



# **SELF STUDY REPORT**

**FOR**

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

**SHRI VARSHNEY COLLEGE**

**SHRI VARSHNEY COLLEGE G. T. ROAD DISTRICT - ALIGARH STATE - UTTAR  
PRADESH PINCODE - 202001**

**202001**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*Shri Varshney College was established in 1947 and holds an important position amongst the colleges of Dr. BR Ambedkar University Agra. The college is permanently affiliated to Dr. Bhimrao Ambedkar University Agra (formerly known as Agra University). The college has acquired 2f and 12B status of UGC. It runs a number of courses of bachelor's and master's degree in the field of Arts, Science, Commerce, Computer science etc. The college not only assures academic development of the students but also provides them with opportunities for undertaking research, extra-curricular and co-curricular activities. Moreover, the college maintains its position in the field of sports and a number of players from the college often participate in University team. The college has received recognition and awards as listed elsewhere in the SSR. Persistent efforts are made to organise seminars, promotion of research and extensive use of new technology in the teaching learning process. The aim of education is to create responsive and responsible citizens. The dynamic and qualified faculty of the college helps to achieve this aim.*

The college was accredited for the first time by NAAC with B ++ grade in 2007 and is now applying for the second cycle of accreditation. Members of IQAC conducted rigorous exercises to prepare the SSR. They held several meetings with members of different departments and committees. The administrative office provided data needed for AQAR and SSR. All possible efforts are made to present a holistic view of the multifarious college activities including academic, co-curricular and extra-curricular, on the basis of self-declared data provided by different agencies of the college. Such a collective approach enabled us to make a better assessment and evaluation of the performance of the institution. Preparation of Self Study Report gave us an opportunity for introspection and self-evaluation. The data collection exercise was an excellent learning experience. During the process, the past was explored and the journey of progress, compelled us to recognize the efforts of those whose efforts made the college, what it is today. It also filled our hearts with a hope to do better in the future.

### **Vision**

Vision

To improve the quality of education and lead the institution to be a center of excellence by maintaining high standards of teaching learning process and by advancing the knowledge base through research and scholarship.

### **Mission**

Mission

To equip the students to face challenges that new knowledge brings with an objective that they may have a holistic vision of life by engaging them in advancing scholarly enquiry, cultivating critical and creative thoughts and generating innovative knowledge within a value driven frame work.

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

### Institutional Strength

1. Strong ethos of social service and self-sacrifice. This is best exemplified by the award of Shaurya Chakra (posthumous) to Mr. Navalkant, a teacher in the department of Statistics of the college.
2. Responsible Management Committee.
3. Qualified and experienced faculty members.
4. Open culture of discussion and inclusive management.
5. Support of the local society. The college was built by donations from the society. Most major infrastructural developments are still funded by donations.
6. Central location near the bus stand and railway station.
7. Focus on gender equality and discipline. This translates to girl students displaying a preference for the institution over its peers and over 60 % girl students.

### Institutional Weakness

1. Lack of post graduate classes in Law, Botany, Education, Statistics and Zoology.
2. The research culture needs to be strengthened. Teachers need to be made aware of the latest changes in the UGC-CARE list of journals and proposed methods of assessing academic contribution.
3. Low availability of computers for teachers and students.
4. Lack of appropriate MIS for data capture in the format desired by accreditation agencies and to provide actionable input to the management and principal.
5. Lack of a robust alumni network.
6. Most students are from a rural background. Their level of learning is below that of urban students and need more academic support.

### Institutional Opportunity

1. The institution sees scope in improving its ICT infrastructure.
2. Starting new self-financed, professional courses like D. Pharma, 4 year integrated B.Ed. course, etc.
3. Starting courses like music, home science, fashion designing, interior designing, food craft etc. which are suitable for girl students.

4. Developing and harnessing the alumni network for the growth of the institution.

### **Institutional Challenge**

1. Annual Examination – There are several student complaints pertaining to the conduct of the annual university examination. There is delay in declaration of results of the university, complaints of improperly evaluated answer scripts and non-receipt of mark sheets in the college.
2. Narrow approach road to the college – construction of a flyover in-front of the college gate has made the approach road narrow making it difficult to bring large buses and trucks to the college.
3. Aggressive student activism – incidents of aggressive and sometimes violent student activism over national and local issues beyond the control of the institution pose challenges of maintaining discipline and a conducive learning environment in the institution.
4. Delay in updating the syllabus – An exercise is underway to frame a common syllabus for the entire state. This has hampered the process of syllabus updation at the university level.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

1. Sri Varshney College strives to improve the quality of education by maintaining high standards of teaching - learning process. Our mission is to equip the students to face global challenges that new knowledge and technology bring before them. Having the status of affiliated college, we abide by the academic calendar of the University but in spite of delayed results, we begin our classes well before the declaration of results by giving students provisional admission in different U.G. and P.G. Classes, keeping in mind timely completion of syllabus.
2. Over 95 % of the courses of the college offer elective/ CBCS option. Students have some freedom in selecting his/her own choices, across various disciplines for completing UG/PG program. Cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics have been included in the curriculum.
3. The curriculum is designed and developed at the Bhim Rao Ambedkar University Agra. Our teachers participate in the process of curriculum making as members of Board of studies / executive council / academic council and put their view points and suggestion there. Internal discussions are usually held with departmental colleagues, before the meetings of Board of Studies so that effective measures can be taken to frame the curriculum as per the growing demand of the students.
4. Planned curriculum is implemented by using practices like guidance lecture, doubt clearing sessions, class room seminars, extension lecturers, separate sessions for practical knowledge.
5. Extra / remedial classes are arranged to overcome hurdles of weaker students and field projects are

given for advanced learners.

6. Critical and emerging areas in curriculum are supplemented by arranging expert lectures.
7. Separate papers on Environmental Studies and Rashtra Gaurav have been designed to be offered compulsorily by the U.G. Students to enrich the curriculum.
8. The college has a mechanism to get the feedback from students, parents and alumni collected, analysed and action taken.

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

1. The institution strictly follows the procedure for admission developed by Dr. B.R.A. University Agra for admission.
2. The college strictly complies with the reservation norms prescribed by the state government.
3. Prospectus, with full details of courses, programmes, fee structure and their important information about the college is provided for the students, seeking admission. The admission in B.Sc. and B.Com are on the basis of entrance test organized at institutional level, in M.Sc., LL.B through entrance test at University Level, in B.Ed. through entrance test at state level, admission in remaining programs is on the basis of merit lists. Merit lists are prepared with full transparency and displayed at the Notice Boards at different places. Information regarding the procedures of admission and documents needed for it is pasted at different places in the campus.
4. Academic calendar of the institution for the session is prepared, taken into consideration the academic calendar of the university.
5. General Time Table in prepared by the Time Table committee and Departmental Time Table is prepared by the In-charge as per the work load for the faculty members, recommended by UGC.
6. Mainly the lecture method is used for teaching learning. The other practices adopted are:
  - Practical classes
  - Use of ICT devices
  - Doubt clearing sessions / remedial classes for weak students.
  - Regular internal assessment.
  - Home Assignments
  - Field projects / dissertation for advanced learner
  - Classroom seminars / discussions / questions – answers / poster presentation.

- Use of chart, models, etc.
- 7. Students continuously get the idea regarding their progress throughout the session by the result of tests and comments of the teachers made during teaching learning processes.
- 8. The college has facilities like media center, E-blog of the college to develop e-content. The college also has its own YouTube Channel.
- 9. At the beginning and end of the academic session, departmental meeting are arranged by the respective In-charge of the departments.
- 10. Value based education is imparted to the students by celebrating National Festivals and Jayanties of great people.
- 11. Feedback collected from stakeholders is evaluated and communicated to faculty members.

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

1. Research committee at the college level coordinates the research activities, as per the norms laid by university.
2. The Institution supports faculty members to involve in research activities by providing the library facilities, labs, adjustment of lecture timing and the other help required by them. Faculty in also motivated to keep pace with recent developments in their respective fields by participating in orientation/refreshers/short term courses, seminars and conferences.
3. Departmental libraries, maintained in most of the departments are mainly used by faculty, research scholars and PG students for the purpose of research and consultancy.
4. Seminars at national and international level are often organized by the institution to promote research.
5. Teachers are motivated to make efforts to get their research work published in reputed journals and anthologies.
6. The institution fully supports the research Scholars and teachers to carry out Minor and Major research projects from different funding agencies.
7. Infrastructure and human resources for research are provided and upgraded every session.

### **Infrastructure and Learning Resources**

1. Well lighted, ventilated, spacious class room, laboratories with proper seating arrangement and black / white board.
2. ICT enabled rooms and fully maintained computer lab to meet the demand of modern education to

the students.

3. Internet facility with leased line of 25 mbps bandwidth.
4. Media center for developing e-content to be used by students. YouTube channel and E-blog of the college.
5. Well established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports field, computer lab, classrooms etc.
6. Central Hall, 'Raghunath bhavan,' having capacity for 450 seats and arrangement of proper sound and light for the purpose of arranging assemblies / functions etc.
7. Moot court in the faculty of law.
8. Play ground suitable for regular practice and also for Inter-University matches. Well equipped basketball court, Kabaddi ground, Badminton court, Athletics ground, High Jump pit, Long jump pit are there.
9. Cultural activities committee for carrying out cultural activities and a specific allotted room for it.
10. Regular Yoga classes, compulsorily for the students opting physical education as a subject and generally for those who want to join them.
11. Continuous electricity supply through generator for class rooms/labs etc. and inverters with batteries for departments, Principal office and administrative block with availability of infrastructure maintenance staff and technical staff through out the working day.
12. Partially digitalized library with collection of rare books and having facility of separate reading rooms for boys and girls and Research scholars.
13. Water purifiers at the different places in the campus to ensure clean water supply to the students and staff.
14. C.C.T.V. Cameras with central panel in Principal's office to observe minutely varied activities of the campus.
15. Well maintained lush green gardens separately for girls and boys to inculcate aesthetic sense and love for nature amongst students.
16. Separate staff room with toilet facility for the lady teachers.

### **Student Support and Progression**

1. Fee structure, admission process, examination details, result declaration etc. and other student support services are displayed on the Notice Boards. The general information about fees and general code of ethics for students and teachers has been displayed on the website.

2. The institute ensures student support services through various committees like admission selection committee, magazine committee, S.C./ST Cell, Time table committee, Sports Committee, Cultural Committee, Anti Ragging Committee, UGC Cell, Conference/Seminar Committee, employment and counseling cell, Women cell etc.
3. Research is promoted by providing facility of research in 16 subjects.
4. Well qualified teaching faculty to provide a motivating teaching-learning environment for the students of the college.
5. The following students support services are in practice at our institution –
  - Well equipped library / laboratories / browsing center / smart classes.
  - Availability of e-content developed by the teachers of the college.
  - Fee concession / Reimbursement for SC/ST/BC students.
  - Aid given to the sports students by providing them with travelling allowance, track suits and sports kit.
  - NSS/NCC both for girls and boys.
  - Innovative teaching methods like group discussions, poster presentation, role play, etc. Regular internal assessment, skill development for public speaking, personal counseling to students regarding their career, participation in programs helpful in inculcating values and ethics.
  - Government scholarship to brilliant and economically weaker section of students.
  - Job oriented courses PGDBM and PGDCP.
  - A fixed dress code to the boys and the girls to overcome feelings of difference on the basis of caste, class and to maintain discipline.
  - Facility of book bank.
  - Separate well furnished girls common room with toilet facilities.
  - Facility of distance learning at IGNOU center of the college 47015.
  - Grievance redressal cell to redress the complaints of students including sexual harassment and ragging.
  - Competent alumni association, providing support in different areas.
  - Publication of college magazine to provide a platform to the creativity of students.
  - Well protected and large cycle stand for the vehicles of the students.

## Governance, Leadership and Management

1. The institution adopts effective leadership in tune with vision and mission of the college. The Principal of the college is Dr. P.K. Varshney who maintains good communication with staff and Management, working as a link between management and college staff.
2. The secretary of the managing committee, Mr. Atul Gupta and the other post holders of the management are available in the campus at least twice / thrice in a week to ensure effectiveness and efficiency of the institutional process.
3. Decentralization of authority and participative management, including management.
4. Timely reporting about the following to the governing body.
  - (a) Faculty requirement of each department.
  - (b) Proposals made by IQAC to ensure quality education in the institute.
5. Delegation of power to the coordinators of the different committees like examination, library, women cell, Time Table Committee etc. to take their own decisions and to make efforts for their implementation.
6. Freedom to every department to plan and organize the process of internal assessment and its co-curricular activities with the help of available resources and in communication with all the members of the departments including students.
7. Timely arrangement of part time staff to fill the gap created due to scarcity of permanent staff.
8. Use of E-governance in areas like Finance, Examination and student support.
9. Proper and prompt redressal of complaints/grievances of the students/faculty/non-teaching staff.
10. Effective role of IQAC in suggesting quality assurance strategies and processes and organizing programs accordingly.
11. Regular organization of professional development programs for teaching and non-teaching staff specifically in the field of ICT.
12. Motivation to teachers to participating in professional development programs like orientation / refresher course / short term courses etc.
13. Set mechanism for performances appraisal system for teaching and non-teaching staff.
14. Implementation of welfare schemes for teaching and non-teaching staff like GPF, etc. for teacher and uniform to class IV employees.
15. Mobilization of fund and optimal utilization of resources is assured.

16. Internal/External audit is conducted regularly for maintaining transparency in accounts.

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

1. Core values of the institute are displayed on the website and in the college campus.
2. Code of conduct hand book exists for students, teachers, governing body, administrative staff and principal.
3. The institute functions as per the guidelines suggested by statutory body.
4. Gender equity programs are organized regularly in the institute to sensitize students for gender equality.
5. The institute reflects gender sensitivity by providing facility of separate common room with toilet facility and park for girls students and ensures safety and security of students through CCTV surveillance, presence of female teacher in almost all committees functioning in the college.
6. Programs are organized to increase consciousness about national identities and symbols, fundamental duties and right of Indians.
7. Activities for the promotion of universal values by NSS and NCC.
8. Celebration of National festivals and death and birth anniversaries of great personalities.
9. The following steps taken by the authority of the institute reflect environment consciousness.
  - Use of LED in place of incandescent bulbs and tube lights
  - Tree / herb plantation by NCC / NSS and other departments to ensure green landscaping.
  - Rainwater harvesting system
  - Solid waste management
  - Plastic free campus
  - No smoking / tobacco zone
  - Eco-friendly generator
  - Use of eco-friendly transport like bicycle/e-rickshaw etc.
  - Pedestrian friendly roads
  - Separate budget for green initiatives.

10. It has been a regular practice for the principal to meet the students in the class room or informally outside class room to get proper feedback about teaching learning process from them.

**Best Practices –**

1. Institution provides equal opportunities to girls coming from the different sections of society to make them self reliant and to discover their innate talents.
2. Organisation of activities by NSS, NCC, Cultural Activities Committee and Student council at departmental level proves helpful in bringing out talents of students and giving it a proper shape and also helps in their overall personality development by boosting up their confidence level.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI VARSHNEY COLLEGE
Address	SHRI VARSHNEY COLLEGE G. T. ROAD DISTRICT - ALIGARH STATE - UTTAR PRADESH PINCODE - 202001
City	ALIGARH
State	Uttar pradesh
Pin	202001
Website	<a href="http://www.svcaligarh.org">www.svcaligarh.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	PANKAJ KUMAR VARSHNEY	0571-2404414	9412766285	-	svcaligarh13@gmail.com
IQAC / CIQA coordinator	NEETA	-	9411605500	-	neeta.kulshreshtha@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	
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Date of establishment of the college	07-07-1947			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Uttar pradesh	Dr. B.R. Ambedkar University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-07-1956	<a href="#">View Document</a>		
12B of UGC	01-07-1956	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	11-09-2019	24	
BCI	<a href="#">View Document</a>	08-08-2018	12	

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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	SHRI VARSHNEY COLLEGE G. T. ROAD DISTRICT - ALIGARH STATE - UTTAR PRADESH PINCODE - 202001	Urban	10.99	15896

## 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	Intermediate	Hindi	523	523
UG	BA,English	36	Intermediate	English	346	346
UG	BA,Sanskrit	36	Intermediate	Sanskrit	24	24
UG	BA,Economics	36	Intermediate	English + Hindi	328	328
UG	BSc,Economics	36	Intermediate	English + Hindi	7	7
UG	BA,Political Science	36	Intermediate	English + Hindi	262	262
UG	BA,History	36	Intermediate	English + Hindi	242	242
UG	BA,Mathematics	36	Intermediate	English + Hindi	22	22
UG	BSc,Mathematics	36	Intermediate	English + Hindi	233	233
UG	BA,Drawing And Painting	36	Intermediate	English + Hindi	126	126
UG	BA,Psychology	36	Intermediate	English + Hindi	216	216
UG	BSc,Geography	36	Intermediate	English + Hindi	5	5

UG	BA,Geography	36	Intermediate	English + Hindi	207	207
UG	BA,Military Science	36	Intermediate	English + Hindi	251	251
UG	BSc,Statistics	36	Intermediate	English + Hindi	57	57
UG	BSc,Physics	36	Intermediate	English + Hindi	195	195
UG	BSc,Chemistry	36	Intermediate	English + Hindi	227	227
UG	BSc,Zoology	36	Intermediate	English + Hindi	175	175
UG	BSc,Botany	36	Intermediate	English + Hindi	175	175
UG	BSc,Computer	36	Intermediate	English + Hindi	151	151
UG	BEd,Teacher Education	24	Graduation	English + Hindi	110	103
UG	LLB,Law	36	Graduation	English + Hindi	240	191
UG	BA,Sociology	36	Intermediate	English + Hindi	280	280
UG	BCom,Commerce	36	Intermediate	English + Hindi	320	317
UG	BA,Physical Education	36	Intermediate	English + Hindi	105	105
PG	MA,Hindi	24	Graduation	Hindi	80	68
PG	MA,English	24	Graduation	English	80	47
PG	MA,Sanskrit	24	Graduation	Sanskrit	80	14
PG	MA,Economics	24	Graduation	English + Hindi	80	79
PG	MA,Political Science	24	Graduation	English + Hindi	80	79
PG	MA,History	24	Graduation	English + Hindi	80	49

PG	MSc,Mathematics	24	Graduation	English + Hindi	60	28
PG	MA,Mathematics	24	Graduation	English + Hindi	60	11
PG	MA,Drawing And Painting	24	Graduation	English + Hindi	60	36
PG	MA,Psychology	24	Graduation	English + Hindi	60	42
PG	MA,Geography	24	Graduation	English + Hindi	60	29
PG	MSc,Physics	24	Graduation	English + Hindi	24	21
PG	MSc,Chemistry	24	Graduation	English + Hindi	24	18
PG	MA,Sociology	24	Graduation	English + Hindi	80	77
PG	MCom,Commerce	24	Graduation	English + Hindi	240	240
PG Diploma recognised by statutory authority including university	PG Diploma, Computer	36	Graduation	English + Hindi	40	4
PG Diploma recognised by statutory authority including university	PGDBM,Commerce	36	Graduation	English + Hindi	40	5
Doctoral (Ph.D)	PhD or DPhil,Hindi	36	Post Graduation	Hindi	18	0
Doctoral (Ph.D)	PhD or DPhil,English	36	Post Graduation	English	6	2
Doctoral (Ph.D)	PhD or DPhil,Sanskrit	36	Post Graduation	Sanskrit	12	0
Doctoral	PhD or DPhil	36	Post	English +	12	0

(Ph.D)	I,Economics		Graduation	Hindi		
Doctoral (Ph.D)	PhD or DPhil, Political Science	36	Post Graduation	English + Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil, History	36	Post Graduation	English + Hindi	6	1
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	Post Graduation	English + Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil, Drawing And Painting	36	Post Graduation	English + Hindi	12	1
Doctoral (Ph.D)	PhD or DPhil, Psychology	36	Post Graduation	English + Hindi	6	1
Doctoral (Ph.D)	PhD or DPhil, Geography	36	Post Graduation	English + Hindi	12	0
Doctoral (Ph.D)	PhD or DPhil, Physics	36	Post Graduation	English + Hindi	18	1
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	Post Graduation	English + Hindi	6	1
Doctoral (Ph.D)	PhD or DPhil, Sociology	36	Post Graduation	English + Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	Post Graduation	English + Hindi	30	0

### 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	0				0				129			
Recruited	0	0	0	0	0	0	0	0	64	30	0	94
Yet to Recruit	0				0				35			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				35			
Recruited	0	0	0	0	0	0	0	0	12	3	0	15
Yet to Recruit	0				0				20			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				62
Recruited	32	2	0	34
Yet to Recruit				28
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	14	2	0	16
Yet to Recruit				12

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				45
Recruited	17	1	0	18
Yet to Recruit				27
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	5	1	0	6
Yet to Recruit				21

**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	0	0	0	0	0	1
Ph.D.	0	0	0	24	12	0	19	14	0	69
M.Phil.	0	0	0	2	0	0	2	0	0	4
PG	0	0	0	1	1	0	15	3	0	20

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	6	1	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	5	2	7

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		1		9

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	3	0	0	0	3
	Others	0	0	0	0	0
UG	Male	1756	3	0	0	1759
	Female	2147	1	0	0	2148
	Others	0	0	0	0	0
PG	Male	437	1	0	0	438
	Female	1154	1	0	0	1155
	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	734	685	654	577
	Female	856	798	773	763
	Others	0	0	0	0
ST	Male	7	28	3	1
	Female	0	12	1	3
	Others	0	0	0	0
OBC	Male	807	775	774	703
	Female	1115	1102	1102	1006
	Others	0	0	0	0
General	Male	822	806	921	821
	Female	1821	1688	1571	1402
	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>6162</b>	<b>5894</b>	<b>5799</b>	<b>5276</b>

## Extended Profile

### 1 Program

#### 1.1

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

**Response: 450**

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

#### 1.2

**Number of programs offered year-wise for last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
56	56	56	56	56

### 2 Students

#### 2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
6472	6464	6620	6151	6558

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

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1643	1643	1419	1419	1419

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
1517	1651	1751	1594	1786
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

**3 Teachers****3.1****Number of full time teachers year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
94	84	72	73	76
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
129	129	129	129	123
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**4 Institution****4.1****Total number of classrooms and seminar halls****Response: 67****4.2****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
168.08	126.68	98.6	106.79	82.08

**4.3****Number of computers****Response: 40**

NVAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The syllabus of each paper is provided by the University. The role of the college is limited to enrichment and effective delivery of curriculum. The teachers prepare a curriculum plan at the beginning of the year. The curriculum plan includes an estimate of the tentative number of classes that will be needed to adequately cover different topics in the syllabus. The curriculum plan is reviewed by the Heads of departments and communicated to the principal's office.

IQAC has developed separate model formats for curriculum planning and enrichment. The formats were communicated to all the teachers through their respective heads of departments and have also been uploaded to the college website.

The following measures are taken to ensure timely implementation of the curriculum plan:

1. *The concerned teacher and the head of the department periodically review the progress in covering the curriculum.*
2. Part time teachers are appointed to departments with acute shortage of teachers.
3. Extra classes are scheduled if any topic requires more detailed instruction or if there are last minute changes in the syllabus or examination pattern.
4. Extra classes are scheduled if there are unforeseen delays due to factors beyond the control of teachers like exams, student agitation, elections etc.
5. If a teacher is on duty leave for participation in seminars, refresher courses, workshops etc. the other teachers try to take up additional teaching load and ensure that classes do not go unattended.
6. Approximately one month before the end of the teaching session (usually after the date of examination is announced by the university), the principal meets the heads of the departments to review the extent to which the syllabus has been completed and if any additional measures are needed for the same.

NOTE: The above described method is adopted in most of the departments. In some departments due to scarcity of staff it becomes very difficult to complete the syllabus.

Curriculum Planning Format - [http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/Curriculum\\_planning\\_format\\_S\\_V\\_College\\_2.pdf](http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/Curriculum_planning_format_S_V_College_2.pdf)

Curriculum Planning Format - <http://www.svcaligarh.org/wp-content/uploads/bsk-pdf->

manager/Curriculum\_Enrichment\_Format\_3.pdf

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

<b>File Description</b>	<b>Document</b>
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:** 76.44

#### 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

2018-19	2017-18	2016-17	2015-16	2014-15
6	12	14	17	12

<b>File Description</b>	<b>Document</b>
Details of participation of teachers in various bodies	<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:** 1.79

1.2.1.1 How many new courses are introduced within the last five years	
<b>File Description</b>	<b>Document</b>
Details of the new courses introduced	<a href="#">View Document</a>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>	
<b>Response:</b> 63.64	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 7	
<b>File Description</b>	<b>Document</b>
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

<b>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</b>				
<b>Response:</b> 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				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0
<b>File Description</b>	<b>Document</b>			
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>			

### 1.3 Curriculum Enrichment

<b>1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</b>
<b>Response:</b>
<b>1. Gender</b>

There is no gender bias in academic instruction. Students are told about

- a. The need for removing gender related discrimination and disparity in income, property rights, legal rights, educational attainment, health care facilities, skewed sex ratio, etc.
- b. The contribution of female scientists like Janki Ammal, Madame Curie etc. and scholars like Emily Dickinson, Sarojini Naidu, etc.
- c. Contributions of feminist writers like Mahashweta Devi.
- d. Role of female leaders in shaping national and global history.

## **2. Environment and Sustainability**

- a. A paper on environment and sustainability is compulsory for all undergraduate students except in B.Ed. where it is an optional paper.
- b. Environment, sustainability, role and rights of tribal communities, disaster management etc. are a part of the syllabi of many subjects.
- c. Environmental pollution, conservation and sustainability are taught in association with other related topics e.g., Nature studies and Eco-criticism as a part of literature of romantic period in BA and MA in English.
- d. Students are taught about Environment pollution viz. air, soil, water etc. and its sources like nuclear energy, religious practices, industry etc. and mitigating measures like CSR initiatives, social forestry, legal options, social movements etc.

## **3. Human Values**

*Human values like helpfulness, co-operation, responsibility, patience, positive attitude, self-discipline, contentment, forgiveness, compassion, tolerance, service to humankind, active citizenship, loyalty etc. are integrated in the curriculum as follows*

- a. Rashtra Gaurav (National Pride) – is a compulsory paper for all undergraduate students. The aim of the paper is to create awareness about the achievement of Indians in various spheres of life.
- b. Stories and examples about important personalities – relating stories about scholars, scientists, jurists and eminent personalities is a part of the instruction process. These stories create an understanding about the sacrifice, perseverance, self-discipline, and service to humankind that have guided stalwarts on their path.
- c. Celebration/ observation of important days – important days like Gandhi Jayanti, Nehru's birthday, Ambedkar Jayanti, Teacher's day etc. are observed. Students are told about the human values practiced and promoted by these eminent personalities.

## **4. Professional ethics**

S.V. College is a multi-faculty institution and only two faculties i.e., Law and Education directly lead to professional qualifications. Other departments offer general courses, but recognize the possibility that our students may take up professions like sales, teaching, higher education and research and impart instruction on professional ethics to students.

- a. Students of Law are and taught about client lawyer relationship and ethics related to confidentiality of client information.
- b. Students of Teacher education are taught about teacher-taught relationship and the code of ethics for teachers.
- c. Students of Commerce are taught about transparency in accounting, avoiding creative and non-ethical accounting practices like under-invoicing, overestimation of value of assets etc.
- d. Students of Science faculty are told about ethics and honesty in reporting results of research projects.

Students of all faculties are made aware of the code of ethics expected from teachers, proper citation of quotes, correct attribution of images and text, ethical use of digital and online resources etc.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 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:** 11.99

1.3.3.1 Number of students undertaking field projects or internships

**Response:** 666

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

## 1.4 Feedback System

<p><b>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</b></p> <p><b>Response:</b> B.Any 3 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 0.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	3	2	1

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 91.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
2885	2724	2693	2786	2524

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

2018-19	2017-18	2016-17	2015-16	2014-15
3285	3257	2838	2858	2698

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

#### 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:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
1524	1545	1394	1403	1353

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:**

### Special Programmes for Advanced Learners

The institution supports and encourages advanced learners by giving them responsibilities and challenges commensurate with their intellect and ability

- 1) Dissertation – In several post graduate classes, final year students have the option of opting for a dissertation (prepared under the guidance of a teacher) instead of a theory paper. The challenging nature of the topic, close involvement of the teacher in planning and execution of the project help to develop critical thinking skills and ensure that advanced scholars (with at least 55 % marks) learn about research methodology, data collection and analysis and preparation of academically sound reports.
- 2) Field Project – In several departments field projects are assigned to students. These may be group or individual projects. Hardworking, academically sound and resourceful students are assigned individual projects or are assigned as group leaders in group tasks.
- 3) PowerPoint presentations - Advanced learners who show initiative are encouraged to prepare PowerPoint projects. Students without access to computers/ internet connection are provided access to computers and assigned student mentors.
- 4) Involvement in planning events –Students are involved in planning and executing cultural events and extension activities of the institution to groom them and instill leadership skills.
- 5) Counseling and guidance for competitive exams like UGC NET, IAS, PCS, PCS J, CDS, etc.- Motivational support, access to advanced books, outside class support and interaction opportunity with ex-students who have already cleared such exams is provided to promising students.

## Special Programmes for Slow Learners

The institution recognizes that some students lag behind their peers in academic achievements due to reasons within or beyond their control. Slow learners are identified by direct observation in class, through quizzes, and class tests. The following measures are taken to identify the reason for lower academic achievement and to provide support for mitigating the same

- 1) Individual counseling and identification of the cause of poor academic performance – Teachers individually discuss the challenges faced by students to identify the root cause of their weak performance. Some of the challenges identified are lack of financial support, lack of learning environment, lack of time to study, long commutes from rural areas, limited ability to understand advanced concepts etc.
- 2) Suggestions for improvements – depending on the root cause identified by the teachers, appropriate remedial measures are taken including.
  - a) Outside class academic support/ doubt clearing.
  - b) Counseling of parents – If the students are tied up in household chores and do not find time for studying, the parents are contacted and counseled to ensure that the student is provided sufficient time for studies.
  - c) Academic support in the form of books and reading material.
  - d) Helping students formulate strategies for optimal use of resources.
  - e) Peer support – Bright students in the class are identified and associated with academically weak students.
  - f) The students are encouraged to learn not just concepts but also answer writing and note making skills which are critical to good academic performance.

### 2.2.2 Student - Full time teacher ratio

**Response:** 482:7

### 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: 22

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

Given below is a brief description of various student centric methodologies adopted at S.V. College to facilitate development of independent problem solving skills

- a) Co-operative learning – Students are encouraged to study in groups to develop positive inter-dependence. As described in point 2.2.1 above weak students benefit from association with academically sound peers.
- b) Student presentations – Students are encouraged to take up topics and prepare PowerPoint presentations to develop their expression, presentation skills, IT skills etc.
- c) Group discussion and Brainstorming – A problem is assigned to students and they are encouraged to discuss different aspects of the problem viz., historical, social, political, economic, legal, environmental and technological aspects. This encourages holistic examination of the problem and its possible solutions.
- d) Case study – Case studies are undertaken in subjects like Law and commerce to enable deeper understanding of issues and the application of theoretical concepts in real life.
- e) Demonstration and experiments – are an integral part of all science subjects and several subjects in arts like Drawing and Painting, Military studies, Psychology and Geography.
- f) Experiential learning – Field trips (e.g., Geography, History and Military studies), Field surveys (Geography), Field projects (Sociology, English, Zoology, Psychology, Commerce, etc.), Internship (B.Ed.), Social Service (NSS, NCC) are the different experiential learning methodologies used to educate students through first hand experience of real life situations.
- g) Workshop – Workshops on the use of computers (train students about the use of ICT and its applications in daily life and for facilitating learning), note-making skill, English usage and personality development are organized.
- h) Competitions/ Debate / Departmental seminars – encourage development of logical reasoning and critical thinking abilities.

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

**Response:** 53.19

#### 2.3.2.1 Number of teachers using ICT

Response: 50

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:** 5555:1

#### 2.3.3.1 Number of mentors

Response: 1

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

For the purpose of this report we have defined teaching methodology other than lecture method as innovation and creativity in teaching learning process.

#### 1. **Developing reading/ note making/ answer writing skills**

Many students come from rural background with limited training in basic skills necessary for good academic performance. The first few classes are dedicated to inculcating correct reading habits in students (viz., vocabulary, fluency, sentence construction, decoding language, etc.). Note making skills focus on the importance of leaving margins in pages, use of glued paper slips to add additional matter to registers, use of multiple coloured pens and colour coding of diagrams and notes.

#### 2. ***Focus on language skills***

Students are counseled on the importance of careful listening, correct pronunciation and spelling, sentence construction and the importance of good handwriting.

#### 3. ***Use of ICT and other audiovisual study material***

ICT is used by several teachers of the college as described in point 2.3.2 above. Several teachers use smartphone to show interesting videos to students. Laptops are also used to show relevant material to students. Use of ICT has received a fillip by the preparation of a shared digitally enabled classroom.

#### 4. ***Use of curated lists of e-resources***

Links of good quality e-resources are provided to students to aid them in knowledge discovery.

#### 5. **Concept mapping**

Flow charts are used to develop concept map.

**6. Use of Whats app groups for teaching learning process**

Separate Whats app groups of different classes are formed. Notices, class information and academic questions are shared and discussed in the group.

**7. Lecture recording studio**

E-Lecture recording studio has been built in the college. Teachers have recorded short videos of important topics for uploading to the YouTube channel of the college.

**8. You tube channel**

An institutional you tube channel has been created. The recorded lectures of teachers are uploaded to this channel and links are provided to the students.

**9. Blogs**

The institution has created a separate blog for academic purposes. Some teachers of the college have their independent blogs where they discuss both academic and social issues.

**10. Student centric learning (2.3.1), experiential learning (2.3.1), and special programs for advanced and slow learners (2.2.1)**

These have been discussed before and are not being reproduced here due to word limits.

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

**Response:** 62.44

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:** 81.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
69	64	63	64	64

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:** 13.98

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

Response: 1314

### 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:** 16.29

#### 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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	2	0

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

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

**Response:** 4.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	4	4	4

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:

For comprehensive continuous internal evaluation the institution follows three principles - academic freedom, delegation of responsibility and accountability. Teachers have complete freedom to determine the timing and nature of their tests and quizzes. Teachers experiment with different evaluation methods like MCQ, short answers, long essays, peer evaluation, etc. to find the most appropriate and fruitful method for their respective courses. Generally the following methods of evaluation are used

Ø **Group quiz** – students are divided into small teams and quiz is organised. Rules of the quiz are tweaked (e.g., one question per student) to ensure equal participation of all students.

Ø **Periodical tests** – usually after each unit.

Ø **OMR based test system** - The College has purchased OMR based test system in the session 2018-19. This will be used to conduct tests from the next session. This has been done because the university has mandated that one paper out of three in each subject shall be evaluated by OMR based exam.

Besides structured academic evaluation, teachers actively conduct in-class assessment of student performance including notes making skill, reading skill, cognitive ability etc. and provide appropriate and timely feedback.

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

#### Response:

#### Frequency of assessment

The curriculum plan prepared at the beginning of the year includes the details about the number of tests planned for the paper during the session. The syllabus in most subjects is divided into Units for convenience. Most teachers take 1 to 2 tests/ discussions per unit depending on the complexity of the topics, length of the unit and its importance in university examination. The college provides the necessary academic and administrative support.

#### Variety of assessment

The mechanism of Internal assessment is described in point 2.5.1 above. The aim of internal assessment is multi fold –

- a) Assess the students' understanding of concepts taught.
- b) Identify advanced and weak learners and take appropriate action.

- c) Make students familiar with the university examination pattern.
- d) Develop critical thinking ability in students.

The internal assessment mechanism caters to these aims. Tests administered to students include MCQ type questions, short notes and long answers. Students are told about the expected answer length, content, pattern and most effective presentation style for each type of answer.

Transparency is ensured by administering the same question paper to all the students. Robustness in assessment is ensured by including different types of questions in the assessment plan.

### **Transparency in internal assessment in final examination**

Practical subjects include internal assessment of students, the marks of which are included in the final scores of the university examination. Similarly, in some non-practical subjects marks of viva voce are a part of the final score. The marks are awarded by an external examiner appointed by the university who has no relationship with the institution. If the external examiner expresses inability to come for the examination, the internal examiner proposes three names out of which the Principal selects one name for appointment as the examiner and informs/ takes necessary permission from the university.

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

#### **Response:**

Examination and result preparation is the purview of the University. The college has a limited role (claim verification and forwarding of complaints to the university) in the redressal of examination related grievances.

The college discharges its role in the redressal process within 24 hours. The entire process is handled by the steno of the Principal under the overall supervision of the Principal. If students so desire, they can use the services of institutional clerical staff who periodically visit the university for official work for conveying the complaints to the university.

Examination related grievances and their redressal mechanisms can be grouped into the following categories

#### **1. *Students who have appeared in the exams are marked absent in the mark sheet***

Students write an application to the Principal, attach relevant documents and submit the required fee. The college checks its records, attaches a certified copy of the attendance sheet with the application and forwards it to the University for necessary Action.

#### **2. *Practical / Viva voce / Dissertation marks are not listed in the mark sheet***

The attendance in the practical exam is verified from the attendance sheet, the sealed envelope containing

marks awarded in the examination (which is submitted to the Principal by the external examiner) is opened and the marks awarded to the student in the exam are certified on the application.

### **3. Marks awarded to student are less than their expectation**

Students are made aware of the various remedies that they can pursue i.e., reevaluation of answer books or asking for copies of their answer script after paying the necessary fee. The applications are forwarded to the University.

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

##### **Response:**

The academic calendar provides a broad timeframe for conduct of Continuous Internal Evaluation (hereinafter referred as CIE). The method of evaluation has already been described in the answer to point 2.5.1 and 2.5.2. of the QIF. It is pertinent to note that the length of units in each subject varies. Unit wise tests, quizzes, discussions are conducted by the teachers in consultation with their respective heads of departments. Besides structured academic evaluation, teachers actively conduct in-class assessment of student performance including notes making skill, reading skill, cognitive ability etc. and provide appropriate and timely feedback. The CIE process is thus implemented by the teachers and HODs broadly adhering to the academic calendar of the institution.

## **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:**

*Programme outcomes (PO) - NAAC has provided PO for general graduate courses. The same have been adapted by the institution. Programme outcomes for post graduate classes have been developed. Both programme outcomes have been displayed on the institutional website.*

*Programme specific outcomes (PSO) – Heads of departments have prepared PSOs of their respective department and the same have been displayed on the institutional website and communicated to teachers and students.*

*Course outcome (CO) preparation and mechanism of communication – COs have been prepared by the teachers teaching the respective courses and the same have been displayed on the institutional website.*

##### **Course outcome of all courses**

NAAC guidelines require that 8 + 2 outcomes should be prepared for each course. It is not possible to describe the course outcome of all courses in 500 words. The detailed COs of each course can be checked on the institutional website.

#### Links -

**Program outcomes** - **Outcome** and **Program Specific**  
[http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/PROGRAM\\_OUTCOME\\_AND\\_PROGRAME\\_SPECIFIC\\_OUTCOME\\_23.pdf](http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/PROGRAM_OUTCOME_AND_PROGRAME_SPECIFIC_OUTCOME_23.pdf)

**Course Outcomes** - [http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/Cours\\_Outcomes\\_Department\\_Wise\\_24.pdf](http://www.svcaligarh.org/wp-content/uploads/bsk-pdf-manager/Cours_Outcomes_Department_Wise_24.pdf)

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

*The educational attainment of students is measured on the basis of class tests, discussions and quiz as described above. Briefly, attainment is measured by the following methods*

- Oral test / quiz - all subjects. This is used for real time, routine assessment of attainment levels. Teachers advance to the next topic only after they feel that topic has been covered adequately.
- Performance in Laboratory experiment - Applicable in practical subjects only. Though skill levels may vary, understanding is necessary for conducting laboratory experiments.
- Internal tests
- Assignment – Some subjects
- Viva voce/ practical exam scores – used for assessing final attainment level. Assessment is by an external subject expert appointed by the university.
- OMR based test sheets –planned in future.

**Note:** *The marks obtained in the final university exams are not used for assessing attainment level because no mid term assessment and corrective action is possible.*

### 2.6.3 Average pass percentage of Students

**Response:** 89.18

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

**Response:** 1517

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

**Response:** 1701

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

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.18

## 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:** 97.09

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)

2018-19	2017-18	2016-17	2015-16	2014-15
7.94	7.12	00	43.16248	38.863

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

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

**Response:** 28.72

3.1.2.1 Number of teachers recognised as research guides

Response: 27

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

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

**Response:** 0.73

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

Response: 16

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

Response: 109

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

There is no incubation centre in the institution. Detailed below are the other initiatives for creation and transfer of knowledge currently practised in the institution.

1. Text books and reference books – written by the teachers of the college are a part of the curriculum in DBRAU, Agra and in other universities of the country.
2. Research papers are published by the teachers in collaboration with teachers in other institutions. These contribute to the advancement of knowledge.
3. Papers presented in seminars – Teachers present papers in local, regional national and international seminars.
4. Sharing of best practices - Teachers provide advice to other fellow teachers about best practices in teaching and innovative teaching methodologies. Social media platforms are used extensively for sharing knowledge and best practices.
5. Alumni of law faculty seek advice from their teachers when faced with a challenging case.

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

#### Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

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

### 3.3 Research Publications and Awards

<p><b>3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b></p> <p><b>Response: Yes</b></p>	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b></p> <p><b>Response: No</b></p>	
<p><b>3.3.3 Number of Ph.D.s awarded per teacher during the last five years</b></p> <p><b>Response: 1.63</b></p>	
<p>3.3.3.1 How many Ph.Ds awarded within last five years</p> <p>Response: 44</p>	
<p>3.3.3.2 Number of teachers recognized as guides during the last five years</p> <p>Response: 27</p>	
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>
<p><b>3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years</b></p> <p><b>Response: 2.28</b></p>	
<p>3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years</p>	

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	14	12	5

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:** 1.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	41	17	34	33

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:**

Student participation in extension activities can be summarised under the following heads

a) NSS - Students participate actively in organising blood donation camps, street plays, education of primary students in rural areas, cleanliness drive, Immunisation drive, education of girl child, prevention of female infanticide, voter awareness program, menstrual hygiene program etc.

b) NCC - NCC inculcates discipline and love for the nation in students. NCC cadets participate in programs for road safety, blood donation camps, prevention of encroachment, armed forces flag day, vijay diwas celebrations etc.

c) Law Faculty - Legal Aid clinic is organised in a rural area. The participants are advised about their

rights, duties, legal remedies for securing their rights, preventing exploitation, untouchability etc.

These extension activities sensitise students to prevailing social ills and challenges, make them aware of India's rich cultural heritage and encourage them to work for the upliftment of their less fortunate brethren.

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

**Response: 1**

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 38**

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	8	5	4	5

#### 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:** 13.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
629	910	1428	470	425

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:** 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	6	3	2

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

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
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:**

#### General Graduate/ Post Graduate Programs as per norms of Dr. BRA University, Agra

S No	University Norm	Actual
1	57 Classrooms	57 Classrooms
2	Library cum reading room	1 Library, 2 reading rooms and Departmental libraries
3	19 Laboratories	24 Teaching-Learning Laboratories Besides 5 research labs.

*Note: Other infrastructure like hall, toilets, offices, store room, parking facility, etc. are available.*

#### Faculty of Law as per Bar Council norms

S No	Bar Council Norm	Actual
1	1 HOD's Room	1 HOD's Room
2	1 staffroom	1 staffroom
3	1 administrative office	1 administrative office
4	1 boys' common room	1 boys' common room
5	1 girls' common room	1 girls' common room
6	1 consultancy room	1 consultancy room
7	1 legal aid center	1 legal aid center
8	E-Library	The faculty of Law has access to a centralized computer center of the college with over 25 computers and trained faculty.
9	Tutorial room	1 Tutorial room
10	Moot court	1 Moot court
11	Classrooms	4 Classrooms
12	Seminar Hall	1 seminar hall
13	Library cum reading room	1 Library and reading hall.

#### Faculty of Teacher Education (B.Ed.) as per NCTE norms

S No	NCTE Norm	Actual
1	Classrooms (1/50 students)	4 Classrooms
3	Library cum reading room	1 Library and reading hall.

4	ICT resource center	Available with 13 computers. Besides its own ICT resource center, the faculty of education also has access to a centralized computer center of the college with over 25 computers and trained faculty.
5	4 Curriculum laboratory	4 (Psychology, Language, Science and Social Science)
6	1 Art and Craft Resource center	1 Art and Craft Resource center
7	1 Health and physical education resource center	1, operated in collaboration with Dept. of Physical Education.

*Note: Other infrastructure like hall, toilets, offices, store room, parking facility, etc. are available. Students of the Faculties of education and law also have access to other institutional facilities like central library and reading hall, central computer facility, central digitally equipped classroom facility, parking, auditorium, etc.*

#### **Teaching-Learning facilities in addition to those mandated by the University/ Statutory authorities**

S No	Actual	Details
1	ICT resource center	The College has developed an ICT resource center with 15 computers. This is a shared computing facility that can be accessed by students on the recommendation of the respective head of department. This process has been developed to ensure that computing resources are used for bonafide academic activities only.
2	E learning recording studio	With curtains for noise deadening , whiteboard, camera, tripod stand, wired microphone
3	Central digital classroom	With projector, speakers, Desktop computer
4	1 central digital teaching facility	In department of computer science
5	5 Multimedia Projectors	In Physics, Botany, Zoology, History and Geography departments.
5	Multipurpose Hall	1 multipurpose hall constructed and now is in operation.
6	Digital classrooms	4 digital classrooms constructed. Furnishing and finishing are in operation

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

##### Response:

Shri Varshney College, Aligarh focuses on the overall development of the students and encourages them to participate in different sports and cultural activities.

The sports facilities in the institution are described below (as per the details contained in the staff statement of the college and the report of the in-charge of sports and physical education). The college has 8,356 square meters area for playgrounds which are used for different sports and cultural activities. Separate committees are framed for sports and cultural events which include teachers from different departments.

##### Sports and Games

- The institute has a well-qualified physical education teacher who supervises students and encourages them to actively participate in various sports competitions.
- He trains the students in their chosen games in the time-slot allocated to them in the timetable.
- The institute has a spacious and well equipped indoor-sports room, for games like table tennis, chess, and carom board.
- An open play ground is available for games such as badminton, basketball, volleyball, throw ball and cricket.
- The institution encourages students to participate in inter-college, university-level, and state-level competitions.
- The institution organizes intra-college sports competition every year.

The physical and infrastructure facilities available for the sports and physical education centre are as follows :

Cricket Practice Ground	:	One
Basketball court	:	One
Volleyball Court	:	One
Kho-Kho Ground	:	One
Athletics Ground	:	One
Table-Tennis	:	One (indoor)

Sufficient sports Materials/Equipment etc.

The college serves as a centre for university level games like chess, weightlifting etc.

### **Cultural Activities:**

A separate room has been allotted to the cultural committee to be used for the practice of different cultural activities and also for keeping different instruments and other items needed for organization of cultural activities.

- The institute provides a platform to showcase the talent and skills of the students. The organization of cultural activities brings out the latent talent among students, which helps to shape their overall personality by developing communication, leadership and team work skills.

The institute provides opportunities for students to participate in co-curricular and extra-curricular activities in intercollege and university level competitions.

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

**Response:** 11.94

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

Response: 8

<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:** 4.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.17916	9.41325	5.50438	4.66711	4.17217

<b>File Description</b>	<b>Document</b>
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:**

**Ans. Yes**

- Name of ILMS software - Koha
- Nature of automation (fully or partially) – Partially/ ongoing
- Version –16.05 Stable version
- Year of Automation- 2018/ ongoing
- **Detailed description of the library is given in the certified document uploaded below**

The college has one central library, dedicated libraries in faculty of law and education and several departmental libraries.

- A senior teacher is designated as library in-charge. The operations of the library are maintained by the librarian and supporting staff. Heads of departments recommend books and journals for the respective subject for purchase/ subscription in the library. The teacher in-charge and librarian call for quotations and enter the books in the record of the library. Activities such as Computerization of the library for which the college does not have the requisite expertise are outsourced.

– The relevant books are transferred from the central library to the libraries in the aforementioned departments. Library staff is deputed to operate these libraries under the overall guidance of the respective HOD.

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

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

**Response:**

The institution has

- a) Several rare books like Origin of species by Charles Darwin, Collection of literary work of Somerset

Maugham, Gorky, Shakespeare etc.

b) Reports – like economic survey, legal proceedings etc. in the library.

However, there are no manuscripts in the library.

These are a part of the circulation register and anybody can get these issued and benefitted from the same. No separate collection of rare books is maintained.

Plans are afoot to prepare a separate section of rare books. The proposed section will include books suggested by the teachers of different departments. These books shall only be available for reading in the library and will not be issued to anyone to prevent their loss.

#### 4.2.3 Does the institution have the following:

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

**Response:** E. None 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:** 0.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.00340	0.38397	2.41077	1.48118	1.44747

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

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

**Response:** No

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

**Response:** 0.99

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

**Response:** 56

### 4.3 IT Infrastructure

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

**Response:**

##### IT facilities in the college

The college has four well equipped computer labs (one in mathematics, one in B.Ed. and two in department of computer science), one computer equipped office for exam related work and one computer office for admission and other general computer related jobs. Computers are also used routinely in principal's office, accounts office, salary cell and several departments.

1. **Computers** – One computer lab is equipped with one server with 25 nodes. The common browsing center has 15 stand-alone desktop computers. The computers are routinely updated (RAM, hard discs etc.) as per need. The details of recent major up-gradation/ addition of computing facilities are as follows:

S no	Nature of Updation	Year
1	1 computer (For principal's steno office)  (Brand HP, Core i3, 1 TB hard disc, 4 GB Ram)	2016-17
2	Established server based networked lab in department of computer science.  (Dell T 30 server, 25 nodes, 2 TB hard disc, 32 GB RAM)	2017-18
3	Established a server in the library (for digitalization of library services)	2017-18

4	(Dell T 30 server, 2 TB hard disc, 32 GB RAM) 2 computers in library (For digitalization of library services) 2017-18
5	(Brand HP, Core i3, 1 TB hard disc, 4 GB Ram) 1 computer (For central digital classroom facility in department of computer science.) 2017-18
6	(Brand HP, Core i3, 1 TB hard disc, 4 GB Ram) 1 computer (For IQAC) 2018-19
7	(Brand HP, Core i3 8th generation, 1 TB hard disc, 4 GB Ram) Laptop in Department of Botany (Brand Dell) 2016-17
8	One Laptop for Dr. Manoj Kumar Sharma, and One Computer in IQAC and 01 Photostate Machine IQAC, 2018-19
9	OMR Scanner in Computer Lab and DSLR Camera for Recording Studio 2018-19

2. **Multimedia Projector** – one multimedia projector (Brand BenQ) was purchased in 2017-18 for the central digital classroom facility.

3. **Printers, Scanner and photocopier** – 1 Printer (HP 1020 plus), 2 Colour printers (HP 5810), 1 printer (Canon LBP 2900), 1 photocopier and printer (Canon), 1 Scanner (Canon), 1 photocopier and printer (Sharp AR 6020) have been purchased in the last five years.

4. **Internet connectivity** – Earlier the institute used 5 MBPS connection from Airtel and internet dongles. In 2017-18 two separate connections of 10 MBPS and 15 MBPS respectively from BSNL have been set up. In 2018-19 WIFI/LAN facility has been extended from 15 MBPS to 20 MBPS from BSNL. Internet is also accessed from mobile phones and wi-fi dongles when necessary.

**Wi-fi facility** – has been made available in department of computer science (2017-18), principal's office (2017-18), library (2017-18). Teachers routinely use their mobile phones to create wifi hotspots to fulfill their academic needs.

#### 4.3.2 Student - Computer ratio

**Response:** 1111:8

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**Response:** 20-35 MBPS

#### File Description

#### Document

Any additional information

[View Document](#)

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture

**Capturing System (LCS)****Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<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****Response:** 9.9

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)

2018-19	2017-18	2016-17	2015-16	2014-15
2.84	12.92	17.74	29.18	6.44

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:**

Sri Varshney College is operated on the principles of autonomy, decentralization of authority and academic freedom. The same principles are carried over in the maintenance and utilization of physical, academic and support facilities. The procedures for each of the following is briefly described below

**1. Laboratories** – The heads of the department (HOD) are responsible for maintaining and utilizing the laboratories of their departments in collaboration with their departmental colleagues.

Ø HOD – Overall in-charge of the laboratories facilities.

Ø Departmental teachers –In-charge of a part of the laboratory e.g., Post graduate lab, chemicals, glassware, museum, etc.

Ø Lab Assistant – prepares chemicals, apparatuses, requirements for next year, and helps in smooth conduction of practical classes.

Ø Lab Boy – responsible for operation of the lab, cleaning of apparatus and glassware, preparing the lab for the classes and examination under the overall direction of the lab assistant and concerned teacher.

**2. Library** – The college has one central library, dedicated libraries in faculty of law and education and several departmental libraries.

Ø **Central library** - A senior teacher is designated as library in-charge. The operations of the library are maintained by the librarian and supporting staff. Heads of departments recommend books and journals for the respective subject for purchase/ subscription in the library. The teacher in-charge and librarian call for quotations and enter the books in the record of the library. Activities such as Computerization of the library for which the college does not have the requisite expertise are outsourced.

Ø **Libraries of department of Law and education** – The relevant books are transferred from the central library to the libraries in the aforementioned departments. Library staff is deputed to operate these libraries under the overall guidance of the respective HOD.

Ø **Departmental Libraries** - these are operated by the teachers of the department under the overall guidance of the HOD.

**3. Sports facilities** – The college has a department of Sports and physical education. The HOD of the department is also the in-charge of the sports facilities of the institution. He is supported by a full time peon and by the electrician, gardener, other non-teaching staff of the college and teachers as and when necessary.

**4. Computers** – The head of the department of computer science is the nodal person for maintaining and up-gradation of the computer infrastructure in the institution. He oversees the maintenance and operation of computer labs, browsing center, central digital classroom facility besides recommending suitable configurations to HODs who want to purchase computers for their departments. He is also the nodal person for repair and maintenance of computers in the institution.

**5. Classrooms** – Classrooms have boards, furniture, light fixtures and fans. Any deficiency in the same is communicated by teachers to the principle who directs the concerned person to do the needful.

Ø The in-charge of building repair ensures the structural integrity of the building, windows and timely whitewash. He also replaces broken furniture with reserve furniture and organizes for the repair of the furniture.

Ø The electrician ensures hassle free electricity supply, replacement of light fixtures and repair/ replacement of fans as needed.

Ø The store in-charge purchases the necessary items and provides them to the concerned person for maintenance and repair.

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

NAAC

## 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:** 33.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
796	2638	2795	2066	1777

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 32.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
2201	1997	1740	1783	1870

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>
Any additional information	<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:** 5.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
223	245	378	368	396

File Description	Document
Details of the students benefited 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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
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:** 0.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	0	0	0	0

File Description	Document
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:** 61.24

## 5.2.2.1 Number of outgoing students progressing to higher education

Response: 929

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<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:** 8.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	7	12	2	6

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	79	72	70	62

<b>File Description</b>	<b>Document</b>
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:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

#### Response:

Shri Varshney College promotes participation of students in various academic and administrative activities. P. G. Departments of the college have Students' Council at the departmental level and U. G. Departments also select students representatives for participation and smooth functioning of various activities. This obviously helps the students in gaining leadership qualities and execution skills.

The members of the student council prove helpful in bringing out the talents of students in various curricular and co-curricular activities.

The students of these committees help the different administrative committees, functioning in the college.

- The students from these councils along with the faculty members motivate the students to participate in NSS / NCC / Sports / Cultural Activities.
- The members of these council are made aware about the different bodies / cells of the college like Grievance Redressal cell / Women cell / anti ragging committee etc. and they sensitize the other students about them so that in need every student may take help of these bodies.
- Different extra curricular activities like Annual Day, Teachers Day, Fresher Party, Farewell Party etc. are organized mainly at the departmental level by the students of these councils.

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

Response: 23.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	24	23	23	25

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<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:

The purpose of Alumni Association is to foster a spirit of loyalty & to promote the general welfare of the organization. It exists to support the achievement of organizational goal & to strengthen the ties between alumni, the community & the organization. The Alumni association of faculty of commerce contributes significantly for the development of students in the form of various activities like-

1. Fund Raising : A strong Alumni association is one of the biggest benefactors of an institution that can contribute towards various developmental activities, leading the institute on the path of success.
2. Mentorship & scholarship - Alumni can play an active role in volunteering programmes like mentoring students in their areas of expertise and in contributing scholarship to deserving students.
3. Career Guidance – Alumni is a huge talent pool the guidance of which can be beneficial to many students & other fellow – alumni in their respective areas of study.
4. Networking Platform – Alumni network by itself is one of the best professional networking platforms available today.

The Alumni association provides books to poor students, arranging guest lecturers, Industrial visits, and career counselling workshop for the benefits of students. The alumni association plays an important role in shaping the future of our students by representing the views of its members & contributing to build supportive alumni community, appropriate to a world class college.

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

Response: ? 5 Lakhs

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:** 10**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The institution has an able and well organized Managing Committee, the office bearers and members of which are elected after every three years. Under their able guidance, the institution functions to achieve the stated Vision and Mission. Management committee is headed by the president of management committee. All matters relating to appointment, joining, confirmation, retirement of persons / employees are dealt with this committee. Various plans and decisions are taken by the committee for the academic year. Recommendations and suggestions of IQAC and different committees are forwarded to the management committee through the Principal who is the Academic and Administrative Head of the institute and he plans and implements the decisions with the coordination of HODs and coordinators of different committee. The decision taken by the management committee is final and afterwards the plans could be implemented. All efforts are made to make teaching –learning process effective and conduction of research programs smooth.

**Budget:**

Budget is allocated to the different departments by the management committee in the beginning of the session and the respective Heads prepare a list of the items required for the department and with the permission of Principal, allocated budget is used for the items.

Even the students of the college are encouraged to be the members of the student council framed at the Departmental level. This provides them a solid ground to groom their administrative skills.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

***Institutional Practice: Admission process:***

The Admission process begins with the purchase of application form along with prospectus from the associated Bank. The applicant is registered when he deposits the duly filled application form along with the required documents in the college office. Application Forms then are sent for screening committee which comprises of teachers from different faculties. After checking the necessary details, list of candidates for Entrance Test is prepared by non-teaching staff. On the basis of marks obtained in qualifying exam and the marks obtained in entrance exam, merit list for different courses is prepared in the

office. At PG level, Admission in different subjects in Arts and Commerce Faculty are carried out at departmental level and head of each department is the convenor of the committee for admission. While the entrance tests for M.Sc. and LL.B. are usually held at the university level and the qualified students with their allotment letters visit the college and the rest of the admission process is carried out in the above mentioned manner. Admission in B.Ed. is done on the basis of entrance test, held at state level and through counseling the students are allotted college and rest of the admission process is same.

Then applicant appears before the Admission committee of the respective course as the number of students is large, there is provision for faculty wise committee like: Arts, Commerce, Science, Law, Teacher education. These committees are framed by following the principle of decentralization of power and participative mechanism. Convener of each committee is free to take decision as per the set norms of admission and the members of the committee include 3-4 teachers and 2 nonteaching staff. When the committee clears the form, the applicant has to appear before Proctorial board, again having members from teaching faculty. After a formal interview here, the applicant deposits the fee directly in the bank and has to visit the office of the college for getting his roll number. Thus, the process of admission gets completed with the participation of academic administrative and support (Bank) staff. If any problem, beyond the control of convener of the committee appears, it is reported to admission- in charge and he with the consent of Principal, suggests a suitable solution for it.

*Out come: The Admission process is completed smoothly with the participation of Teaching, nonteaching and supportive staff and truly defines decentralization and participative management.*

## 6.2 Strategy Development and Deployment

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

#### Response:

#### Activity : Generation of E-learning resources of the institution:

By observing the need of e-learning resources in contemporary academic scenario and to boost up the existing teaching learning process, IQAC of the college proposed the development and deployment of e-learning resources in the institution. Proposal was discussed with the Principal and Management committee of the college and the decision was taken that efforts would be made in order to increase the use of new technology, internet and e-learning in teaching learning process so that the students may get opportunity to collect information from variety of sources beside the teachers. Soon a meeting of Management, Principal, IQAC with staff members was conducted and the proposal was discussed. Majority of teachers were keen to adopt the methods of teaching, using new technology.

An action plan was designed by IQAC and Committee including the members of IQAC and Computer

Department was framed. Brain storming on identifying the various tools of ICT, that can be effectively used in the college, was done and in the final plan the following areas were selected to be worked upon.

1. To increase use of ICT tools in the class rooms.
2. Recording of lectures by the teacher of college in the college recording studio.
3. YouTube channel of the college.
4. Separate academic blog of the college.

Principal along with the members of committee, organized a meeting with the Head of different departments and these areas were told to them and they were motivated to ensure their own and their department colleagues participation in this project.

Budget was sanctioned and efforts were made to implement the plan. Workshop was organized for teachers where they learned the use of various tools like whatsapp groups of class room, YouTube channels, virtual labs etc. which can be easily and capably used even in the ordinary classroom. Teachers took the challenge and majority of them used these tools and made them the part of curriculum implementation.

E-learning studio was established in the college and enthusiastic teachers got their lecturers recorded there. It is a continuous process the number of recorded lectures is increasing.

Soon after this, the process of preparing YouTube channel for the college began and the teachers of computer department completed the task and recorded lectures began to be uploaded at it.

A group of teachers who are computer savvy from different departments were engaged in creating an academic blog for the college. It was also successfully started. Not only the teachers but also the students are motivated to write the blog.

Outcome:

After these efforts, we succeeded in increasing the use of e-learning resources to make teaching learning process more effective for the teachers and students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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 top of organisational structure there is Managing Committee constituted as per guidelines of Government and constitution of the society. It is the apex body for all important policies and financial decisions in the college. All matters relating to appointment, joining confirmation, retirement of personnel are dealt with by this committee. Some specific committees such as Building committee, Library Development committee, etc. are also constituted.

The Principal performs as the Head of the Institution. A number of internal committees are constituted to perform various academic and administrative functions such as Proctorial Board, Admission Committee, Examination Committee, Research Advisory Committee, Grievance Redressal Cell, Library Committee, Games Committee etc.

Requirement and promotion policies are as per state government rules. Whenever the vacancy arises either due to retirement or death of a teacher employee or his/her leaving the institution, it is conveyed to the Director of Higher Education (DHE) through the Regional Higher Education Officer (RHEO). The approval of the post is obtained in case of teaching faculty and the post is advertised through U.P. Higher Education Services Commission and (UPHESC). In case of non-teaching staff, the post is advertised by the college. The teachers are given placement by DHE on the recommendations of UPHESC, whereas the class III employees are recruited through a selection committee consisting of President (Managing Committee) Principal, Employment officer and RHEO. The appointment so made becomes effective after the approval of RHEO.

For the promotion of recruited teacher the following process is adopted:

- The performance of the teacher is appraised by the institution at the time of confirmation. The HOD of the concerned department assesses the performance of the teacher based on his performance and he communicates it to the Principal and the Management. Thus the departmental heads, Principal and Management are involved in the first appraisal of the teacher.
- The second appraisal is after 3/4/5 years of service, Principal and managing committee, external experts and government nominee are involved in this process.
- The third appraisal is done after 5 years of the second appraisal by the principal and managing committee, external experts and government nominee.
- The fourth appraisal is done after 3 years of the third appraisal by the principal and managing committee, external experts and government nominee.
- Besides this, the HOD, Principal and Managing committee continually assess teachers based on performance, personal experience, and feedback from students, alumni and society. Corrective & encouraging feedback is provided to the teacher as needed.

Appraisal of the performance of non-teaching staff is made at two stages: (a) From probation to permanent and (b) crossing the grade pay in the pay scale.

Besides this the HOD, principal and managing committee continually assess non-teaching staff based on

performance, personal experience, feedback from students, alumni and society. Corrective & encouraging feedback is provided to the teacher as needed.

Different associations/ Unions of teaching as well as non-teaching staff look after the grievances of its members and represent it before the authority to get it redressed.

File Description	Document
Link for 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

**Response:** C. Any 3 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:**

The Institute has a number of boards / committees / cells for effective functioning of different activities.

Proctorial board of the college is mainly responsible for maintaining discipline with safety and security of students, staff in the college campus. The proposal of installation of CCTV cameras was put by the board with a vision to over come the challenges related to security from entrance, exists, building premises, corridors and lobbies, class rooms and the administrative block

**Target:**

- The mischievous and notorious students.
- Outsiders who visit the college to create some nuisance.

- Observation of even the minute in-disciplinary activities.

**Benefits to the students / teachers:**

- To ensure safe and secure atmosphere for learning to the students who come to college with a purpose to study.
- Easy identification of notorious elements in the college.
- Easy identification of outsiders in the college campus as the students of the college are always in uniform.

**Benefits to the institute:**

- Easy maintenance of discipline as even the minute indisciplinary activities could be observed and action is taken immediately.
- Monitoring of majority of the activities of the college from a single place.

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:**

**Infrastructure:**

**Teaching and non-teaching**

- Hygienic working environment
- Well maintained departments and offices

**Increments & Other Benefits:**

**Teaching**

- Promotion to next grade AGP - 8000 is after
- 4 years for Ph.D. holders
- 5 years for M. Phil. Holders

- 6 year for Non Ph.D.

**Non-teaching:**

- Annual and special increments on emoluments
- Some times uniform for summer and winter is provided.

**Leave:**

**Teaching**

- Vacation leave based on academic calendar
- Casual, Maternity and privilege Leave as per U.P. Government/University policy.
- Duty leave for attending conferences, symposia and seminars.

**Non-teaching:**

- Casual, Maternity and Sick Leave as per policy
- Earned leave which can be availed during the time of vacation period in the academic calendar of the University.

**Personal and Professional Development:**

**Teaching**

- Facility of any no. of books for the teacher pursuing Ph.D.

**Teaching and non-teaching**

- 17 points are given to the ward of the staff while preparing the merit list in admission in any college of Dr. Bhim Rao Ambedkar University, Agra.
- The institute organizes specific need based personal and professional programmes like development of computer skills, use of ICT in class room etc. every year. These programmes are delivered by established, known experts in the respective fields.
- In case of death of the employee in service family pension with permanent service to the dependent.

**Financial support**

- Provision of group insurance.

**Health**

**Teaching**

At university level there is Teachers' Welfare Fund which is specifically used to meet the Hospitalization expenses of teacher / dependent on teacher in serious health conditions of teacher.

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

2018-19	2017-18	2016-17	2015-16	2014-15
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: 2**

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	4	0

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>
Any additional information	<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:** 34.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	28	41	22	23

File Description	Document
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:**

The institution encourages the faculty to make self-appraisal from time to time and it is received by the head of institution for the purpose of various academic decisions. It definitely motivates the teachers for participation in orientation and refresher courses as well as completion of research work leading to Ph.D., if one is not having the degree.

However, an appraisal is made of a teacher whenever he proceeds for acquiring higher scale / post. Such appraisal is made by a committee consisting of president, college managing committee; director, college development council of the university, nominee of DHE and subject experts appointed by university.

The performance of the teacher is assessed as follows.

- The performance of the teacher is appraised by the institution at the time of confirmation. The HOD of the concerned department assesses the performance of the teacher based on his performance and feedback from colleagues and he communicates it to the principal and the Management. Thus, collages departmental head, principal and management are involved in the first appraisal of the teacher.

· The second appraisal is after 3/4/5 years of service, principal and managing committee, external experts and government nominee are involved in this process.

· The third appraisal is done after 5 years of the second appraisal by the principal and managing committee, external experts and government nominee.

· The fourth appraisal is done after 3 years of the third appraisal by the principal and managing committee, external experts and government nominee.

Besides this, the HOD, Principal and Managing committee continually assess teachers based on performance, personal experience, feedback from students, alumni and society. Corrective & encouraging feedback is provided to the teacher as needed.

Appraisal of non-teaching staff is made at two stages (a) from switching over from probation to permanent and (b) while crossing the grade pay in the pay scale.

Besides this the HOD, principal and managing committee continually assess non-teaching staff based on performance, personal experience, feedback from students, alumni and society. Corrective & encouraging feedback is provided to them as needed. To make Non-teaching staff to be more efficient, training for using computers, especially M.S. office, Excel, Tally is given to them and some times personality grooming programme are organised for them.

## 6.4 Financial Management and Resource Mobilization

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

#### **Response:**

Internal audit is done by renowned chartered accountants of Das Maheshwari and Company, Aligarh for the different funds of the institute like

1. Maintenance Fund
2. Building Repairs Fund
3. Development Fee
4. Capital Fund

5. Research Fees
6. Identity Card
7. Magazine Fees
8. Poor Boys Fund
9. Annual Day Fees
10. Caution Money Fees
11. Boys Fund
12. Games Fund

External auditor is appointed by UP government (Zila Sampariksha Vibhag). He along with his team executes the statutory audit. The audit team verifies income and expenditure details of the college comparing it with the budget allocation, done by Finance Committee and approved by college Management committee. The audit team also makes a scrutiny / verification of -

- Personal file of employees
- Salary fixation of employees
- Stock verification of various department
- Leave record of the employees of the college
- Salary bills, prepared by salary cell.

If any discrepancy is found in the records, the person concerned has to be present before the audit team to answer the queries to its satisfaction. If any query remains unanswered or the objection raised by the audit team could not be removed to its satisfaction at the time of audit, it is removed later on with the appropriate documents related to the query / the objection.

#### **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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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:

Shri Varshney College is an aided institution where funds are generated through the following ways.

1. Fee from the students
2. Donation Received in the name of society to which the Management committee belongs.
3. Fund from various agencies like UGC, ICSSR, etc. through research projects. These funds are used for the research and laboratory development.
4. Rent from different resources of using college society property like Bank, Cycle Stand.
5. Usage of building of college like Raghunath Hall.
6. Interest received by society on the deposits with bank.

*The Institute has a well established mechanism to assure effective and optimal utilization of available financial resources for the development of academic process and infrastructure. Consolidated Annual Budget is allocated to the Institute by the approval of Finance committee, functioning as per the laws of Barahsaini College Society in the beginning of every session. Heads of different departments prepare a list of the items required for the department in the session and with the permission of Principal, the budget is allocated, keeping in view the previous session expenditure of the department. The departments assure their expenditure as per the allocated.*

## 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:

IQAC of the institution persistently efforts to improve academic and administrative quality and focuses on achieving the vision and mission of the college.

#### Practice – 1

## Structured feedback from Students, Parents and Alumni

The institute has adopted the feedback system in which different formats have been developed for students, parents and alumni to get feedback on different aspects of institute along with the syllabus with a view to improve the quality of education through an updated and well organized teaching learning process. The following areas are often taken into consideration while preparing the feedback form.

Student Feedback form- Teaching learning methods, Punctuality, knowledge, attitude of the teacher, Syllabus related information like availability of reading material / references, completion of syllabus and its relevance etc.

Parents Feedback form- Facilities available in the college, Safety and Security of the ward, Quality of teaching, including syllabus / examination process, Behaviour of teaching and non-teaching staff

Alumni Feedback form- Facility of the college including infrastructure, lab, library etc., Appropriateness of curriculum, Need to change the curriculum

Feedback is collected and given to the third party for transparent and objective analysis. As per the feedback / suggestion collected from different resources, the gap are identified and the salient findings are put into the meeting of management committee and action is taken accordingly.

### Practice - 2

#### Development of E-learning resources of the College

By observing the need of e-learning resources in contemporary academic scenario and to boost up the existing teaching learning process, IQAC of the college made efforts to develop E-learning resources of the college. An action plan was designed by IQAC and the Committee including the members of IQAC and Computer Department was framed. Brain storming on identifying the various tools of ICT, that can be effectively used in the college, was done and in the final plan the following areas were selected to be worked upon.

1. To increase use of ICT tools in the class rooms.
2. Recording of lectures by the teacher of college in the college recording studio.
3. YouTube channel of the college.
4. Separate academic blog of the college.

To fulfill the above mentioned objectives, following action was taken:

1. Workshop was organized for teachers where they learned the use of various tools like whatsapp groups of class room, online available YouTube videos, virtual labs etc. which can be easily and capably used even in the ordinary classroom.
2. E-learning studio was established in the college and enthusiastic teachers got their lecturers recorded there. It is a continuous process the number of recorded lectures is increasing.

3. Soon after this, the process of preparing YouTube channel for the college began and the recorded lecturers were uploaded on it.

4. Blog for the college was also prepared at the initiative of IQAC. Not only the teachers but also the students are motivated to write the blog.

These efforts successfully increased the use of e-learning resources to make teaching learning process more effective for the teachers and students.

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

### 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:

#### Response – 1

#### Faculty development programme

To improve the quality of teaching and learning the institute organizes faculty development programmes at regular interval is.

- Workshop on Use of ICT in education
- Workshop for assistant professor for sensitization and awareness about the need of research in API.
- Three day workshop for teacher on the topic ‘Introduction to M.S. Word, Powerpoint Presentation’ in 2018.
- Three day Workshop for teachers on the topic ‘Use of ICT Resources in class room’ from 30-08-2018 to 05-09-2018 was organized by IQAC in collaboration with the computer department of the college.

Besides this IQAC members continuously motivate teachers in different staff meetings to make use of different resources of learning in making class room teaching effective.

#### Response – 2

#### Mechanism of Continuous Internal Assessment

With the initiation of IQAC, a mechanism of continuous internal assessment has been developed in the institute. The syllabus of most of the courses is in units and regular tests are taken by the teachers as they finish the unit. The departments are given full autonomy in conduction of tests as per their own schedule.

The result of the tests is analysed by the teachers and the advance and slow learners of the class are identified. Remedial classes are arranged for the slow learners and project work is assigned to the advance learners in most of the departments.

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

**Response:** 3.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	02	05	03

#### File Description

#### Document

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

[View Document](#)

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

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

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

#### File Description

#### Document

Details of Quality assurance initiatives of the institution

[View Document](#)

### 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:**

#### Incremental improvement

- Organization of faculty development programme in the college

- Organization of seminars / workshops / short term course by the different departments of the college
- Increasing number of participation of teachers in National and International seminars and conferences
- Development of E-learning resources of college itself.
- Structured feedback system to take feedback from students, parents, alumni etc.
- Improvement documentation of different activities of college that helped to map lacunae and formulate policies accordingly.
- Construction of fully furnished administrative block.
- Installation of CCTV cameras to assure safety and security of students and teachers.
- Application of eco-friendly practices like Rain water harvesting, Solid Waste management, Use of LED Bulbs etc.
- Digitalization of Library

## 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:** 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	2	2

#### File Description

#### Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[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:**

- a) Safety and Security
- b) Counselling
- c) Common Room

Shri Varshney College, Aligarh maintains gender parity in all respect. The college campus is safe and secure for all. The college has a broad based, fully empowered proctorial board, having women members as well. There is provision of separate counters for boys and girls for the purpose of purchasing admission form, depositing fee and admission form and receiving admit card. Even the library of the college has separate reading rooms for boys and girls. The college campus and some of the class room are under CCTV coverage. In all visits and excursion, female teachers accompany the students and specially take care of girls. Besides it, there is women cell to counsel and to deal with the issues related to women & redress their grievances at the earliest.

The college provides separate rest room with facility of attached toilet for lady teachers.

There is separate furnished common room for girls. A female attendant is appointed to ensure safety and security of girls and to maintain cleanliness and hygiene in the girls common room and also the lady teacher's common room. There is also provision of separate parks for girls and boys.

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

### 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: 60

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:** 12.21

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

Response: 3.260

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 26.7

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

### 7.1.5 Waste Management steps including:

- Solid waste management

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

**Response:**

The institution has appropriate mechanisms in place for solid and liquid waste management.

## Solid waste management

Cleanliness, recycling and production of manure from organic matter are the cornerstones of solid waste management policies in the institution. Since the college has a green campus with several large trees disposing the dead leaves is a major challenge. Strict orders are given by authorities not to burn the dry leaves in any case. A number of pits have been dug in different parts of the institutional premises where the collected leaves are disposed. Water is added to facilitate the conversion of organic matter to manure. The manure is later used as fertiliser for the grass and trees in the gardens of the college.

Students are instructed not to litter the campus. Other garbage is swept regularly and deposited in the garbage bins kept in different parts of the college. This garbage is carried away by the garbage trollies of the municipal corporation.

## Liquid waste management

Grey water (the relatively clean waste water from hand wash, sinks, washbasin etc.) is reused for irrigation purpose. Waste water is channelled into septic tanks and soak pits. The overflow of the soak pits and septic tanks is released into the city drains.

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

The increasing urbanization with concentrated population density in the near by area of the college resulted into low ground water level. Keeping in view the problem of water scarcity, the college has developed rain water harvesting system in different parts of the building. It has been adopted in the library building and in the park in front of Raghunath Bhavan. This way we conserve thousands of liter of water which usually go in vain. There is a proposal to implement the scheme of water harvesting in different corners of the college. New buildings going under construction would be planned with a view to have a proper water harvesting system.

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

**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:**

- Students, staff using

a) *Bicycles*

b) *Public Transport*

c) *Pedestrian friendly roads*

- Plastic-free campus

- Green landscaping with trees and plants

The college is centrally located in the city area therefore public transport facilities like: Cycle Rickshaw, E-Rickshaw, Auto Rickshaw are easily available. Railway station and Bus Stand are also located with in 2 Km. from the college. A number of students from rural areas, live in a near by colonies therefore they need no transport. Staff members and students use bicycles, shared motorbikes, carpool to ensure environmental conservation. The college campus has pedestrian friendly roads as entry of vehicles has been prohibited in the campus. The College has the facility of silent generator to check noise pollution. The college has plastic free campus and use of polythene less then 0.5 micron has been strictly prohibited. There is botanical garden which has a variety of plants, not only to be used by the students of botany but also to keep the environment green. The college campus has more than 150 trees and a number of plants in the four parks of the college which are maintained regularly by the appointed gardeners. These initiatives keep the landscape green and clean. Number of programs are organized by units of NSS, NCC and NGOs with an objective to make the campus eco-friendly.

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

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

**Response:** 0.97

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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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)

**Response:** E. None 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:** 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

**File Description****Document**

Any additional information

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**File Description****Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)**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

[View Document](#)**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

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

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

**Response:** No

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

**Response:** Yes

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

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

**Response:** 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	6	6

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The college organizes National festivals and birth/death anniversary of Great Indian Personalities. Mainly the NSS wings for boys and girls along with the cultural committee of the college assure the celebration of these programmes. As per the instruction from U.P. Govt. the college organizes the birth anniversary of Mahatama Gandhi, Swami Vivekanand, Subhash Chandra Bosh, Valmiki, Pt. Deen Dayal Upadhyay, Sardar Ballabh Bhai Patel, Bhagat Singh, St. Ravidas Jayanti, Bhim Rao Ambedkar etc. in the college campus and organizes programmes especially for students so that they may be aware of the rich contribution made by these personalities for the welfare of nation and people in general.

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

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

#### Response:

Complete transparency is maintained by the institute in its financial academic, administrative and auxiliary functions.

**Financial:** Fee structure for different classes and courses remains printed in the College Prospectus and accordingly fee is deposited by the student directly in the Bank. Even at the time of registration in the new course the amount of Rs. 2.00 is taken and a printed receipt is given for it.

**Academic:** Classes run in the college as per the Time table is prepared at the college level and signed by the Principal. Different departments organize and plan their PG classes as per the time table assigned to them. Every teacher compulsorily takes his classes as per the pre-fixed schedule. Teachers usually maintain attendance register to assure the attendance of the students. Curriculum planning is done by each teacher in the beginning of the session and it is informed to the Principal. Teacher remains abide to the planning and the syllabus is completed accordingly.

**Administration:** The college organizes various activities round the year with the help of different committees, including teachers and other third and fourth class members under the guidance of the principal. Different problems that arise during execution of the planned activities are solved with mutual understanding and discussion.

The authorities and staff of the college have always been anxious to maintain cordial and harmonious relations with local resident, government officials and the eminent personalities of the city and this makes **auxiliary functions** in the college campus or outside the campus smooth and easy.

## 7.2 Best Practices

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

**Response:****BEST PRACTICE – 1****Title of the Practice**

National Service Scheme (NSS)

**Objectives of the Practice**

The objective of National Service Scheme is to inculcate the spirit of nationalism, social service and fraternity. The students who participate in this scheme are well aware about the contemporary social issues of the community. The objective of the practice is to sensitize them towards need of the hour so as they get ready to face challenges like environmental degradation, Gender discrimination, illiteracy, unemployment etc. While participating in the programmes, their leadership qualities and peer affection develop. Their attitude turns philanthropic and their motto becomes service of nation.

**The context**

The practice trains the students to be volunteers for social work and lay bare before them the practical aspect of the data that they usually get in their books. Continuous motivation is often essential for the students participating in the activities. Rural students, having various responsibilities at their home often need more motivation to understand the utility of these activities. Girls from rural areas often find it difficult to involve them due to time constraint. Students visiting the rural areas find it much difficult to make the villagers understand the futility of out dated and superstitious ideology. Further more financial assistance provided by the university is not enough to carry out these activities with vigour and vitality.

**The Practice**

1. Various programmes, organized under its banner like, awareness programmes, rallies, street plays etc. sensitize people, especially of rural background about the need and benefits of sending their children to get higher education.
2. The programmes on environmental protection motivate the students to be aware about the need of the hour to think not in anthropocentric manner rather to have a holistic approach towards the environment. The students began to sensitize others to be careful about the practices which are harmful for the sustainability of the environment.
3. The students begin to discard gender discrimination as they learn the value of the contribution of both the genders in overall understanding of life.
4. While organizing various programmes the students develop leadership qualities and nurtured mutual affection for their peers specially and for common human being in general.
5. Funds create the basic constraint otherwise the things could have been carried out in a more peaceful way. Funds are given late and some times after the expenditure has been met and such conditions always put a check on the efforts.

### **Evidence of Success**

1. This practice enabled the institution to develop links with the neighbouring communities, and government officers.
2. The students who diligently participated in various activities and camp began to understand nature of social work and sometimes established themselves as social workers and volunteers.
3. The students began to understand social issues and society in a better and balanced way.

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

The main problem is the meager fund only Rs 12 per students are provided and this had been in existence since last 40 years. An acute need for the increase in fund is felt, otherwise it would be difficult to organize different activities.

### **Title of the Practice**

Uniform Dress code for girls and boys with I.D. Card for all students.

### **Objectives of the Practice**

The college has a uniform dress code for both girls and boys. The main objective behind implementing the dress code for students is to promote feeling of uniformity with respect to their social and economic status and inculcating the feeling of oneness. It is also helpful in maintaining discipline in the college as the proctorial board can easily identify outsiders/ anti social elements who often try to mix with the students of the college for the purpose of creating nuisance in the campus. The practice proves beneficial in identifying the students of our college at the time when the students from other colleges come for games and sports and other activities. At the time of examination when the students from more than one center appear in the examination in our college campus, the practice seems very useful. The college management and other stake holders easily recognize the students outside the college and could take cognizance of their activities.

### **The context**

Normally the uniform dress code is considered to be the feature of school level students but as they enter the college they not only think themselves mature but also have a desire to display their own choice in dressing themselves. Such discrepancies often give rise to problems related to discipline and other malpractices related to class / caste division. Our college has students from different economic classes of society and also from both rural and urban backgrounds. It obviously gives rise to inferiority/ superiority complex. In order to overcome such problems, uniform dress code was implemented. Majority of students accept and appreciate the idea of uniform dress code as it could bring all of them at the same level, be they have been coming from rich or poor family or be they are from rural or urban background. This practice obviously gives them a sense of confidence and they could easily avoid the feeling of inferiority complex.

### **The Practice**

There has been provision for girls' uniform in the college for years but the resolution to implement the uniform dress code for boys has been taken in 2016-17 with the consent of the Management of the college.

For the female students grey coloured kurta with white salwar and dupatta and for male students lite purple shirt with black trousers have been prescribed. The male students, studying law wear white shirt with black trousers and black coat.

To maintain the consistency of the practice, the proctorial team randomly checks the students at gate and also in the corridor. The students who are found to be guilty of breaking the practice are not allowed to attend the classes. The Identity card is to be displayed around their neck which is also helpful in identifying the student individually.

### **Evidence of Success**

The practice of uniform dress code with I-card for students proved successful in achieving the objective of promoting the feeling of equality amongst students. They mix up with one another without any bias and complex. Our institution is well known in Aligarh for maintaining discipline in the campus and the major factor contributing in maintenance of discipline is the practice of uniform dress code. Antisocial elements are always under pressure of being identified. This practice also puts a check on the habit of students who used to accompany their friends, who are not the students of the college in the campus.

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

The college has not faced any problem regarding the implementation of the practice. Not only the majority of students but also the guardians and parents of the students appreciate this practice. No financial resources were required for the implementation of the practice as the cost of uniform had to be borne by the students themselves.

<b>File Description</b>	<b>Document</b>
Any 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 the institution focuses on providing quality education by maintaining high standards of teaching – learning process and by advancing the knowledge base through research and scholarship to create sensible citizens. To enhance the effectiveness of teaching, learning process, the following methodology is adopted –

- Academic calendar and time-table are prepared in the beginning of the session.
- Curriculum planning is done well in advance and followed accordingly.
- Teaching methods are adopted according to the notified COs and POs.

- Text books, reference books and other online sources like video lectures are notified to the students as per the plan.
- ICT is used to make teaching learning process effective.
- Disparities in delivery of curriculum are soon identified and necessary action is taken to overcome run time hassle.
- Progress of syllabus is monthly monitored in the meeting at departmental level and in the meeting with the principal just a month before the examination.
- Regular assessment of the progress made by the students is done through internal assessment.
- Previous years papers are also discussed so as to give the idea to the students regarding the pattern of questions in examination.
- Identification of weak and advanced learners and arrangement of remedial classes and assignment of projects to them respectively.
- Feedback from students is taken, analyzed and necessary action is taken.
- Learning environment is provided to the students in the laboratory to acquire practical knowledge. Interaction of students with teachers on the table proves helpful to make them understand difficult concepts.
- Mini, class room Projects are given by teachers to encourage students to learn something that may assist what they studied in curriculum.
- Group discussions are organized to improve critical thinking of students and to establish healthy and participatory learning environment.
- Student seminars / poster presentations are organized to enrich their learning experience.
- Students are also encouraged to write for the college blog and to present their assignments through PPT (Power point Presentation).
- Infrastructure facilities like computer lab, browsing center, library, seminar hall, smart class rooms, equipped labs, and common room for girl candidates, four lush green parks support the student – centric teaching and learning atmosphere which get reflected in uniformly commendable results at the university level.

Similarly, the Institute gives paramount importance to promote research also. The college is a recognized research center of the affiliating university. The college has a research committee which usually monitors and addresses the issues on research. At university level research degree committee (RDC) exists in all subjects which monitor and examines the research topics submitted by research scholars. Teachers of the affiliated colleges are also the members and convener of RDC as per their seniority level. Though there is no separate provision for research and development budget yet sufficient amount is spent on infrastructure, equipment's, purchasing reference books and other facilities needed by researchers. More than 80%

teaching staff is with Ph.D. and almost all of them are registered research guide. Four of the non Ph.D. teachers are perusing Ph.D. at present. The institute has a rich history in the field of research still the following steps are taken to promote research.

- All P. G. departments are center of research in their respective fields.
- All faculty members are encouraged to attend national and international seminars and conferences and to present papers there.
- Teachers are also motivated to publish their research papers in reputed journals. During last five years 120 Papers were published by the faculty of the college in UGC notified journals.
- Institute organizes national and international seminars. During last five years 6 National seminar / workshops were organized.
- Teachers are encouraged to take major and minor research project. During last five years three projects were taken.
- Permission to teachers to take any number of books from the college library for the purpose of research.
- Research study center and Wi-Fi connectivity in the library.
- Stated code of ethics to check malpractices and plagiarism in research.
- Well equipped and furnished labs in a number of departments involved in research programmes.
- To enhance the quality of research, emphasis has been given to add latest reference books in college library.
- Duty leave for the teachers to attend research committee meeting at University level.
- The research students participate in the workshop, conferences.
- Students remain engaged in dissertation on the basis of their percentage in examination under the evidence of faculty members.
- Guest lectures are regularly organized by different departments in order to promote research culture.
- Projects are assigned to PG and UG students from different departments to inculcate research aptitude in them.
- Maintain high standards of teaching learning powers / through research and scholarship.

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

NAAC

## 5. CONCLUSION

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### Additional Information :

1. The college was established as an offspring of a commercial pathshala established in 14 May, 1922 during Non-Corporation Movement of Independence Struggle.
2. Dr. Kanahiya Lal Garg took charge as the founder Principal with the staff of 9 Teachers and 3 Clerks.
3. The Art Gallery of the college was inaugurated by the honourable Vice Chancellor of Agra University Agra, Dr. Shyam Narayan Mahrotra.
4. Recognized as '**Lead College**' by UGC.
5. **Shaurya Chakra** was given to Shri Nawal Kant the Head Department of the Statistics by the President .
6. **IGNOU Study Centre 47015** in operation.

### Concluding Remarks :

#### Future Plans

It is evident from criterion-wise inputs that the college has been steadily but surely moving towards quality education practices by paying due attention to each of its contributing units and simultaneously upgrading its infrastructure. We would like to keep the momentum on and the management has planned to take many steps to upgrade the academic environment of the college. We have decided to extend ICT in our college office and accounts sections. The college library which is a treasure of more than one lakh books is in the initial stages of computerisation and we are sure that all this will help us in providing better and quick services to students and faculty members. There will be a separate wing in the library catering to the needs of students aspiring for various competitive examinations. In addition, almost every major department in the college will be provided a computer with internet access along with a centralised system of power point presentation and facility for developing computer based teaching packages. We plan to start a few more job oriented academic programmes such as BBA, BCA, B.Lib., B-com. and Diploma courses in Retail Management and Computerised Accounting etc. Furthermore a scheme has also been proposed to develop a centralised and delete computer lab having all the latest features in system. We would also like to evolve a regular system of performance appraisal of teaching and non-teaching staff in addition to feedback from students in respect to academic standards and facilities in the college. All incentives and motivation will be provided to faculty members for participation in academic development programmes, seminars and conferences. Medhavi Student Mandal (Brilliant Student Council) will be made more active so that the brilliant students may interact among themselves and their teachers to achieve greater excellence in academic and personality development plans.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years            Answer before DVV Verification : 1            Answer after DVV Verification: 0</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1419</td> <td>1419</td> <td>1419</td> <td>1419</td> <td>1419</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1524</td> <td>1545</td> <td>1394</td> <td>1403</td> <td>1353</td> </tr> </tbody> </table> <p>Remark : As per proof provided by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1419	1419	1419	1419	1419	2018-19	2017-18	2016-17	2015-16	2014-15	1524	1545	1394	1403	1353
2018-19	2017-18	2016-17	2015-16	2014-15																	
1419	1419	1419	1419	1419																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1524	1545	1394	1403	1353																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>1</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per proof provided by HEI. Only Government, and recognised bodies will be considered.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	5	1	1	6	0	2018-19	2017-18	2016-17	2015-16	2014-15	2	0	0	2	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	1	1	6	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	0	0	2	0																	

3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>39</td> <td>39</td> <td>37</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>14</td> <td>12</td> <td>5</td> </tr> </tbody> </table> <p>Remark : As per proof provided by HEI. Links haven't been provided for all research papers per teacher in the journals notified on UGC website.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	50	39	39	37	17	2018-19	2017-18	2016-17	2015-16	2014-15	13	10	14	12	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
50	39	39	37	17																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	10	14	12	5																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Only awards and recognition received for extension activities to the institution from Government /recognised bodies during the last five years will be considered.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	0	1	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	1	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5.17916</td> <td>9.41325</td> <td>5.50438</td> <td>4.66711</td> <td>5.68531</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5.17916	9.41325	5.50438	4.66711	5.68531										
2018-19	2017-18	2016-17	2015-16	2014-15																	
5.17916	9.41325	5.50438	4.66711	5.68531																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5.17916	9.41325	5.50438	4.66711	4.17217

Remark : As per proof provided by HEI.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
0.49977	0.75400	0.80375	0.00770	2.54389

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.00340	0.38397	2.41077	1.48118	1.44747

Remark : As per proof provided by HEI.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
2.49983	15.04407	22.08172	16.84898	5.23274

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.84	12.92	17.74	29.18	6.44

Remark : As per proof provided by HEI.

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.63777	1.14820	1.29550	1.49250	1.28700

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No proof provided for expenditure on green initiatives and waste management excluding salary component during the last five years.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 56</p> <p>Answer after DVV Verification : 450</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>56</td> <td>56</td> <td>56</td> <td>56</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	11	11	11	11	11	2018-19	2017-18	2016-17	2015-16	2014-15	56	56	56	56	56
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	11	11	11	11																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
56	56	56	56	56																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5555</td> <td>5766</td> <td>5863</td> <td>6151</td> <td>6558</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6472</td> <td>6464</td> <td>6620</td> <td>6151</td> <td>6558</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5555	5766	5863	6151	6558	2018-19	2017-18	2016-17	2015-16	2014-15	6472	6464	6620	6151	6558
2018-19	2017-18	2016-17	2015-16	2014-15																	
5555	5766	5863	6151	6558																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
6472	6464	6620	6151	6558																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
1419	1419	1419	1419	1419

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1643	1643	1419	1419	1419

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
182.22	146.06	113.53	137.37	85.64

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
168.08	126.68	98.6	106.79	82.08