Guidelines for the Creation of the

Internal Quality Assurance Cell (IQAC)

and Submission of Annual Quality Assurance

Report (AQAR) in Accredited Institutions
(Revised in October 2013)

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*

- *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*

- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

- *To undertake quality-related research studies, consultancy and training programmes, and*

- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*

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Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Objective
The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies
IQAC shall evolve mechanisms and procedures for
   a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
   b) The relevance and quality of academic and research programmes;

c) Equitable access to and affordability of academic programmes for various sections of society;

d) Optimization and integration of modern methods of teaching and learning;

e) The credibility of evaluation procedures;

f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;

g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;

b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

d) Dissemination of information on various quality parameters of higher education;

e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

f) Documentation of the various programmes/activities leading to quality improvement;

g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

i) Development of Quality Culture in the institution;

j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits

IQAC will facilitate / contribute

a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;

b) Ensure internalization of the quality culture;

b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;

c) Provide a sound basis for decision-making to improve institutional functioning;

d) Act as a dynamic system for quality changes in HEIs;

e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution

2. A few senior administrative officers

3. Three to eight teachers

4. One member from the Management

5. One/two nominees from local society, Students and Alumni

6. One/two nominees from Employers /Industrialists/stakeholders

7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

- It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

- The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local

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society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail (capuaqar@gmail.com). The file name needs to be submitted with Track ID of the institution and College Name or EC number. For example MHCOGN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc or EC_32_A&A_143 dated 3-5-2004-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2011-12)*

2012-13

1. Details of the Institution

1.1 Name of the Institution

Govt. Science and Commerce College, Benazir Bhopal

1.2 Address Line 1

Gokhle Hostel

Address Line 2

Jhangirabad

City/Town

Bhopal

State

M.P.

Pin Code

462008

Institution e-mail address

hegbsccbho@mp.gov.in

Contact Nos.

0755-2551837

Name of the Head of the Institution:

Dr. Ragini Tiwari

Tel. No. with STD Code:

0755-2551837

Mobile:

9303113697

Name of the IQAC Co-ordinator:

Dr. Sudhanshudhar Dwivedi

Mobile:

9425007434

IQAC e-mail address:

Sudhanshu_dhar@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*

MPCOGN12900

OR

1.4 **NAAC Executive Committee No. & Date:**
   (For Example EC/32/A&A/143 dated 3-5-2004.
   This EC no. is available in the right corner- bottom
   of your institution's Accreditation Certificate)

EC/40/64; dt 17.10.2006

1.5 Website address:

www.mp.gov.in higher education/Benazeer College

Web-link of the AQAR:

http://www.naac.gov.in/AQRC.asp

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	7.04	2006	5 years
2	2nd Cycle				
3	3rd Cycle				
4	4th Cycle				

1.7 Date of Establishment of IQAC :   DD/MM/YYYY

July 2007

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

   i.   AQAR _____ _____ (DD/MM/YYYY)4
   ii. AQAR_____ _____ (DD/MM/YYYY)
   iii. AQAR_____ _____ (DD/MM/YYYY)
   iv. AQAR_____ _____ (DD/MM/YYYY)

1.9 Institutional Status

   University   State [✓]   Central [ ]   Deemed [ ]   Private [ ]

   Affiliated College   Yes [✓]   No [ ]

   Constituent College   Yes [ ]   No [✓]

   Autonomous college of UGC   Yes [ ]   No [✓]

   Regulatory Agency approved Institution   Yes [ ]   No [✓]

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education [✔]   Men [ ]   Women [ ]

                Urban [✔]   Rural [ ]   Tribal [ ]

Financial Status   Grant-in-aid [✔]   UGC 2(f) [✔]   UGC 12B [✔]

         Grant-in-aid + Self Fin+ancing [✔]   Totally Self-financing [ ]

1.10 Type of Faculty/Programme

Arts [ ]   Science [✔]   Commerce [✔]   Law [ ]   PEI (Phys Edu) [ ]

TEI (Edu) [ ]   Engineering [ ]   Health Science [ ]   Management [ ]

Others   (Specify) | . |

1.11 Name of the Affiliating University *(for the Colleges)*   **Barkatullah University, Bhopal**

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   **NO**

University with Potential for Excellence   **NO**   UGC-CPE   **NO**

DST Star Scheme   **NA**   UGC-CE   **NA**

UGC-Special Assistance Programme   **NA**   DST-FIST   **NA**

UGC-Innovative PG programmes   **NA**   Any other (*Specify*)   **NA**

UGC-COP Programmes   **NA**

2. IQAC Composition and Activities

2.1 No. of Teachers | **04** |

2.2 No. of Administrative/Technical staff | **01** |

2.3 No. of students | **NO** |

2.4 No. of Management representatives | **NO** |

2.5 No. of Alumni | **NO** |

2. 6 No. of any other stakeholder and
    community representatives | **NO** |

2.7 No. of Employers/ Industrialists | **NO** |

2.8 No. of other External Experts | **NO** |

2.9 Total No. of members | **04** |

2.10 No. of IQAC meetings held | **02** |

2.11 No. of meetings with various stakeholders: No. | **-** | Faculty | **01** |

Non-Teaching Staff Students | **-** | Alumni | **02** | Others | **–** |

2.12 Has IQAC received any funding from UGC during the year?   Yes | **✔** | No | |

If yes, mention the amount | **3 Lac** |

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | **NO** | International | **NO** | National | **NO** | State | **NO** | Institution Level | **NO** |

(ii) Themes | |

2.14 Significant Activities and contributions made by IQAC

> **Meetings were held with principal which were focused on various activities. Development and application of quality parameters was the main activity Creation of a learner centric environment conducive to quality education was another activity initiated by IQAC.**

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Plan of Action	Achievements
• Various parameters for academic and administrative activities of the institution were earmarked. • Efficient and timely progressive performances of academic, administrative and financial tasks were also planned. • Ensuring quality culture. • Enhancement and co-ordination among various activities of the institution. • Improvement in institutional functioning. • Internal documentation.	• Most of the actions, planned were achieved successfully.

* Attach the Academic Calendar of the year as Annexure.

2.16 Whether the AQAR was placed in statutory body   Yes ☐   No ☑

Management ☐   Syndicate ☐   any other body ☐

Provide the details of the action taken

NO

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	**05**	**-**	**-**	-
PG	**05**	**-**	**-**	-
UG	**03**	**-**	**03**	-
PG Diploma	**-**	**-**	**-**	-
Advanced Diploma	**-**	**-**	**-**	-
Diploma	**-**	**-**	**-**	-
Certificate	**-**	**-**	**-**	-
Others	**-**	**-**	**-**	-
Total	**13**	**-**	**03**	-

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
      (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	**06**
Trimester	
Annual	

1.3 Feedback from stakeholders*   Alumni ✔   Parents ✔   Employers ☐   Students ✔
    (On all aspects)

        Mode of feedback   :   Online ☐   Manual ✔   Co-operating schools (for PEI) ☐

   Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Syllabus as prescribed by central board of studies is followed.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
28	**15**	-	**13**	

2.2 No. of permanent faculty with Ph.D.   **24**

2.3 No. of Faculty Positions
Recruited (R) and Vacant (V)
during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
	02								

2.4 No. of Guest and Visiting faculty and Temporary faculty   **04**

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/		**10**	
Presented papers		**04**	
Resource Persons			

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Use of LCD was encouraged.

2.7 Total No. of actual teaching days
     during this academic year   **187**

2.8 Examination/ Evaluation Reforms initiated by
     the Institution (for example: Open Book Examination, Bar Coding,
     Double Valuation, Photocopy, Online Multiple Choice Questions)

College is affiliated to Barkatullah University, as such examination is controlled by university it self.

2.9 No. of faculty members involved in curriculum
     Restructuring/revision/syllabus development   **02**
     as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students   **75%**

2.11 Course/Programme wise
   distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Com	**164**					**77%**
B.Sc.	**82**					**63%**
M.Com	**20**					**50%**
M.Sc. Chem	**14**					**57%**
Maths	**21**					**52%**
Botany	**14**					**100%**
Zoology	**15**					**100%**

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

   IQAC contributed significantly in teaching and learning processes by:

   • **Enhancing quality of education.**

   • **Emphasis on modern methods of teaching and learning.**

   • **More stress on the need based activities such as interaction between student/teacher and teacher/parent.**

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	**01**
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	**01**
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	**12**	-	-	-
Technical Staff	**11**	-	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

> **IQAC took various initiatives to promote research climate in the institution. Teachers were encouraged to participate more actively in research related activities. Teachers attended various seminars/conferences to remain updated with recent happening. They also worked on different projects and published their research work in reputed journals.**

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number		**03**	**03**	
Outlay in Rs. Lakhs		**12 lakh**	**12 lakh**	

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		**02**	**02**	
Outlay in Rs. Lakhs		**03 lakh**	**03 lakh**	

3.4 Details on research publications

	International	National	Others
Peer Review Journals	**02**		
Non-Peer Review Journals	**29**		
e-Journals			
Conference proceedings			

3.5 Details on Impact factor of publications:

Range ☐   Average ☐   h-index ☐   Nos. in SCOPUS ☐

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	**03**	**UGC**	**1200000**	**1200000**
Minor Projects	**02**	**UGC**	**300000**	**300000**
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects *(other than compulsory by the University)*	**01 month**	**Self finance**	**Self finance**	
Any other(Specify)				
Total			**1500000**	**1500000**

3.7 No. of books published   i) With ISBN No. [   ]   Chapters in Edited Books [02]

                      ii) Without ISBN No. [   ]

3.8 No. of University Departments receiving funds from

                      UGC-SAP [   ]   CAS [   ]   DST-FIST [   ]

                      DPE [   ]   DBT Scheme/funds [   ]

3.9 For colleges   Autonomy [   ]   CPE [   ]   DBT Star Scheme [   ]

                      INSPIRE [   ]   CE [   ]   Any Other (specify) [   ]

3.10 Revenue generated through consultancy [   ]

3.11 No. of conferences   organized by the Institution

Level	International	National	State	University	College
Number			**01**		
Sponsoring agencies			**MPCST**		

3.12 No. of faculty served as experts, chairpersons or resource persons [**02**]

3.13 No. of collaborations   International [-]   National [-]   Any other [-]

3.14 No. of linkages created during this year

> 1. **EPCO (Environmental Planning Coordination Organisation).**
>
> 2. *MPCST* **(Madhya Pradesh Council of Science & Technology).**
>
> 3. *MPPCB* **(Madhya Pradesh Pollution Control Board).**
>
> 4. *TCL* **(Tissue culture Lab).**
>
> 5. *PBRI* **(Pinnacle Biomedical Research Institute).**

3.15 Total budget for research for current year in lakhs:

   From Funding agency [**UGC**]   From Management of University/College [   ]

   Total [**15 Lakhs**]

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions   received by faculty and research fellows
     Of the institute in the year

Total	International	National	State	University	Dist	College
			02			

3.18 No. of faculty from the Institution
     Who are Ph.D. Guides

14

     And students registered under them

35

3.19 No. of Ph.D. awarded by faculty from the Institution

05

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 01   SRF   Project Fellows 01   Any other

3.21 No. of students Participated in NSS events:

University level 01   State level 01

National level   International level

3.22 No. of students participated in NCC events:

University level   State level

National level 10   International level

3.23 No. of Awards won in NSS:

University level 01   State level

National level   International level

3.24 No.of Awards won in NCC:

University level -   State level -

National level -   International level -

3.25 No. of Extension activities organized

University forum   College forum

NCC 01   NSS 05   Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- **Under Vivekanand Carrier Guidance Cell, 28 days advance version of tally – 09 was held.**
- **In another activity an awareness programme related to traffic rules and safely was organized under the aegis of Arrive and Alive organisation.**
- **A training programme of 21 days was organized on personality development by Computer Professional Academy**
- **One day seminar was also organized by the institution on job selection in banking field; job opportunity in IT and eco friendly idol making.**

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	**100X100 sq m**	**Common room**	**P.H.E Department**	
Class rooms	**10**	-	-	
Laboratories	**06**	-	-	
Seminar Halls	**02**	-	-	
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	**06**	-	-	
Value of the equipment purchased during the year (Rs. in Lakhs)	**04**	-	-	
Others		-	-	

4.2 Computerization of administration and library

> **05 computers were purchased for computerization of administrative department and library.   (02 in office, 03 in library)**

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	**19472**	**Rs 989151**	**7619**	**Rs 461350**	**27091**	**Rs 1450501**
Reference Books	**1701**	**Rs 3334850**				
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	**31**	**02**	**03**	**01**		**01**	**08**	**23**
Added								
Total								

4.5 Computer, Internet access, training to teachers and students and any other programme for technology Upgradation (Networking, e-Governance etc.)

> **Students were accessing internet facility in computer lab.**

4.6 Amount spent on maintenance in lakhs :

  i) ICT   `-`

  ii) Campus Infrastructure and facilities   `-`

  iii) Equipments   `-`

  iv) Others   `-`

                Total: `-`

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

> **IQAC has been making students aware regarding various support systems from time to time. Such support services were related to:**
> - **Campus recruitments.**
> - **Various types of merit scholarships.**
> - **Scholarships for socially disadvantageous groups of students.**
> - **Student grievances redressal.**
> - **Establishment of sexual harassment cell.**
> - **Development of counselling cell.**
> - **Guidance to students through carrier guidance cell.**
> - **Personality development.**

5.2 Efforts made by the institution for tracking the progression

> **Extracurricular activities and other such activities that develop leadership qualities amongst the students contributed richly to their progression. Low dropout rate of students was observed. Prospects of their placement in various reputed companies increased. They were trained properly to face the new challenges.**

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
945	**147**		

(b) No. of students outside the state

-

(c) No. of international students

Men

No	%
862	**78.93**

Women

No	%
230	**21.06**

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
385	**159**	**31**	**423**		**997**	**441**	**189**	**34**	**428**		**1092**

Demand ratio   Dropout %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

> **NET, SLET, entry in services and remedial classes were organised throughout the year and funds were provided by the UGC.**

No. of students beneficiaries

-

5.5 No. of students qualified in these examinations

NET [ ] SET/SLET [ ] GATE [ ] CAT [ ]

IAS/IPS etc [ ] State PSC [ ] UPSC [ ] Others [ ]

5.6 Details of student counselling and career guidance

> **21 days telly - 9 training and personality development programmes related to carrier counselling was organized. A seminar was also held related to IT awareness.**

No. of students benefitted

80

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
01	**100**	**25**	-

5.8 Details of gender sensitization programmes

> **Gender sensitizing programmes were organized from time to time. Focus was laid on problems such as female foeticide, eve teasing and sexual harassment.**

5.9 Students Activities

5.9.1　No. of students participated in Sports, Games and other events

State/ University level　[03]　National level　[01]　International level　[ ]

No. of students participated in cultural events

State/ University level　[ ]　National level　[ ]　International level　[ ]

5.9.2　No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level　[ ]　National level　[02]　International level　[ ]

Cultural: State/ University level　[ ]　National level　[ ]　International level　[ ]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	**584**	**Rs.21,44155/-**
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11　Student organised / initiatives

Fairs　　: State/ University level　[ ]　National level　[ ]　International level　[ ]

Exhibition: State/ University level　[ ]　National level　[ ]　International level　[ ]

5.12　No. of social initiatives undertaken by the students　[ ]

5.13 Major grievances of students (if any) redressed: _____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> 1. **To plan input programmes for the development of staff.**
> 2. **Regular interaction of students and teachers.**
> 3. **Inculcating governance and leadership qualities amongst students.**
> 4. **Initiating extensive participation of students in various intercollegiate festivals.**
> 5. **Commendable performance of students in sports field.**

6.2 Does the Institution has a management Information System

> **NO**

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

> **Curricular aspects form very important criterion in relation to the development of an educational institute. Regarding syllabus formulation, we only contribute by way of board of studies meetings only. However, regarding planning and implementation, the prescribed syllabus introduced by higher education is followed by way of planning of lessons by teachers. There is a provision for academic flexibility. Curriculum is enriched by regular trainings and tours.**

6.3.2 Teaching and Learning

> **Teaching and learning go hand in hand. Teachers while teaching have to consider profile of various students, since they come from various backgrounds and have different I.Q. Emphasis is laid on various innovative methods of teaching Regular seminars and tests are conducted. Teacher quality is maintained by up - to - date training programmes.**

6.3.3 Examination and Evaluation

> **Examination is planned by the university only. However, besides university examination we do evaluate students on the basis of CCE and project work. Student performance and learning out comes by way of results are duly appreciated.**

6.3.4 Research and Development

> **Research and development go hand in hand. For promotion of research various projects were handled by teachers in their respective fields. Resources were mobilized for research by way of grants from various financial agencies. Facilities were provided to teachers for training programmes in other institutions. The research work was published in various reputed journals. Our future aim will be to promote consultancy and collaborations.**

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library not computerized
Area = 40X14 sq.feet
 Reading room = 01
Steel almirah = 50
photo copy machince = 01
Computer = 01
book case = 02
 rackes = 01

6.3.6 Human Resource Management

Its main role is to maximize employee performance, with the help of strategic objectives of employer. It is concerned with management of people, focussing on policies and systems. Various policies were earmarked which included filling of self appraisals by teachers , emphasis on refreshers, orientation programmes , sound financial management, committee formulations, leadership qualities, strategic developments through Ambassador Professors and internal quality assurance.

6.3.7 Faculty and Staff recruitment

Only guest faculty was recruited.

6.3.8 Industry Interaction / Collaboration

Students of 6th semester and post graduation interacted with various industries in relation to their project work

6.3.9 Admission of Students

There was centralised on line admission at both U.G. and P.G. level

6.4 Welfare schemes for **Teaching, Non-teaching staff and students**

Teachers invested in GIS. Non-teaching staff was encouraged to attend various training programmes related to office management. Students on the other hand were benefitted by various scholarship schemes. Further, the students were also benifitted by various schemes launched by Government viz., Pratibha kiran, gaon ki beti & Vikramaditya yojna.

6.5 Total corpus fund generated   -

6.6 Whether annual financial audit has been done   Yes   ✔   No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		✓ Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	**Yes**	**A.D. higher education**	**Yes**	**Principal**
Administrative	✓	**AG, MP comprehensive activity by CA**	✓	**By teachers**

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes | - | No | - |

For PG Programmes   Yes | - | No | - |

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

Alumini association of the college played a significant role for the overall development of the college by giving valuable suggestions.

6.12 Activities and support from the Parent – Teacher Association

Lot of support was generated from the activities of parent teacher association. The two meet on regular basis. There was healthy criticism. The problems pinpointed were solved on priority basis.

6.13 Development programmes for support staff

Support staff was encouraged to train themselves in various office management programmes. They were also given opportunity to update themselves in computer education.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Eco friendly activities were performed by the N.S.S. students on regular basis. Such activities included:
- **Activities related to plantation.**
- **Clean campus drive.**
- **Polythene free campus.**
- **Check on water logging**

Criterion – VII

7. <u>Innovations and Best Practices</u>

7.1 Innovations introduced during this academic year which have created a positive impact on the Functioning of the institution. Give details.

> 1. **Emphasis on ethical lectures under the aegis of personality development cell.**
>
> 2. **Energy conservation programmes.**

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the Beginning of the year

> **Eco friendly techniques were adopted and the celebrations of national programmes were organized with full enthusiasm. Further, academic excellence of the students was also taken care of.**

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> **Best Practice no. 1**
>
> 1. **Title of the practice**
>
>   **Improving teaching and learning process**
>
> 2. **Goal**
>
>   **Principles of teaching / learning process are multi fold. The main goal of the practice was to raise curiosity of students in a particular topic. One more obvious gole was to encourage the students to questions and to increase the interaction in the class.**
>
> 3. **The context**
>
>   **Teaching / learning process is one of the major challenging issues. The teachers find it difficult to keep pace with learners. Further, rapid change in technology, has further aggreviated the problem and then keeping the students captivated throughout the lecture is another challenge. It becomes very imperative to provide variety of tools to the learner engaged in the learning process. The teaching and learning process is of immense importance for an institute. The institute has been training the teachers to enhance their teaching abilities. The learning imparted to the teachers is implemented in enhancing the learning experience of the learner.**
>
> 4. **The practice**
>
>   **The teaching / learning process begins with designing of a lecture plan by the teachers. The learners are made aware of such a plan in advance which facilitates them in learning in future. For continuous evaluation of students various assessment procedures such as group discussions, assignments, power point presentations and class test were conducted. Further, through various co-curricular activities the students channelized their knowledge into proper direction. Also, it may be mentioned here that in the teaching / learning process the students were free to share their views. The learner was not just a mute spectator but an apostle of knowledge.**

5. **Evidence of success**

There has been qualitative evidence of success in this type of practice. The students decidedly could understand things in a better way. Such students showed improvement in their academic performance. Pass out students have done well. They are well placed and some of them have started their own enterprise by putting their learning into application. The students achieved holistic development besides academic excellence. Besides, this type of activity led to creating socially sensitive individuals.

6. **Problems encountered and resources required**

The major problems encountered in the said activity were non-availability of proper technology accessible to us. Further, discussions conducted sometimes are aim less which is mere wastage of time. Also, it sometime is visualized that the question posed by students is not to gain knowledge but to test the teacher's capacity. The students usually get easily distracted, hence deviating from their main objective. It was finally realized that to days teacher will have to play dual role of both educator and entertainer.

Financial resource is major constraint, which is continuously needed for improving teaching and learning process. The consistent non-availability of such a resource is a big handicap.

7. **Notes**

On the basis of academic calendar, time schedule for implementation of learning process was chalked down, which aids the facilitator and learner in understanding process, With the consistence guidance of Principal and the support from non-teaching staff, the aim was achieved.

Best practice – 2

1. **Title of the practice**

   Kabaddi – a game of par excellence.

2. **Goal**

   Kabaddi   is primarily an Indian game and is probably 4000 years old. It is most popular in rural areas. It is lively activity which involves both skill and power. The game is very important in view of the fact that it is meant to develop self defence. Further, it is a response to attack, in which reflexes play a major role. The main goal to introduce such a game was that it is quite simple, inexpensive and does not require a massive playing area. Further, no expensive equipment is required. Of all these, the main aim was to get recognition in the game of kabbadi, as we wanted to realize kabbadi as the area of our strength.

3. **The context**

   On account of very limited open space, the said game was chosen as it requires a small area, Being very popular amongst Indian, the game is being played with great enthusiasm and does not involve much resources in terms of play ground, specifications and equipment.

4. **The practice**

   Kabbadi is known by various names viz, chedugudu or Hu-Tu-Tu (south). In eastern India it is called as Hadudu (Men) and chu-kit-kit (woman) while northern part of Indian name is kabbadi. Besides, India the sports is also popular in Nepal, Bangladesh, Sri-lanka, Japan and Pakishtan. The game involves 2 teams (12 players each), of which 7 are on court at a time and five in reserve. The game consists of two 20 minute halves with a break of 5 minutes. The kabaddi playing area is 12.50 mx 10m divided by a line into two halves. Sports officer is being supported by teaching staff so as to give moral boost to potential students to achieve excellence in kabaddi. During tournaments all the staff inspires and encourages the players to give their best so as to achieve the excellence and come up to expectation of the teachers. Further, despite limited resources, we willingly accept to organize the activity every year up to divisional level. Out going players are requested to share their experiences with the new incumbents to inculcate enthusiasm and confidence in them. Instead of paying cash allowance to the participants of the activity they are provided with refreshment in term of milk and other healthy food.

5. Evidence of success

Kabaddi as a sport has acquired immense success in our college for the last few years. We are being recognized by the activity. We have realized this game as our strength. The university has been recognizing this strength and spirit of ours and has been appreciating it. The most encouraging evidences of success is that the college has been continuously winning kabaddi tournament for the last five years at district level.

6. Problems encountered and resource required

Since the game does not require much resource, hence no problem. Further, no problem has been encountered so far as we have been getting potential students every year.

7. Notes (Optional)

Since we have been champions throughout we wish that our students get prestigious awards such as Arjun award and represent themselves at national level also.

7.4 Contribution to environmental awareness / protection

Environmental awareness is such a burning issue that one can not ignore it at any level. The extent of its importance is visualized by the fact that it is a part of curriculum. From time to time we have been discussing issues related to environment in the classroom.

| | --- |

7.5 Whether environmental audit was conducted?   Yes   No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

-

8. **Plans of institution for next year**

Maintenance of quality parameters, Emphasis on value based education.

Name :- Dr. Kirti Jain   *Name :- Dr. Vibha Shukla*

_____   _____

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*

_____***_____

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

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