old students have always been associated with the college and feel proud of their Alma Mater. Educationists, Bureaucrats, Defence personnel, Sportsmen, Businessmen and people related to other fields who had passed out from NAS College been associated with the college and helping the college to promote in the fields of their excellence and interest. These Ex- students regularly visit the college and help the students to grow with their advice and financial help. College on occasion organizes Alumni meets in the college premises. College invites old students to come and join NAS College Alumni association and visit their alma mater. The alumni association of the college had a fund of 1,13,475/- from alumni membership and contributions. Besides, the alumni of the college is also contributing through following:

- Nanak Chand Hockey Academy, founded nearly a decade back, under the guidance and supervision of Mr. Pramod Batla and Mr. Romeo James – ex-Olympic hockey players and alumni of the college is currently run and coached by Mr. Pradeep Chinyoti, alumni and player of college team that won All India Nehru Cup in the year 1993.
- Commodore S. S. Tyagi, (Retd.), world record holder of MiG 21, TED Ex speaker and alumni of the college has given motivational lectures to the students and encouraged them to join armed forces.
- Mr. Ram Kumar Sharma has contributed books to the college library. For the furtherance of green environs of the college he declared to provide hundred plants.
- Mr. Dharmendra Bharadwaj, Chancellor, Motherhood University, Meerut has contributed sports kit for sixty girls players of Nanak Chand Hockey Academy and facility of free medical checkup for every girl player every month in Mahavir Ayurvedic College, Meerut owned by him. Further free medical treatment will also be provided to the players.
- Dr. Meenakshi Gaur, Alumni and Head, Department of Mathematics, N.A.S. College contributed twenty one thousand exclusively for academic development of college students.

#### 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

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 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> |

NAAC

## 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:

Vision and Mission statements of the college are:

##### VISION

To emerge as a Centre of Excellence, contributing substantially to every sphere of nation building.

##### MISSION

To provide opportunities for Higher Education, Research and Consultancy embedded in professional competence, coupled with empowerment and human values.

To translate this vision and mission and to achieve the ultimate goal of education- empowerment and emancipation (*Sa VidhayaYaVimuktaye*)-the College disseminates it through prospectus and College magazine- *Srijan*. In class rooms, faculty members also enunciate that the purpose of education as a whole is to contribute towards nation building and to serve the cause of humanity. The college strives hard to contribute in making good citizen as reflected in criterion – V students support and progression,, that some of its students have earned laurels at various level (for example Kiran Baliyan has won Bronze Medal in Shot Put event in South Asian Junior Athletics Championship 2018 and over the years many girls of the college, earned laurels in National Events. Some of the girls have qualified as national umpires (reference is invited to criterion 5: 5.3.1) Likewise some students of the college have joined national level institutions of excellence at national level – like IITs,Rajeev Gandhi Petroleum Institute for higher studies etc.

The pivot of governance in the college is autonomy with accountability, which is ensured through a two way communication between the different hierarchies of the Governance structures. The hierarchies of governing structure and their functioning is detailed below

##### Hierarchies of Governing structure

- The managing committee of the college *is the highest governing body* which formulates policies, approves budget, ensures execution of the policy and does monitoring and evaluation. The Managing committee is headed ex-officio by the District Magistrate, Meerut. The Members of the Managing committee are (i) Members of the Nanak Chand Trust in aegis of which the college functions, (ii) the Principal of Meerut College (ex officio) (iii) The Principal of NAS college (ex officio) (iv) Teacher Representative (on rotation) (v) Representative of Non- Teaching Staff on rotation.
- The Principal is the academic and administrative head of the college.
- The college functions through various committees like Admission, Examination, Finance, Library, Students' Welfare, Board of Proctors, Gender Equity and Women Empowerment, Cultural, Sports, Magazine Committee(s) etc. In these committees faculty members and students are on

board. After detailed discussions within the committee and incorporations of suggestions from different stakeholders, decisions of the committee(s) are forwarded to the Principal for information.

The college takes feedback from stakeholders e.g. students, teachers, parents and alumni on various aspects of governance, curriculum and pedagogy (Reference is invited to criterion (1.4.1)).

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The college has a decentralized and participative management system.

The managing committee takes the policy decision and also evaluate the progress of the college

All activities like Academic proceeding – teaching learning, examinations, discipline, women empowerment and gender sensitization, augmentation and maintenance of physical infrastructure and learning resources, sports, literacy and cultural activities, extension services and social work, are carried out through committees constituted for the purpose. Every committee has faculty members from various departments as members and each committee is headed by a senior faculty member as convener. In some committees – like Library, Magazine committee, students welfare committee, sports committee, Cultural committee and Seminar and Conference committee, students representation is mandatory.

Committees have a well laid down decision making procedure. The date and agenda of meeting is circulated among the members well in advance. After due deliberations in the meeting decision are taken and minutes are recorded. In every next meeting progress of the implementation of the earlier decision is reviewed. The decision of meeting is communicated to the principal.

A case study of decentralized management practice is given in link.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The objectives of the college are:

- To provide opportunities for higher Education, research and Consultancy.
- Develop professional and empowered students coupled with human values.
- To emphasize on the empowerment of girl students specifically as the college is preferred for its

safe and secure environment.

Keeping this in view college develops strategic plan for long term, as well for short term. Every year the strategic plan is reviewed. As per the strategic plans for 2012-13 to 2016-17, Post Graduation in Law (LL.M) was started. The IT infrastructure to improve the teaching learning, CCTV surveillance for security and safety and transparency was introduced. To improve the sports performance and physical fitness of students, especially of girls, MOU has been signed with NAS Hockey Academy. To conserve water and energy and ensure greenery in the campus, the college has constructed two rainwater harvesting systems, increased the number of LED bulbs and tube lights, protected the greenery and installed birds' feeders. However the biggest challenge has been the vacant posts of teachers – in almost every subject. To cope with this issue, the managing committee of the college, utilizing the provision of faculty transfer of Department of Higher Education Uttar Pradesh, gave NOC to experienced and highly qualified teachers, to join NAS College. Under the scheme two faculty members have joined the college. The college also utilizes the opportunity provided by Department of Higher Education, Government of Uttar Pradesh, of reappointing the retired faculty. Albeit, appointing part time teachers is sort of firefighting measure, the managing committee of the college appointed part time teachers, Simultaneously, the managing committee takes procedural measures to inform Higher Education Commission about vacant post. (VIEW DOCUMENT: Strategic plan 2013-14 to 2017-18 and also list of part time teachers for these five years)

### **Example of activity successfully implemented based on the strategic plan**

#### **Up-gradation of IT infrastructure**

Underlining the importance of Information Technology and Computers in teaching learning processes, the college, as per the in the perspective plan of 2013-14 to 2017 18, chalked out a strategy to strengthen the Information Technology and Computer infrastructure of the college in phased manner

#### **The top priorities to strengthen IT infrastructure**

(i) Strengthen the centralized computer lab.

#### **Action taken**

During 2012-13 to 2017-18, 04 more computers were added to the central computer lab.

(ii) To make the entire campus Wi-Fi enabled.

#### **Action taken**

In the year 2017-18, the entire campus has become Wi-Fi enabled.

(iii) To ensure that every department has at least one computer, one printer with photocopier and scanner attached to it.

(iv) To improve the e-access of students to learning resources.

**Action taken**

During the year 2017-18, E-resource access center was established in the library with 05 computers with internet connectivity.

(v) Making class rooms smart.

**Action Taken**

In year 2017, five class rooms, one each in Departments of Physics, Chemistry, Biology and two in Statistics.

The long term plan for 2018-19 to 2022-23 intends to strengthen the central computer lab, the e-resource accesses centre and increase the number of smart classes.

### **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:**

At the apex of the administrative structure of the college is the managing committee. District Magistrate, Meerut District, is the ex officio chairperson of the Committee. The four members of Nanak Chand Trust are the permanent members of the committee along with Principal, Meerut College and Principal of the college as ex officio members. One teaching and one non-teaching member representative on rotation are also on board. Among the members of Nanak Chand Trust, one member is appointed as Honorary Secretary for three years. The Principal is the head of institution; subsequent in the college hierarchy are Dean Student Welfare, Head of the Departments and faculty members. In non-teaching staff the hierarchical structure is Office Superintendent, Steno to the Principal and Assistant Accountant at the equal level followed by office assistants and office helps like Peon, Gardener and Sanitation Assistant. The Library is supervised by faculty in charge – Library Committee – supported in hierarchy by Librarian, Clerks and Book lifters. The college functions through various committees, as detailed out at 6.1.1 (**Hierarchies of Governing structure**).

The recruitment, promotion and other service conditions of the faculty members and non-teaching staff are as per the Uttar Pradesh State Universities Act, 1973. In addition to it, the UGC regulations, as adopted by the state government are also adhered.

Principal of the college is the first authority to address grievances. In case the appellant feels that the grievance is not addressed to the satisfaction, she/ he can further appeal to the managing committee.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**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:** D. Any 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces  | <a href="#">View Document</a> |
| 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:**

A Case of Library Committee: Decision Making, Implementation and Evaluation Process

***Composition of Library Committee***

The Library Committee of the college, comprises of

- A teacher in charge as Convener.
- Members (i) 7 Teachers from all faculties – Arts, Science, Commerce, Law and Teachers' Education. Librarian (as ex officio) representing the library.

(ii) 5 Students one from every faculty.

Convener and teacher members of the committee are nominated by the Principal. The names of students for inclusion in the committee are suggested by the Head of the Department. The convener and teacher members, after due deliberation select five students from the students suggested by HODs. In this process it is ensured that all faculties are duly represented.

Class representative encourage and persuade library habits among students. They bring the grievances of students in the notice of library committee and also suggest measures to improve the functioning of the library.

### **Functioning**

Financing of the Library: The budget for purchasing of Books, Journals and other equipments and infrastructure requirements, for every academic session, is sanctioned by the managing committee of the college. The budget for books and journal is allocated to every department.

### **Procurement of books:**

The Principal informs all departments about the budget allocated for purchase of books and journals. The HODs furnish the list of books to be procured to the library committee.

The committee decides the procedure to procure the books and Journals. In the process, it finalizes names of suppliers and terms of supply of books.

On receiving the books from the suppliers, the committee requests the HODs to verify whether the books are as per their specification in terms of title, number and author etc.

### **Up-gradation of Infrastructure and other amenities:**

The library committee is there to identify the requirements of infrastructure and spheres of improvement in the library. In the last five years the catalogue of the library has been computerized and rare books have been segregated. An e-resource access Centre has been established specifically for researchers and faculty members. The institution is planning to make this facility gradually available to all Post Graduate students.

In the last five years the institution has invested Rs. 20.39 lakhs in the development of the library.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## **6.3 Faculty Empowerment Strategies**

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

#### **Response:**

The college has a well-placed system of welfare of teaching and non-teaching Staff that comprises of separate welfare funds for the two categories.

- **Teacher Welfare Fund:** This fund has an opening balance of 24,20, 573/- as on 01st April, 2018. In case of serious illness of the faculty member or dependent and death of serving faculty member financial help is extended. During the last five years, four faculty members/ their families have

been extended a total financial help of Rs-3, 00,000.It is a contributory fund of Teachers managed by the faculty themselves.

- **Non-teaching staff Welfare Fund:** This fund as on 01 April, 2018 has a balance of Rs 5, 71,860. In case of serious illness of the any staff member or dependent and death of the staff member, help is extended. During last five years one member has been extended help. The fund is contributory fund of non teaching staff and managed by themselves.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |

### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 02      | 02      | 02      | 02      |



| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 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:** 4.55

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 7       | 0       | 1       | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).     | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |

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

**Response:**

#### Teaching Staff

Every Faculty Member is assessed for her/his performance based on API score of PBAS as per the UGC guidelines and regulations. The API scores are used for promotion under Career Advancement Scheme. The IQAC verifies the information submitted by the faculty members and submits its report/recommendations to the Principal.

Besides, IQAC also takes feedback from students and parents – to assess the performance of the faculty members.

#### Non-Teaching Staff

College Management appraise the performance of non-teaching staff annually on various parameters like work out put, personal attributes – like behavior with students, parents and faculty. This appraisal is used in sanctioning increments and promotions.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The college has appointed Chartered Accountant (CA) for internal audit. The internal audit is carried out annually. The general objections – such as misplaced entries etc are corrected by the accounts office and reported back to the Chartered Accountant. In case of specific objections – involving under and over payment – the concerned party is paid the balance amount or recovered the excess payment, as is the case. The action taken report is then submitted to the CA.

The mandatory external audit is done by the auditors appointed by Government of Uttar Pradesh, *Sthaniya Nidhi Lekha Pariksha Vihabag*, Meerut Mandal, K-5 Shastri Nagar, Meerut. The audit is carried out annually. The general objections are removed by the Accounts office itself. The specific objections – are referred to the College and removed accordingly

### 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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00    |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |

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

#### Response:

The college has two systems – (i) Grants-in- aid and (ii) Self Finance

#### *The Grants in aid system*

#### *Resource mobilization*

Funds for salaries of teaching and non-teaching staff are given by Department of Higher Education, Government of Uttar Pradesh. For College development, there are various grants from University Grant Commission.

**Students' Fee :** Under this, 20 percent of the fee received is remitted to Department of Higher Education, Government of Uttar Pradesh and 80 percent is retained by the college. The amount received under other heads of fee, are retained by the college.

**The Managing committee contribution:** Every year the Managing committee also provides financial assistance to the college.

**Alumni contribution:** The Alumni Association of the college also mobilizes resources, as membership fee and other material contribution for the benefit of the students.

### *The Self Finance system*

**Resource mobilization:** Students fee is the only resource for self finance courses.

### **Utilization of Resources**

The salary to the faculty and non teaching staff in self finance system is given as per the UGC and state government norms. The expenditure on other heads is also incurred as per the budget approved by the finance committee of the management prepared as per the stipulated norms of Government of Uttar Pradesh. Allocated budget is spent through various committees comprising of faculty members, non teaching staff and students also in some of the committees such as like library committee. The managing committee evaluates the expenditure incurred and is also audited by internal as well as external auditors.

## **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:**

Institutionalized Activities of the Internal Quality Assurance Cell (IQAC)

- Review of the academic activities of the previous year.
- Planning quality improvement activities : like scheduling workshops- seminar and guest lectures
- Promoting Use of ICT.
- Developing and Fostering Research Environment

#### **Best Practice I : Sharing Advances in Research and Pedagogy**

The IQAC has created a forum for interdisciplinary interaction among faculty members to share advances in research and pedagogy. This forum organizes interactions. These interactions help in:

- Searching Possibilities for interdisciplinary researches
- Inducing innovation in teaching learning process

### Best PracticeII: Fostering Peer Group Learning

IQAC persuades faculty members to identify – advance learners and weak learners in respective subject in the class. The advance learners are motivated to assist the weak learners.

### 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 IQAC, as a practice on the onset of the session, organizes induction program for motivation of the new entrants. This program also help students to get acquainted with faculty and the process to avail the various facilities available in the college.
- The IQAC encourages faculty members to take interdisciplinary classes.
- The IQAC as practice every year organizes class of Commerce , economics and statistics to understand the nuances of applying statistical tools.
- The IQAC, in consultation with ICT Committee formulates IT infrastructure up gradation program, As result of it, most of the departments have computer, printer and scanner. The IQAC is planning that in coming years a significant part of the syllabi in various disciplines is delivered through ICT.

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

#### Response: 2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 02      | 02      | 02      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |

### 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:** D. Any 1 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:**

- During the last five year the institution has gradually improved IT infrastructure, as result the entire campus is Wi-Fi enabled, almost every department had been equipped with Wi-Fi modem. Recently the campus has been upgraded with latest technology that is Wi-Fi with optical fibers.
- In consultation and collaboration with Library Committee, planned e-resource centre in library for research scholars and faculty has been set up. Presently it is in nascent stage in the next five years its reach will be increased.
- To impart moral content in the pedagogy – the IQAC, co-ordinates with NSS, NCC and Rovers Rangers to organize -talks and rallies on topical and emerging concerns – like Swachta Abhiyan, Water conservation and Plantation, Promoting Prohibition, Anti Smoking Campaign, AIDS awareness program, Human Right Issues and Voter Rights . Participation of students and community in these programs is gradually on increase.

## 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: 5**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

**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:**

Institution shows gender sensitivity in providing facilities such as:

a) Safety and Social Security,      b) Counselling,      c) Common Room

Girl students account for about 42 percent and female teachers are about 57 percent of the total strength of students and teachers, respectively. 10 out of 16 departments of the college have female faculty members as incharge of the department. The female teachers and students are actively involved in decision making process. About 32 percent committees of the college and 50 percent admission committees are headed by female faculty members.

The college has a foolproof system to ensure safety of girls. The two entry points of the college, General office, Library, Common room of girls and all prominent places – like lawns, drive way and parking areas are covered with close circuit camera.

- Male and female faculty, who are members of board of proctors, by rotation ensure that students with college Identity cards enter in the college. This effectively prevents entry of unauthorized

persons.

- Members of Board of Proctors frequently take rounds in the campus to ensure discipline.
- The college has an Anti-Ragging Cell. This cell specifically takes care of girls and sensitizes students about the menace of ragging. The posters informing students that Ragging is legally prohibited are displayed at various important places. The same is also prominently mentioned in the college prospectus.

The Girls of the college are encouraged to participate in sports. The initiative to promote girls in sports has yielded good dividends as indicated below:

- Recently Kiran Baliyan has won Bronze Medal in Short put event at South Asian Junior Athletic Championship 2018, hosted by Sri Lanka.
- A Memorandum of Understanding has been signed with the N.A.S. Hockey Academy. The girls of the college are immensely benefited by the coaching given by the Academy. As a consequence, the hockey team of CCS University is largely comprised by the Girls of the college. This team has excelled on several occasions – in national sports event (reference is invited to 5.3.1.)

The Gender Equity and Women Empowerment Cell previously known as Girls and Women Welfare Cell (reference is invited to quantitative Criterion 7.1.1.Gender Equity) NSS, NCC and Rovers Rangers (quantitative Criterion reference 3.4.3) Literary and cultural committees of the college often organizes programme on gender sensitization and women empowerment.

As a rule, girl students are included in all the administrative and academic committees where student representation is required.

The College has separate common room for girls and also separate wash rooms.

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

**Response:** 25

| 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:** 38.46

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

Response: 5

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 13

**File Description**

**Document**

Details of lighting power requirements met through LED bulbs

[View Document](#)

### 7.1.5 Waste Management steps including:

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

**Response:**

#### **Solid waste management**

- Two different waste disposal baskets marked as for Bio-degradable and Non degradable, are placed at a number of places in the college.
- The bio-degradable waste is deposited in the compost pit of the college. The manure generated is used in the lawns of the college.
- The non-degradable waste are deposed to the Garbage Disposal system of the Municipal Corporation of Meerut.

#### **Liquid waste management**

The college has well laid down drainage and sewerage system. The college has deployed sanitation workers to manage garbage disposal and drainage.

#### **E-waste management**

The e waste of the college is separated in to two categories – recyclable (exchangeable) and non-exchangeable. The exchangeable wastes like batteries are exchanged for new products. The non-exchangeable wastes are disposed through e-waste recycling firms.

**File Description**

**Document**

Link for Additional Information

[View Document](#)



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

#### Response:

Meerut District, though has very robust underground water table (about 50 meters). However, excessive use of underground water for irrigation is depleting the water table annually at a rate of 50 centimetres per annum (Times of India, New Delhi, 27 July 2017). Conscious of this fact, the college has installed two rain water harvesting system installed at two strategic locations. First tank is constructed in front of Physics Department which collects the rain water of Physics, Chemistry, administrative buildings and college lawns. The second system is adjacent to sports field. The rain water of Law Department, road with in college and Library Building flow in to this.

### 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:

A proper parking space is available for bicycles, two wheelers and cars.

The pathways of the college are paved by bricks and along the pathways enough plantation and flower beds have been created.

Use of plastic is strictly prohibited inside the campus.

The college is gradually moving towards paperless office. College promotes reusing of one sided used paper for drafts, rough work.

The college has nine spacious and well maintained lawns besides the sports ground (hockey field). The lawns in front of administrative building have Ashoka trees that are more than half a century old, in which thousands of birds take shelter in the evening. To watch settling of birds on these trees and listen their chirping is a feast to eyes and ears to nature lovers. Plantation is a regular feature of the college in which indigenous tree like *Amla*, *Bel*, *Pipal*, *Amaltas* and *Neem* are given strong preference.

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

Response: 0

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00    |

| 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:** D. At least 2 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:** 6

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 02      | 02      | 00      | 00      | 02      |

| 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:** 28

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2       | 11      | 5       | 4       | 6       |

### 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:** Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |

**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:** No

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

|  |                               |
|--|-------------------------------|
| <b>7.1.15 The institution offers a course on Human Values and professional ethics</b>    |                               |
| <b>Response:</b> Yes   |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

|  |                               |
|--|-------------------------------|
| <b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b> |                               |
| <b>Response:</b> Yes   |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Provide URL of supporting documents to prove institution functions as per professional code  | <a href="#">View Document</a> |

|  |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>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</b>      |                               |         |         |         |
| <b>Response:</b> 8   |                               |         |         |         |
| 7.1.17.1 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 year-wise during the last five years |                               |         |         |         |
| 2017-18  | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |
| 02   | 02                            | 02      | 02      | 00      |
| <b>File Description</b>  | <b>Document</b>               |         |         |         |
| List of activities conducted for promotion of universal values   | <a href="#">View Document</a> |         |         |         |

|  |
|--|
| <b>7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian</b> |
|--|

## personalities

### Response:

The college celebrates following occasions of national importance and pride:

1. 10th May is celebrated to mark the “First War of Independence 1857”. The date has special significance for Meerut Region – as this war started from Meerut Cant, by an unit of Army, *Desi Risala* - named as *Kali Paltan*.
2. 15th August and 26th January are celebrated with great fervour. NCC cadets give guard of Honour to National Flag.
3. 19th November, National Integration Day is celebrated where faculty and students take oath to uphold the national integrity.
4. Founder’s day is celebrated on 5th August every year. On 26th September, the Birthday of Pandit Deen Dayal Upadhyay, 2nd October Gandhi Jayanti and on 14th November, birth day of First Prime-Minister of India, 14 April Ambedkar Jayanti is celebrated.

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

### Response:

1. The Finance Committee of Management proposes annual budget of the college for approval to the Managing Committee of the college.
2. The expenditure appropriated under various heads is utilized on the recommendation of various committee headed by senior faculty members. In some of these committees students also have representation. Some of the important committee are Development and Grant, Building construction and maintenance, Purchase, Magazine, Library and Sports committee(s).
3. Likewise academic affairs of the college are also carried through various committees most of which are headed by Senior Faculty members, and also have students on board, if needed in some of the committees such as Seminar and Conference.
4. Administrative functions of college are carried out through Board of Proctors, Anti-Ragging, Grievance Redress Cell, Students’ union election committee etc.
5. To ensure transparency and accountability the college has an internal audit system supervised by Chartered Accountant. This provision is besides, the mandatory audit carried out by external auditors appointed by Government of Uttar Pradesh.

## 7.2 Best Practices

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

#### Response:

#### Best Practice: I

## **Empowering Girls to Excel in Sports**

### **Objective:**

1. To empower girls to excel in sports
2. To increase skill and competencies of girls in Hockey specially.

### **The Context:**

The college has glorious tradition of sports. The Hockey Maestro Major Dhyan Chand has flexed his sinews and muscles in the hockey ground of the college. The college takes pride that famous (ex) Olympian Sri Romeo James, Sri M. P. Singh, Sri Md. Neem, Sri Pramod Batala, Sri Naveen Kumar Sharma are alums of the college. In 1997-98, the college hosted the Hockey Team of Australian University, to play a match with the college Team in the college Hockey Field. The occasion was graced by His Excellency Sri Romesh Bhandari, the then Governor of Uttar Pradesh and (late) Sri K.P.S Gill, the then President, National Hockey. Keeping this glory the Girls of the college Kumari Dolly and Kumari Muskan Sharma were in the state Hockey Team. To strengthen this tradition further the college encourages girls to excel in sports with specific thrust on Hockey.

### **The Practice:**

To promote sports, the college sports committee has encouraged its alums – the eminent Hockey Player Sri Pradeep Chinyoti to set up an autonomous institution to promote sports. Sri Chinyoti has created The N.A.S. Hockey Academy. This Academy has signed a Memorandum of Understanding with college to promote sports –especially women’s Hockey. The college provides all logistics including ground to the Academy. The Academy provides coaching and nurture hockey players from the nascent stage of the college.

### **Evidence of Success**

- In 2017-18 Kumari Shivani Sharma and Kumari PrabhaThakur have qualified as International and National umpire respectively.
- The girls of the college have won several Inter university Hockey Championships.
- As a matter of fact, Women Hockey Team of the CCS University largely comprises of the students of the college.
- B.A. II year student of the college Kumari Kiran Baliyan, won Bronze Medal in South Asian Junior Athletes Championship 2018, Colombo, SriLanka.

### **Resource Mobilized:**

Following Resources are mobilized and utilised for the scheme

Coach: College Alumnus Sri Pardeep Chiynoti agreed to coach students in Hockey

College has provided the sports kit to the players.

### **The Problems Encountered:**

- Scarcity of Financial and other Resource has resulted in paucity of specialised training as Experts are not willing to work at low honorarium or honorary basis.
- Large number of aspirants and limited seats

## **Best Practice: II**

### **Teaching – Learning History and Archaeology: Conserving Heritage**

#### **Objective:**

1. To teach students to how to conserve heritage.
2. To sensitize community about cultural heritage of the area.

#### **The Context:**

Meerut region is of immense historical and archaeological importance, which dates back to Vedic Period. The landscape of Meerut region is dotted with the places associated with Ramayan and Mahabharata period. The region was also part of Indus valley civilization. The archaeological remains of the ancient past of this region are scattered at many sites – prominent among them are Sinauli, Kakor, Hastinapur, Angadpur Johri, Parikshatgarh, Barnava, Gohar Alamgirpur etc. Students are taken to these sites to explore the excavations. The evidences collected from these and others sites serve important purpose of cultural conservation and teaching history to students. Therefore, the History and Drawing Departments of college have set up a Museum corner, in collaboration with National Museum, New Delhi.

#### **The Practice:**

- The faculty of history department has collected artefacts and earthen potteries from different archaeological sites of the Meerut region
- Replicas of artefacts have been collected from National Museum, Delhi and also from Lucknow, Mathura, Gwalior and Bhopal Museum and have been displayed in the museum corner.
- Manuscripts procured from various donors have not only been preserved and displayed but also hve been exhibited from time to time and xerox copies provide to research scholars.

#### **Evidence of Success**

- Community and students from other colleges visit Museum.
- Students of history department are taken to various archaeological sites

#### **Resources Mobilized:**

Following Resources are mobilized and utilised for the scheme

- Various Museums, as mentioned above donated replicas of artefacts.
- Individuals donated manuscripts.
- Financial Help : Alumni Association mobilized resource and college Management extended infrastructural support.

### **The Problems Encountered:**

- Scarcity of funds.
- Inadequacy of space.

### **Best Practice: III**

#### **A Heaven for Twitchier (Birds' lovers)**

### **Objective:**

1. To provide a conducive habitats to birds.
2. To Sensitize students and community towards ecological balance.

### **The Context**

The college is located in the heart of the city – with large open spaces shrouded by old and huge trees of different varieties. Different species of birds perch on these trees. The dawn and dusk, when the birds fly and settle on the trees is a rare feast to bird lovers. People from nearby locality come in the campus for morning and evenings walks and love to watch the birds. The college encourages this practice and also sensitise students, staff and community towards the importance of birds in sustaining the eco-system.

### **The Practice:**

- The college zealously nurtures and protects its greenery
- The college has created Bird Feeder and water feeder.
- The History Association and Statistics Association of the college, celebrate World Sparrow Day on 20th March every year to sensitize students, faculty and staff about the usefulness of sparrow/ birds in the ecosystem, threats faced by sparrows/birds and the measures that an individual can take to protect them.
- These Associations also distribute wooden nests to sparrow/bird lovers.

### **Evidence of Success:**

- Video of birds perching and feeding.
- News paper clipping.

### **Resource Mobilized:**

Following Resources are mobilized and utilised for the scheme

- College Management provides finance and other facilities.
- History and Statistics Association mobilize and sensitize students about importance of birds and plants in the ecosystem

### **The Problems Encountered:**

- Menace of Monkeys' and cats.



| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 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:

The vision of college is “to emerge as a centre of excellence, contributing substantially to every sphere of nation building”. The mission statement declare that the college strives for excellence and empowerment of stakeholders.

The college underlines the importance of women empowerment in nation building. In view of this, besides promoting girls in academics, research, extension and community service, the college specifically endeavours to empower girls in the sphere of sports as mentioned in Criterion VII (Best practices 7.2.1). The girls of college have carved a place at regional, state, national and international levels in 2017-18 Km. Shivani Sharma and Km. Pratibha Thakur have qualified as International and national umpires respectively. The girls’ alumni of the college are national and international hockey umpires. They have played not only in the university, state but also in the national teams. Recently a B.A.-II year student Kumari Kiran Baliyan has won Bronze Medal in Shot Put event at South Asian Junior Athletics Championship 2018, Colombo (Sri Lanka). As a result of excelling in sports the employment opportunities for girls’ students have increased manifolds. Many educational institutions in and around Meerut have appointed players of the college as sports teachers.

## 5. CONCLUSION

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### Additional Information :

- Many teachers are associated with the university as subject experts, members of board of studies, subject conveners and resource persons in various University.
- Active participation of faculty members in National and International conferences and seminars within India and abroad.
- Faculty members are academically active as members of editorial board in various national journals.
- The History and Sanskrit Department of the college have been allotted a one semester programme of pre Ph.D course work of the C.C.S University.
- The College has an Art and Culture Museum jointly maintained by the Department of History and Drawing and Painting.
- The Museum is associated with National Museum of India, New Delhi under the Ministry of HRD.
- The college has inclusive social environment. Out of the total students' strength of the college about 24% percent students belong to Scheduled Caste Community 44% percent belong to Other Backward Class the college has a fair number of students from minority communities.
- The College has produced players of international repute notably Indian Hockey team captain M. P. Singh. Romeo James, Pramod Batla, (Olympion) Mohd. Shahid, Mohd. Naeem, represented India in wrestling in Asian games.
- Good number of NCC cadets of the college, year after year are selected for PM Rally (Republic day Parade).
- The students union elections in the college – over the years have been held in cordial environment.

### Concluding Remarks :

The institution, after its cycle 1 accreditation in the year 2011, has initiated some measures in accordance with the recommendations of the peer team and the strategic plan. The college IQAC for the benefit of new entrants has started induction programs, started Masters of Law, installed CCTV at strategic locations, arranged for disposal of e- waste and segregated rare books. Some MoUs have also been signed to promote the mobility of students. The college is committed to having a clean and green premise and thus undertakes plantation on the regular basis, has a system of disposal of solid, liquid and e-waste. Some area of the college is also covered with two rain water harvesting units.

The teaching learning process is in coherence with the core values of the college trying to accomplish the mission. The HEI has carved a niche for itself in sports specifically women's hockey. The college has a pass percentage of 89 and Pupil Teacher Ratio of more than 57. If all the sanctioned faculty positions are filled then also it will remain above 50. This high PTR as well as meager financial resources are the issues of serious concern and stumbling blocks in quality improvement and realizing the potential.

The institution intends to provide a smart class room to every department and plans to commence certain career oriented programs. The strengthening of use of non-renewable energy is also an agenda for the coming years along with the renovation of administrative and teaching blocks.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 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>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>08</td> <td>06</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>04</td> <td>02</td> <td>03</td> <td>02</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 10 | 08 | 06 | 05 | 03 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 03 | 04 | 02 | 03 | 02 |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 10        | 08  | 06      | 05      | 03      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 03        | 04  | 02      | 03      | 02      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.2.3     | <p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 15</p> <p>Answer after DVV Verification: 15</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.3.2     | <p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 48</p> <p>Answer after DVV Verification: 47</p> <p>Remark : LMS website/ Academic management system. • Link of LMS, moodles etc, link of resources created and/or • Geotagged Photos NOT PROVIDED</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.1.1     | <p>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)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table>   | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 00 | 00 | 00 | 00 | 01 |         |         |         |         |         |    |    |    |    |    |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 00        | 00  | 00      | 00      | 01      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 01      |

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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 00      | 00      | 00      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 00      | 00      | 00      |

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

3.3.5.1. 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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 25      | 27      | 30      | 10      | 19      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 26      | 6       | 14      |

Remark : NOT PROVIDED: Cover page, content page and first page of the selected publications for 15 books

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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |    |    |    |
|----|----|----|----|----|
| 07 | 05 | 06 | 08 | 10 |
|----|----|----|----|----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

Remark : supporting documents not relevant

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)

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)

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 02      | 02      | 00      | 00      | 02      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 02      | 02      | 00      | 00      | 02      |

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 1.91    | 0.51    | 6.5     | 1.1     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

Remark : Irrelevant document attached

4.2.3 Does the institution have the following:

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5.16328 | 5.66903 | 2.69342 | 2.68428 | 4.06985 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5.22    | 5.66    | 2.69    | 2.68    | 4.06    |

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

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)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16.89   | 8.45    | 8.24    | 11.43   | 12.63   |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00    |

Remark : Unable to rightly identify Expenditure incurred on maintenance of physical facilities and academic support facilities. Neither the Abstract alone or the HIGHLIGHT of the particular Metric not provided.

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1321    | 971     | 991     | 945     | 1838    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : NO REQUIRED DOCUMENTS ATTACHED AS REQUESTED

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 : B. Any 6 of the above

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

Remark : Revised as per supporting attachment

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 103

Answer after DVV Verification: 102

Remark : No supporting documents provided

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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 04      | 02      | 00      | 03      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 04      | 02      | 00      | 03      |

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 02      | 02      | 02      |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01      | 02      | 02      | 02      | 02      |

Remark : supporting documents are not authorised

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)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.3     | 0.3     | 0.3     | 0.3     | 0.3     |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.00    | 0.00    | 0.00    | 0.00    | 0.00    |

Remark : Unable to locate the funds / grants from the supporting document



| 7.1.8   | <p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>.36451</td> <td>0.16850</td> <td>0.31627</td> <td>0.27170</td> <td>0.03010</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Remark : Unable to locate the expenses from the supporting document. Expenditure not highlighted</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | .36451 | 0.16850 | 0.31627 | 0.27170 | 0.03010 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|---------|---|---------|---------|---------|---------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| .36451  | 0.16850   | 0.31627 | 0.27170 | 0.03010 |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| 0.00    | 0.00  | 0.00    | 0.00    | 0.00    |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| 7.1.9   | <p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> <li>1. Physical facilities</li> <li>2. Provision for lift</li> <li>3. Ramp / Rails</li> <li>4. Braille Software/facilities</li> <li>5. Rest Rooms</li> <li>6. Scribes for examination</li> <li>7. Special skill development for differently abled students</li> <li>8. Any other similar facility (Specify)</li> </ol> <p>Answer before DVV Verification : C. At least 4 of the above<br/> Answer After DVV Verification: D. At least 2 of the above<br/> Remark : revised as per supporting document</p>   |         |         |         |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| 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<br/> Answer After DVV Verification: No<br/> Remark : No authentic document support provided</p>   |         |         |         |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |
| 7.1.14  | <p>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</p> <p>Answer before DVV Verification : Yes<br/> Answer After DVV Verification: No</p>   |         |         |         |         |         |        |         |         |         |         |         |         |         |         |         |      |      |      |      |      |

|        |  |
|--------|--|
|        | Remark : No supporting documents provided  |
| 7.1.16 | The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |

## 2.Extended Profile Deviations

| ID       | Extended Questions  |          |          |          |         |         |          |          |          |          |          |         |         |         |         |         |   |   |   |   |   |
|----------|---|----------|----------|----------|---------|---------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.2      | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)<br><br>Answer before DVV Verification:<br><table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>37.34773</td> <td>35.40674</td> <td>29.67096</td> <td>35.35155</td> <td>33.27892</td> </tr> </tbody> </table><br>Answer After DVV Verification:<br><table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> | 2017-18  | 2016-17  | 2015-16  | 2014-15 | 2013-14 | 37.34773 | 35.40674 | 29.67096 | 35.35155 | 33.27892 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 1 | 1 | 1 | 1 |
| 2017-18  | 2016-17   | 2015-16  | 2014-15  | 2013-14  |         |         |          |          |          |          |          |         |         |         |         |         |   |   |   |   |   |
| 37.34773 | 35.40674  | 29.67096 | 35.35155 | 33.27892 |         |         |          |          |          |          |          |         |         |         |         |         |   |   |   |   |   |
| 2017-18  | 2016-17   | 2015-16  | 2014-15  | 2013-14  |         |         |          |          |          |          |          |         |         |         |         |         |   |   |   |   |   |
| 1        | 1   | 1        | 1        | 1        |         |         |          |          |          |          |          |         |         |         |         |         |   |   |   |   |   |