

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)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

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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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

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 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)

2011-12

I. 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. U.K.Mishra

Tel. No. with STD Code:

0755-2551837

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHC0GN 18879)

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)

1.5 Website address:

Web-link of the AQAR:

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	1 st Cycle	B	7.04	2006	5 years
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

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

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted 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 Financing 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	NO	UGC-CE	NO
UGC-Special Assistance Programme	NO	DST-FIST	NO
UGC-Innovative PG programmes	NO	Any other (<i>Specify</i>)	NO
UGC-COP Programmes	NO		

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	03
2.11 No. of meetings with various stakeholders:	No. <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> 01
Non-Teaching Staff	<input type="checkbox"/> -
Students	<input type="checkbox"/> -
Alumni	<input type="checkbox"/> 02
Others	<input type="checkbox"/> -
2.12 Has IQAC received any funding from UGC during the year?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, mention the amount	RS. 3 Lakhs

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- **Meeting held with principal.**
- **Meeting focussed on execution of various activities.**
- **Emphasis on semester system.**

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
<ul style="list-style-type: none"> • Reviewing academic progress of students in the examination. • Classroom seminars, particularly by post-graduate students. • More emphasis on remedial class. • Visit of students to banks and industries. • Sticking to time based activities. • Celebration of national programmes with enthusiasm. • Initiating faculty improvement programmes. • Introduction of eco friendly techniques in college. 	<ul style="list-style-type: none"> • Class room seminars for PG were conducted by different departments on various topics. • Academic process was reviewed. Those who did not fare well in exams were helped by way of extra-classes. • All time based activities were performed in a well co-ordinated manner, For faculty development programme, some of the teachers attended various seminars/workshops. Though eco friendly techniques as such could not be undertaken during this year. However, under the aegis of N.S.S. the following activities were performed : <ul style="list-style-type: none"> • Sanitation campaign. • Street repairing. • Planting more useful plants in botanical garden , particularly on earths day. • Importance of water conservation by way of lectures.

** 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

Part – B

Criterion – I

I. 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 (On all aspects) Alumni Parents Employers Students

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.

No, syllabus as prescribed by central board of studies is followed.

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

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
27	15		12	

2.2 No. of permanent faculty with Ph.D.

22

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	-----	-----	-----	-----	-----	-----	-----	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			12
Presented papers			05
Resource Persons			----

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

Use of Document Camera.

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

181

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 and evaluation is being controlled by university itself.

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

02

2.10 Average percentage of attendance of students

Above 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 chemistry	14					57%
M.sc. Maths	21					52%
M.sc. Botany	14					100%
M.sc. Zoology	15					100%

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

IQAC which is supposed to be back bone of the college has to contribute significantly in teaching and learning process. Contribution of IQAC in this respect was.

- Quality enhancement
- Developing quality culture amongst students.
- Coordination of various activities.
- Interaction with other institutions related to research and development.
- Emphasis on modern methods of teaching and learning.
- By stressing on feedback mechanism from students and parents.
- Providing useful information to teachers on various quality parameters of higher education.
- By acting as important link between teachers and higher education in policies related to teaching and learning.
- Providing guidelines for preparing AQAR.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	02
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

For promoting research climate in the institution, IQAC stressed on inter and intra institutional workshops and seminars. Research sharing with outstanding institutes both in India and abroad was encouraged.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number		02	02	
Outlay in Rs. Lakhs		9.87		

3.3 Details regarding minor projects

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

3.4 Details on research publications

	International	National	Others
Peer Review Journals	49		
Non-Peer Review Journals			
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	02	MPCST, UGC	9.87 lakh	9.87 lakh
Minor Projects	02	UGC	3 lakh	3 lakh
Interdisciplinary Projects				

Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total			12.87 lakh	12.87 lakh

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

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	-	-	02	-	-
Sponsoring agencies	-	-	MPCST	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

- **The students participated in diverse activities at state and district levels.**
- **Students were encouraged to attend various useful programmes.**
- **Participation in various exchange programmes.**
- **Visit by post graduate students to various scientific organizations viz, EPCO, Lake conservation authority etc.**

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College
Total

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
			-			

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

12

30

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

04

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level 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 NSS Any other

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

Our college adopted the policy of CSR – college social responsibility. The aim was to help those students who are deprived of the basic needs in the society. Further, emphasis was laid on health and hygiene of students. Literacy drive was also initiated. Blood donation camps by N.S.S. were organized.

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.mtr.			
Class rooms	10			
Laboratories	06			
Seminar Halls	02			
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	-			
Value of the equipment purchased during the year (Rs. in Lakhs)	-			
Others	-			

4.2 Computerization of administration and library

Proposal already submitted

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	17927	Rs. 756853	1545	Rs.232298	19472	Rs.989151
Reference Books	1566	Rs.294350	135	Rs.40500	1701	Rs.334850
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	Departments	Others
Existing	14	01	02	-	-	02	01	-
Added	27	01	02	-	-	02	01	-
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

- **Arranging extra classes.**
- **Encouraging students in entrepreneurship programmes.**
- **Laying emphasis on personality development through carrier guidance programmes.**

5.2 Efforts made by the institution for tracking the progression

For student progression emphasis was laid on low drop out-rate. Students were prepared to face various challenges for which coaching classes were organized. Extra curricular activities contributed to holistic development of the students. Adequate student welfare measures were adopted, irrespective of caste, community and economic status.

5.3 (a) Total Number of students	UG	PG	Ph. D.	Others
	834	163		

(b) No. of students outside the state

(c) No. of international students

Men	No	%	Women	No	%
	756	75.6		241	24.17

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
428	151	46	422	-	1047	385	159	31	422	-	997

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

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	<input type="text" value="-"/>	SET/SLET	<input type="text" value="-"/>	GATE	<input type="text" value="-"/>	CAT	<input type="text" value="-"/>
IAS/IPS etc	<input type="text" value="-"/>	State PSC	<input type="text" value="-"/>	UPSC	<input type="text" value="-"/>	Others	<input type="text" value="-"/>

5.6 Details of student counselling and career guidance

Students were guided and counselled for their career. For this, carrier guidance cell of the college played a major role. Initially students were trained by way of holding group discussions. This exercise helped in developing self confidence in the students for facing future challenges. In the second phase guest lectures were invited to boost the placement chances.

180

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
02	80	54	-

5.8 Details of gender sensitization programmes

Though no such programme was conducted, however, through group discussion in the classes, teachers often discussed issues related to gender sensitization with the students without any inhibitions. Discussions were focussed particularly on girl related issues such as dowry, sexual harassment, female foeticide etc.

5.9 Students Activities

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

State/ University level National level 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 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	517	Rs. 2403290
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

To nurture perfect citizens of future society. Catering to the needs of socio-economically weaker sections of the society. To inculcate skills in students for future challenges.

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

Being non-autonomous college the curriculum is mainly being decided and prescribed by the university authorities. Our role is to plan and implement effectively what has been prescribed and this we do very efficiently. Regarding academic flexibility, the students in the initial phase of their admission can change their subject as per their choice. It may further be added here that we do encourage our students for curricular enrichment by way of training programmes.

6.3.2 Teaching and Learning

Teaching was made interesting by various innovative techniques. Care was taken to cater to the needs of diverse nature of students, coming from various backgrounds and having different potential.

6.3.3 Examination and Evaluation

Examination and evaluation was conducted as per the orders of university. However, at college level students were assessed and evaluated through CCE and projects submitted by them. Student performance and learning outcomes were critically observed and the loopholes if any on our side were resolved on priority basis.

6.3.4 Research and Development

For promotion of research, students worked under different projects. As regards resource mobilization, research work was facilitated by grants from U.G.C and other financing agencies. Students were encouraged to train themselves in handling various instruments.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Total library area 40X12sq.ft

6.3.6 Human Resource Management

Staff enrichment programmes were conducted for growth and development of faculty members. Besides regular teaching work, teachers and other staff was committed to the other works assigned to them as and when required.

6.3.7 Faculty and Staff recruitment

It is under the purview of Govt.

6.3.8 Industry Interaction / Collaboration

P.G. students interacted with some industries for their research purpose. Students analysed various drugs in VISTA pvt. Limited

6.3.9 Admission of Students

It was done on merit basis after duly filling their admission forms.

6.4 Welfare schemes for Teachers , non-teaching staff and students.

The facility of GIS and loan facility to teacher /non-teaching staff was provided. Teachers were motivated to participate in national / international conferences for their academic excellence. They were also encouraged to improve their research techniques. For SC, ST and OBC (non-creamy) Students scholarship scheme as framed by Higher education was followed *in toto*. For such socially disadvantageous group of students college library provided them with books free of cost under book bank facility of Govt.

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	✓	Additional Director	✓	Principal
Administrative	✓	AG,MP&CA		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?

-

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

-

6.11 Activities and support from the Alumni Association

Alumni association was very active in co-ordinating various practices in the college. They provided moral support for the general development of the college. Alumini association was also helpful in recommending college students for various jobs.

6.12 Activities and support from the Parent – Teacher Association

Parent-teacher association after interacting with each other on regular basis gave fruitful results. Meetings were based on analysis and improvement plans to enhance quality of education. After thoroughly discussing and reviewing the feedback, weak points were analysed and corrective actions were taken. Students gave their feed back through suggestion boxes and also through filled feed back forms on monthly basis.

6.13 Development programmes for support staff

Support staff was encouraged to train themselves in various demanding fields in the present scenario such as computer training etc. They were also facilitated to train themselves in office management, filing and accounting.

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

In order to make campus eco friendly the below given environmental initiatives were taken :

- **Debates/discussions were, held on the importance of environmental consciousness.**
- **Students were made aware to implement energy saving techniques in the college such as switching off lights / fans, when not needed.**
- **Classrooms were renovated so as to get sufficient cross ventilation and light which minimised electricity consumption.**
- **The drinking water was analysed by the M.Sc. students for various harmful microbes.**
- **Environmental rallies were organized so as to impress upon ecofriendly techniques.**
- **Segregation of non-biodegradable waste was encouraged while biodegradable waste was degraded for the production of organic manure, which was simultaneously used in college campus for plant growth.**

Criterion – VII

7. Innovations and Best Practices

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

Eco friendly practices were followed. Some M.Sc. students undertook instrumentation training. Carrier oriented lectures were conducted for the students. Painting of college by class III employees was undertaken. Blood donation drive was organized by N.S.S students.

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

Academic progress was discussed. Conduction of tests and seminars on regular basis were held. Sticking to time based activities was emphasized.

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 – Adoption of village under the aegis of N.S.S.

2. Goal

N.S.S is a permanent youth programme under the ministry of youth affairs and sports. Under the scheme, N.S.S. volunteers established rapport with people in the projected area. For this activity the college N.S.S wing adopted village Barrai and nearly 50 volunteers actively worked to attain the main goal which was to develop sense of civic and social responsibility amongst the villages. The main concept behind selecting this type of practice was to educate villagers in all respects, since ignorance still prevails in most of our rural areas and such people are usually neglected lot. By introducing such value based activities, villagers might be raised to a higher material and moral level.

3. The context

The most challenging issue that was encountered in designing and implementing such a practice was to convince villagers because of their ignorance and lack of knowledge. Looking into the importance of such a activity our NSS people had to strive hard for such a challenging issue.

4. The practice

In the initial phase the area was identified and various need based programs were chalked out. The volunteers performed the following activities to achieve the goal:

- Rapport building exercise in the adopted village.
- Survey of the area by volunteers
- Sanitation awareness .
- Under this drive, volunteers together with the villagers conducted cleanliness of wells.
- Digging and deepening of ponds.
- Conservation of rain water.

**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

- Using traditional method of filtration of water, besides other facility.
- Organizations of rallies and street plays to create awareness.
- Organization of health camps.
- Establishment of arts and sports clubs in schools for rural youth.
- Popularizing importance of education to reduce dropout rate amongst school going students.
- Educating youth regarding employment opportunities laying emphasis on cottage industries.
- Awareness regarding leadership qualities and democratic attitude.
- Capacity to meet natural calamities.
- Practicing national integration and social harmony.
- Tree plantation.
- Educating rural people regarding road safety programmes.
- Consumer awareness.
- Women development programmes (girls child education, save girl child)

We did not have any constraints during the implementation of such an activity.

5. Evidence of success

Visit to such an area was for a very limited period. However, efforts were made to ensure that the work undertaken during the camp was continued and completed by local people. For this some of our volunteers visited the locality of and on to work the follow up action. The results were observed to be beyond our satisfaction. The villagers honestly worked on what was chalked out during the camp period and our mission was accomplished.

6. Problem encountered and resources required

N.S.S volunteers did not face any major problem during the said exercise. Financial and human resources were sufficient to achieve the goal to a greater extend.

Best practice – 2

1. Title of the practice

Adoption of eco friendly technology.

2. Goal

Eco friendly technology also called clean tech, green tech and environmental tech can help preserve the environment through energy efficiency and reduction of harmful wastes. Latest environmental science together with green chemistry can help to reduce the harmful impact of human activity on the earth since population is increasing at an alarming rate and its repercussions are taking the toll. Hence the present activity was initiated looking into the tremendous importance of pure environment for the welfare of human society.

3. The context

The challenging issue that our blue-green planet is facing now a day is a problem pertaining to the environment. Anthropogenic activities are posing threat to the environment. Whole world is adopting mitigative measures to stop degradation of environment and trying to lead a more sustainable life. Keeping this in view the torch bearers of next generation are to be imparted with the knowledge of environmental awareness. The college campus is having a very good location with breeze blowing across it. To maintain the natural beauty of college and to propagate some positivity throughout the state and nation the students were made aware in various ways.

4. The practice

Though the technology is still in the earliest stages of development, yet a lot has been worked out in various parts of our country in this sphere. Following activities were initiated to boost such a technology.

- Formulation of energy conservation club to check wastage of electrical energy.
- Cleanliness committee was elaborated to continuously monitor and ensure cleanliness in and around the campus premises.
- Environmental awareness programmes were held.
- Plantation drive was initiated on regular basis.
- Workshops were held on bad implications of tobacco.
- Stress was laid on the use of energy savers, be it fans, refrigerators, bulbs (LED light) and other items.
- Emphasis was laid on water purification techniques.
- Management of waste was another issue that was tackled on war footing.

- **Environmental rallies were organized to highlight the burning issue of environmental protection.**

5. Evidence of success

Targets set were achieved successfully. For this N.S.S students played a greater role. Through discussions, rallies, debates and essay competitions, the importance of environmental protection was emphasised again and again, there by leading to the enlightenment of the students. Cleanliness drive became a regular feature of the college. No trace of polythene articles was visualized in the college campus. While purchasing various gadgets, care was taken to get energy efficient appliances. Students got trained to such an extent that they would switch off all the lights and fans after the last period was over. All the biodegradable waste from campus was used to produce compost. Care was taken not to use chemical fertilizers/pesticides in the campus.

6. Problems encountered and resource required

Since environmental protection is a burning problem these days, hence considering the gravity of the situation, students as well as staff tackled it with war footing, hence this exercise was fruitful.

7.4 Contribution to environmental awareness / protection

Environmental awareness programmes were held to make students aware of the grave situation prevailing regarding environmental degradation. Through discussions and rallies the students were impressed upon the grave situations arising out of environmental deterioration due to population explosion.

7.5 Whether environmental audit was conducted? Yes No

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

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8. Plans of institution for next year

Timely progressive performance of academic, administrative and financial tasks were planned to ensure quality culture.

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
