Modipuram, Meerut-250110

SELF STUDY REPORT (SSR)

SUBMITTED TO
National Assessment and Accreditation Council

www.neelkanth.edu.in

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          +91-9897008945
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PART I
A. PREFACE
ACKNOWLEDGEMENT

We take a pride to present self assessment report of our college Neelkanth Vidyapeeth to The National Assessment and Accreditation Council for assessment and accreditation.

This report is the outcome of our sincere and honest experiences and efforts. The report is prepare within the parameters and guide lines given in the manual for preparing the report.

We look forward to achieve progress towards high standards and practices in order to introduce high education. We assure for continuous efforts and achievements.

Day & Date

Dr. Dinesh Sharma

Vice Chairman

Head of the institute

NEELKANTH VIDYAPEETH
Modipuram, Meerut
Director’s Message

NEELKANTH VIDYAPEETH commits to provide a learning environment that prides itself on a culture of caring and communal learning through a path-goal oriented approach of involving all stakeholders in the learning process. Through the Four C’s concept of Communication, Collaboration, Cooperation and Coordination of personalized learning, it is our vision to address the unique educational needs of the student body through positive college community partnerships, data analysis and frequent open and honest dialogue with all stakeholders. The faculty and staff are dedicated to ensure that all the NEELKANTH VIDYAPEETH students are prepared professional education and careers by equipping them with the necessary skills and critical thinking to be self-directed learners and productive citizens contributing positively to society.

Neelkanth Vidyapeeth was established in 2008. Initiated with BBA/BCA and added on B.Ed in 2009. Our aim is to provide quality education to students from diverse backgrounds, irrespective of region, religion, caste, economic strata and economic performance. Institution has successfully crossed various hurdles encountered on the way of its growth. Neelkanth Vidyapeeth has grown in stature and strength today and has become one of the finest educational institute dedicated to the pursuit of knowledge and excellence.

We are extremely pleased to submit The Self Study Report of our institute for accreditation. By this humble submission, we offer ourselves for quality inspection to serve better in future by getting accreditation. SSR has been prepared as the standards and the practices set by NAAC and gives an insight into our efforts of scaling and increasing our parameters.

Bhavna Sharma

Director and coordinator Steering committee
PART I

B. EXECUTIVE SUMMARY
CRITERION 1: Curricular Aspects

Neelkanth Vidyapeeth was established in 2008 with the mission to develop young good citizens of the country and inculcate global competence and skills for being a successful learner.

Neelkanth Vidyapeeth is a self finance institute that offers courses like B.Ed. BBA and BCA. The institute is affiliated from Chaudhary Charan Singh University, Meerut. B.Ed a teacher education one year programme. BBA a three years professional course in Bachelor in Business Administration. BCA a three years technical course in Bachelor in Computer Applications. Admission process is different in these courses. Admissions for B.Ed. are finalized through counseling and admissions in BBA/BCA are direct. Admissions are open for all diverse categories where region, religion, caste are no bars.

To keep the curricula update and relevant to need of local and global significance, periodic revisions are made to enhance the curriculum. To navigate the learning’s, different strategies and engagements are imbied in the programmes like projects, field trips, research work, case studies, job trainings, guest lectures, workshops, seminars. Institute has a Wi-Fi campus and facilitates the complete community, all the ICT facilities required for the teaching and the learning.

CRITERION 2: Teaching-Learning and Evaluation

Neelkanth Vidyapeeth has an internal quality assurance cell (IQAC) that meets on going needs of the various issues regarding teaching, learning and evaluation. It is a co-educational institute which is open for all caste and creed. It also welcomes differently - able students and has special arrangements for them.

The institute focuses on the overall development of the learners and makes special efforts to cover curricular and co-curricular activities within the time span of the students in the campus. We aim to blend academics with other skills and make it the part of the programs. The institute organizes various programs like orientation, remedial classes, reinforcement classes, counseling, sports, ICT based engagements,
PDP classes, creative weeks, etc. Departments have academic and engagement calendar which reflects the timeline of all kinds of engagements designed to meet the leads of the learners.

Institute has an action plan/objective sheet which measures the standard and the practices in terms of teaching and learning, curriculum design, students’ need and progression, organization and infrastructure, assessment and evaluation and students’ action. This action plan helps to streamline the development and enhancement of the institute in all essential fields.

The facilitators at Neelkanth Vidyapeeth are quite, competent enough to raise the students to the desired standards of the programs. The faculty members are highly qualified and experienced to maintain the practices and the quality of the programs. The series of the documentation is maintained to map the curriculum and the learning aspects of the students. Documentation like curriculum maps, bubble planners, academic progress report and reflections helps to evaluate the teaching and the learning process.

Neelkanth Vidyapeeth has an exam cell which channelize the all the assessment milestones and keeps the record of all kind of evaluations held in the departments. The exam cell committee is responsible to organize, conduct and regulate all the evaluations. Institute also has an academic honesty policy which is undersigned by all the faculty members and committee. Academic honesty policy is displayed in all the departments for the students and the faculty members to follow it strictly. This policy ensures the transparency and truthfulness of the working in the departments.

Collaborative sessions make Neelkanth Vidyapeeth a strong and a versatile institute in terms of teaching, learning and evaluation. Every department conducts vertical and horizontal meetings at every weekend. Faculty members, HOD’s and other heads are the part of these meetings. These meetings are organized to put in continuous efforts to the academics and beyond academics. At times students are also the stakeholders of their learnings and are the part of student-teacher conferences.

Assessment and evaluation are integral to all teaching and learning
process. Neelkanth Vidyapeeth has a system of reporting and taking reflections time to time. Parents-teacher conferences are often conducted to keep the parents informed regarding their wards progress.

Information and communication technology (ICT) plays an important role in the present scenario of education. In the institute, there is a Wi-Fi campus and has a regular input for ICT facilitation. Students and the faculty members make the best use of ICT facility during the teaching practices, research work, demonstration of classes, etc. E-library is a great facilitation to the students for learning’s. Smart class-rooms enhance the induction of the lectures.

**CRITERION 3: Research, Consultancy and Extension**

Neelkanth Vidyapeeth has a research committee. The management and the heads of the institutes encourage the teaching staff to undertake active research work. Institute promotes research work which includes working for doctoral degree, library, internet and reprographic facility. Institute provides sanctioned leaves to the researchers and gives them budgetary support at times.

Institute extends the hand and provide free consultancy to other institutes and other areas. The institute has also adopted few organizations to promote the basic teaching and learning practices. We also run an evening school for the under privileged children under the B.Ed. program. It is a nonprofit school with no fee structure.

Institute has a training and placement cell. Personality development program provide students an enhancement of their personal growth which helps them in placements. Placement services are provided by the institute to the students.

Institute has an ECO CLUB-Green Guards. This club aims to develop the awareness time to time and extend services for Education, Health and Hygiene and Environment issues. Outreach programmes are regularly organized by the institute like plantation, AIDS awareness, Anti child labour, blood donation, campaigns etc.

Researches and extensions are also promoted in students. Job training, industrial visits, projects, institute neighborhood network, exchange programmes etc .Management and faculty members support students
for the positive growth.

**Criterion 4: Infrastructure and Learning Resources**

The institute is well off in terms of physical infrastructure. The college campus occupies more than 5 acres. At present college have 20 class rooms. Each can easily accommodate more than 60 students. In addition to class rooms, the college has a language lab, a management lab, a computer lab, a big library, staff rooms, a multipurpose room, a seminar hall, education labs, wash room on each floor, a conference room, a guest room, and an exam cell. There are other facilities such as cool and clean drinking water. Institute has a health care centre where we have a full time backup of medication and part time visiting doctor. Institute has a placement cell, admission cell, counseling center, a subsidies canteen. The institute provides transport facility on pay basis to the students. Institute also has a sport center.

All academic and non academic activities have facilitation by the management. Facilities like multimedia projectors in class rooms, OHP, audiovisuals and other resources.

**Criterion 5: Student Support and Progression**

Neelkanth Vidyapeeth aims to run the student centered programs. Institute has a proper student support system in terms of admission, curriculum, results, scholarships, extra-curricular activities, etc. We have counselling centers, student council, guidance cell, placement cell, quality assurance cell, academic honesty policy, language policy and other measures to support student welfare.

Our website [www.neelkanth.edu.in](http://www.neelkanth.edu.in) is the face revealing the student engagements and institute’s updates. The institute has the practices and an action plan which reflects the proper integration of the curriculum to maintain the high standards of teaching and learning practices for the students. Besides the regular classrooms, the institute focuses on the pragmatism approaches, reinforcement and remedial classes, personality development classes, community services, researches to inculcate the best values to become a good and responsible citizen.
The students of Neelkanth Vidyapeeth are actively engaged in social, cultural, sport and leisure activities. We focus on development of skills and attitudes of students that lead to self initiative actions. Opportunities are provided where students reflect on their own learnings and measure the indicators of various levels of their experiences and knowledge.

**CRITERION 6: Governance, Leadership and Management**

Neelkanth Vidyapeeth has a Pedagogical Leadership Team. The team members are Chairman, Vice-Chairman, Secretary, Director, Principal, Head of the Departments, Coordinators and the faculty members. It controls the finances and approves the schemes for development. The board members (Chairman, Vice-Chairman, Secretary, and Director) take initiatives to provide all sorts of support system and assistance to the institute like budget, professional development, curriculum enhancement, resource management, promotion of researches, faculty development programmes.

The institute has number of committees to perform the various activities of the institute. These committees are committed to render the services with great devotion and empower the functioning of the institute. The leadership team has a clear vision and the mission which is achieved by the formulation of objectives, directives, guidelines, implementations of specific plans and by aligning the academic and the administrative aspects.

Neelkanth Vidyapeeth has developed a faculty manual which includes the complete information regarding recruitment, appraisals, professional development, feedback system, holiday policy, job descriptor, evaluation system and a working indicator. This manual is a commitment for both the management and faculty.

The internal quality assurance cell regulates the responsibilities for continuous and ongoing academic achievements. The institute has the practice of conducting vertical and horizontal meetings in order to promote the conducive atmosphere, teaching and learning practices,
student progress, academic and non-academic achievements.

**CRITERION 7: Innovation and Best Practices**
Neelkanth Vidyapeeth adds up to innovative practices in order to promote the growth of the institute and academic excellence. The practices are in interest of every stakeholder of the institute specially teachers and students. Practices like mapping of the curriculum, organizing of various clubs, cells and councils, conducting collaborative sessions to meet the better benchmarks for the growth.

Neelkanth Vidyapeeth is very near to nature and adapts the eco friendly environment. The building is airy, has proper ventilation system, proper reflection of light. We also have an Eco Club named “Green Guards” which works for the mission in areas of environment conservation.

Other good practices achieved by the institute within the last two years are development of action plan, development of academic honesty policy, emphasis on ICT based teaching and learning, formation of IQAC and its functioning, releasing of newsletters, ongoing system of feedback and reflection, strong and effective assessment strategies, introducing local and global issues, organizing of eco club, ongoing collaborative planning, PDP classes, inter exchange programme, upholding schools of under privileged, introduction of new teaching and learning strategies, remedial and reinforcement classes, seminars and workshops, guest lectures, etc. By the gist the institute has a long way to go and seek for excellence.
PART I
C. PROFILE OF THE COLLEGE
1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>NEELKANTH VIDYAPEETH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>NH-58, PAWLI KHAS, MODIPURAM</td>
</tr>
<tr>
<td>City: MEERUT</td>
<td>Pin: 250110</td>
</tr>
<tr>
<td>State: UTTAR PRADESH</td>
<td>Website: <a href="http://www.neelkanth.edu.in">www.neelkanth.edu.in</a></td>
</tr>
</tbody>
</table>

2. For Communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. Dinesh C. Sharma</td>
<td>O: 0121- 2575185</td>
<td>9897008945</td>
<td>0121-2575185</td>
<td><a href="mailto:dsngi2011@gmail.com">dsngi2011@gmail.com</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Dr. Salabh Mehrotra</td>
<td>O: 9837542451</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Mrs. Bhavna Sharma</td>
<td>O: 9997028108</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Status of the Institution:

- Affiliated College ✓
- Constituent College
- Any other (specify)

4. Type of Institution:
   a. By Gender
      i. For Men
      ii. For Women
      iii. Co-education ✓
   b. By Shift
      i. Regular ✓
      ii. Day
      iii. Evening

5. It is a recognized minority institution?
   Yes ✓
   No
   If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence. N.A.

6. Sources of
7. a. Date of establishment of the college: 01/07/2008 (dd/mm/yyyy)
b. University to which the college is affiliated /or which governs the college (If it is a constituent college)
c. Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2 (f)</td>
<td>Applied</td>
<td></td>
</tr>
<tr>
<td>ii. 12 (B)</td>
<td>N.A.</td>
<td></td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

<table>
<thead>
<tr>
<th>Under Section/ clause</th>
<th>Recognition/Approval details Institution/Department Programme</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
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</tr>
<tr>
<td>ii.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.  NCTE</td>
<td></td>
<td>11.06.2009</td>
<td>Forever</td>
<td></td>
</tr>
</tbody>
</table>

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes [ ] No [x ]

If yes, has the College applied for availing the autonomous status?

Yes [ ] No [ ]

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes [ ] No [x ]

If yes, date of recognition: ......................... (dd/mm/yyyy)
b. for its performance by any other governmental agency?

☐ Yes  ☐ No

If yes, Name of the agency ...................... and

Date of recognition: ....................... (dd/mm/yyyy)

10. Location of the campus and area in
sq.mts:

<table>
<thead>
<tr>
<th>Location *</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts.</td>
<td>25000.00 sq.mts</td>
</tr>
<tr>
<td>Built up area in sq. mts.</td>
<td>3121.85 sq.mts</td>
</tr>
</tbody>
</table>

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
  - play ground ✓
  - swimming pool
  - gymnasium ✓
- Hostel
  - Boys’ hostel
    - Number of hostels 01
    - Number of inmates 75
    - Facilities (mention available facilities)
  - Girls’ hostel
    - Number of hostels 01
    - Number of inmates 15
    - Facilities (mention available facilities)
∗  Working women’s hostel

i.  Number of inmates

ii.  Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
- Cafeteria — √
- Health centre — √

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance √

Health centre staff –

Qualified doctor          Full time □ Part-time □ √

Qualified Nurse          Full time □ Part-time □ √

- Facilities like banking, post office, book shops √
- Transport facilities to cater to the needs of students and staff √
- Animal house √
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage √

- Solid waste management facility
- Waste water management √
- Water harvesting √

12. Details of programmes offered by the college (Give data for current academic year)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme Level</th>
<th>Name of the Programme/Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/approved Student strength</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under-Graduate</td>
<td>B.Ed. BBA BCA</td>
<td>01 03 03</td>
<td>Graduation 12th 12th</td>
<td>Hindi</td>
<td>100 180 180</td>
<td>36 49 42</td>
</tr>
<tr>
<td></td>
<td>Post-Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrated Programmes PG</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Does the college offer self-financed Programmes?
   Yes [✓]  No [ ]
   If yes, how many?  As above

14. New programmes introduced in the college during the last five years if any?
   Yes  No  Number

15. List the departments: (respond if applicable only and do not list facilities like Library,
   Physical Education as departments, unless they are also offering academic degree awarding
   programmes. Similarly, do not list the departments offering common compulsory subjects for
   all the programmes
   like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Departments</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>(eg. Physics, Botany, History etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Management</td>
<td>B.Ed.</td>
<td>BBA</td>
<td>BCA</td>
</tr>
<tr>
<td></td>
<td>Computer Application</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, 
   MA, M.Com...)
   a. annual system  01
   b. semester system 02
   c. trimester system

17. Number of Programmes with
a. Choice Based Credit System   NIL
b. Inter/Multidisciplinary Approach   03
c. Any other (specify and provide details) 

6. Does the college offer UG and/or PG programmes in Teacher Education?
   Yes ☑  No 
   If yes,
   a. Year of Introduction of the programme(s) B.Ed. 01.07.2009 (dd/mm/yyyy)
      and number of batches that completed the programme  03
   b. NCTE recognition details (if applicable)
      Notification No.: F.NRC/NCTE/F-7/UP-2977/141 MEETING/2009/3400
      Date: 11/06/2009 (dd/mm/yyyy)
      Validity: Forever
   c. Is the institution opting for assessment and accreditation of Teacher Education
      Programme
      separately? Yes ☑  No 

19. Does the college offer UG or PG programme in Physical Education?
   Yes ☑  No 
   If yes,
   a. Year of Introduction of the programme(s).................... (dd/mm/yyyy)
      and number of batches that completed the programme
   b. NCTE recognition details (if applicable)
      Notification No.: ........................................ Date:
      ........................................ (dd/mm/yyyy)
      Validity:............................... 
   c. Is the institution opting for assessment and accreditation of Physical Education
20. Number of teaching and non-teaching positions in the Institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>*M</td>
<td>*F</td>
<td>*M</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government Recruited</td>
<td>02</td>
<td>02</td>
<td>51</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctioned by the Management/ society or other authorized bodies Recruited</td>
<td>17</td>
<td>08</td>
<td>17</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M-Male *F-Female

21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>02</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>02</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td>02</td>
<td>02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
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<td>25</td>
<td></td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

22. Number of Visiting Faculty / Guest Faculty engaged with the College.

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
</tbody>
</table>
24. Details on students enrollment in the college during the current academic year:

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M. Phil.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where the college is located</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>NRI students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Dropout rate in UG and PG (average of the last two batches) UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component Rs. 105259.85

(b) excluding the salary component Rs. 92078.31

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes [ ] No [ ]

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes [ ] No [ ]

b) Name of the University which has granted such registration.

c) Number of programmes offered [ ]
d) Programmes carry the recognition of the Distance Education Council.

Yes ☐ No ☐

28. Provide Teacher-student ratio for each of the programme/course offered

<table>
<thead>
<tr>
<th>Programme</th>
<th>T/S ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>1/15</td>
</tr>
<tr>
<td>BBA</td>
<td>1/15</td>
</tr>
<tr>
<td>BCA</td>
<td>1/15</td>
</tr>
</tbody>
</table>

29. Is the college applying for

Accreditation: ☐ Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment ☐

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

- Cycle 1: ………………… (dd/mm/yyyy) Accreditation Outcome/Result………. Cycle 2: ………………… (dd/mm/yyyy) Accreditation Outcome/Result………. Cycle 3: ………………… (dd/mm/yyyy) Accreditation Outcome/Result……….  

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

190

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

160

33. Date of establishment of Internal Quality Assurance Cell

(IQAC) IQAC…01-06-2011…………………

(dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to
NA
AC.
16-09-2014
AQA R (i) ................

(dd/mm/yyyy) AQA (ii)..............

(dd/mm/yyyy) AQA (iii)

............... (dd/mm/yyyy) AQA

(iv) ................ (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include.
(Do not include explanatory/descriptive information)
PART II
D. CRITERION –WISE INPUTS
CRITERIA - WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Mission

To provide holistic approach to education addressing the whole person development and emphasizes the cognitive, social, physical and moral aspects of the individual’s personality who will contribute services to the society and community as responsible humans.

Vision

We envision a world of international repute which empowers and fosters growth of each other and community, by providing an education that wills strengthen and nurture young minds to act with integrity, honesty, self-responsibility, delight and diversity, cooperation and honouring of all living things.

AIMS & OBJECTIVES

We aim to Educational Quality for Excellence

- By offering high quality, academically sound education to students in a supportive and understanding environment.
- By nurturing an atmosphere of trust between the Institution’s community, by providing a stable, secure and welcoming atmosphere for all individuals within the institution.
- By promoting student’s creativity by displaying positive attitude towards creativity, allowing students to engage actively in the learning process.
- By providing a wide variety of stimulating learning experiences and allowing students to acquire the concepts, skills and attitudes necessary to develop their full individual potential.
• By helping students to assess their own abilities and become independent learners, able to solve problems, work in groups and set priorities
• By encourage cultural understanding, tolerance and the enjoyment of diversity and exposing students to different cultures through a well planned curriculum mindful of the views and beliefs of others.
• By develop self-esteem and a sense of respect for others and becoming aware of one’s own personal beliefs and attitudes, as well the wider significance of local and global issues.
• By forward-looking strategic planning, open communication with the local, national and international community to integrate the Group in an environment that is supportive both intellectually and materially.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

Institution has a defined Action Plan which helps to support the teaching and learning practices which has standards and practices to enhance the working of the institution and achieve better benchmarks.

• Various curricular and co-curricular activities are designed (as reflective in monthly engagement calendar and Curriculum Achievement Plan) to meet the needs of the student.
• We aim to have student centered class rooms. Students are the leading learners opportunities are set to help them to reflect. Taking feedback and reflection practice is strongly effective in day to day learning. Enhancing curriculum is the ongoing process. We aim to work as
  • Written curriculum
  • Taught curriculum
  • Assessed curriculum
- Written curriculum as granted by UGC is imparted as is on paper/or books.
- Written curriculum is enhanced by adding teaching and learning strategies and giving more scope to skills is converted as CAP document. Each teacher of each subject develops it within the collaboration of the heads.
- CAP is the conclusion of the feedbacks and the discussion held between the vertical and horizontal flow of the hierarchy. A feedback from different member of the institution is the part of consideration in improving.
- Assessment is integral to all teaching and learning our assessments data helps us to find out the working areas of improvement. What can be changed and implemented in the curriculum for betterment.
  - Collaborative meeting held in the department between the co-ordinator and faculty has shaped up very fruitful. We often meet (Saturdays and as per need) to finalize each engagement and activity. We also have a provision of one to one/face to face meeting. Meeting minutes are recording and time lined.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

As an affiliated College, the curriculum prescribed by The CCS University is followed with regard to the courses that are offered. The Vision, Mission and objectives of the institution are kept in mind while transacting with the curriculum. Students’ employability skills, student centric teaching learning practices are being followed for effective curriculum delivery. Teachers are deputed for various text-books related workshops and orientation programmes when they are organized by different Colleges or University.

Procedural:
- The University forms an Academic Calendar that specifies the duration of the semester, the date of commencement and the close of semester, examination slot. Besides, the University also circulates various notifications.
Practical:

- The Institution provides library and e-learning facilities to the faculty for the effective delivery of the curriculum.
- The Institution provides the infrastructural facilities for staff which includes staff room, Computers for each Departments, library, business lab, classrooms, and seminar hall to conduct departmental programme, etc.
- The Institution provides Business Lab installed with many computers and accessories with internet facilities, monthly subscription of business magazines, journals, competitive magazines, daily newspapers, white board, OHP, LCD projectors, display boards etc.
- College has a defined Language Policy which focus on respect for mother tongue and displays promotion of English Language and English is considered as global language. Teachers asked to converse in English and develop then skills. Special language weeks also organized to highlight the importance.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

Good practices achieved by the institution

- Development of Action plan.
- Development of Academic Honesty Policy.
- Emphasis on ICT based teaching and learning
- Formation of IQAC and its functioning.
- Development of Newsletters of institution.
- Regular feedback.
- Strong and effective assessment milestone.
- Introducing local and global issues.
- Organizing Eco-Club green guards.
- Ongoing Collaborative Planning
- Ongoing P.D.P classes
• Inter exchange programmes with college
• Up holding schools of under privileged
• Regular feedback by different and various members of the institution
• Introduction of new teaching strategies
• Working in students entered class room
• Remedial and coverage classes
• Welcome to special need students
• Seminar and workshops
• F.D.P classes
• Guest lectures

1.1.5 How does the institution network and interacts with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

**Industry:**
The college has set up a Career guidance and Placement cell which maintains professional relations with the representatives of industry. The HR managers of various companies are invited to the college campus to interact with the students. The students of various departments of the college are taken for industrial visits from time to time to keep them abreast of the latest developments in the market.

**Research Bodies:**
To keep the research temper alive in the campus, research Scholars from various fields are invited to the college to motivate the students to take up research projects in their further studies. The faculty members of the college are also motivated to take up research projects initiated by the affiliating 15 university or the UGC. Faculty members on their own also keep on interacting with various research bodies and participate in various research projects. Some of the faculty members being a member of the professional bodies like Institute of Chartered Accountants of India, Institute of Company Secretaries of India attend the conferences which in turn helps them in Effective operationalization of curriculum.

**University:**
The faculty members of the college keep regularly in touch with their counter parts at the affiliating university and get latest information regarding their own respective subjects. They keep on visiting the Parent
University time to time to keep themselves abreast of the latest trends in their field of study. They have also subscribed to the Journals and Magazines published by various teaching departments of the university. Further, Professors from the parent university campus are also invited to the college from time to time to give seminars and talks to the faculty members.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

The organization considers the suggestion and the feedbacks from faculty, students’ alumni, employees and academic peers in order to improve and enhance the curriculum.

- Vertical and horizontal meetings are held to meet the needs of the curriculum development.
- We try to inculcate and focus on various points.
  1. Evaluation / Assessment of student understanding & future needs.
  2. Frequency of collaborative session.
  3. Inclusion of basic skills in developing curriculum and co-curricular activities.
  4. Inclusion of relevant issues in curriculum development.
  5. Distribution of written curriculum as by university norms and need of the student.
  6. Sensitivity of curriculum towards religious differences, culture, gender, ethnic and linguistic.
  7. Frame time to review policies and curriculum.
  8. Budgeting and resource management.
  10. Appropriate provision for development of visibility of learning experiences of community.
  11. Learning engagements in curriculum to enhance social services and environment awareness.
  12. Curriculum having aspects to promote internationalism.
- Instruction has as well define academic honesty policy well which helps to ensue.
• Curriculum Achievement Plan is developed by the institution for each subject area. Which shows the achievement of the curriculum – When, How, What.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating University) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed?

We accept that the radius of our autonomy is limited. The college does not enjoy the freedom to frame its own curriculum for any of the academic programs. However, the college tries to supplement the syllabus by arranging special classes for students or by inviting experts from various fields.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The monitoring of the implementation of the programmes by developing an organized action plan helps to target the diverse needs of the students.

• Institution has a defined objective sheet document.
• Collaborative session of faculty and co-ordinator helps to find out the needs of the student and programme.
• Board meetings time to time help to implement the programme in better ways.
• Institution has a counseling centre and a counseling to meet the needs and help the student to do better.

Various practices that make classroom teaching effective in relation to diversity are:

1. Collaborative planning to trace out basic needs.
2. Planning of teaching and learning practices.
3. Making presentations
4. Organizing tutorials as to help for Language.
5. Remedial classes
6. Observing and discussing local and global issues
7. Meet the need and help for special need. Student by facilitating the student as per his/her need.
8. Developing counseling centre and help provided by the counselor.
10. Focus on student initiated action.
11. Open space for student to define indicators and give reflection of their learning.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

Goals:
- To make education affordable

Objectives:
- To raise the stakeholder’s awareness of global issues providing new learning opportunities.
- To Enhance, Enrich and Empower communicational and computational skills amongst rural student’s community.
- To maintain academic standards through creative and innovative teaching. The academic programmes prescribed by the university are in line with the institution goals and objectives. Computer fundamental and business application are made compulsory to make students computer savvy. The Environmental studies have been introduced to spread environmental awareness among the students community. The institution also organizes personality development programme, Soft skills, seminars, workshops etc.
- To uplift the students in meeting the challenges globally.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If ‘yes’, give details.

As of now, the institution does not offer programmes that facilitate twinning /dual degree.
1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond.

- Range of Core / Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

**Range of Core /Elective options offered by the University and those opted by the college**
The college provides instructions for The CCS University; MEERUT does not give academic flexibility to the affiliated institutions. We offer B.ED, BBA, and BCA.

**Choice Based Credit System and range of subject options**
The courses are offered as per modules prepared by the CCS University, MEERUT.

**Courses offered in modular form**
Courses are provided unit wise and are arranged in the modular form at Department level by academic committees comprising of HOD’s, staff and Principal, Curriculum Plans are Developed in departments.

**Credit transfer and accumulation facility**
No credit transfer and accumulative facility exists.

**Lateral and vertical mobility within and across programmes and courses**
No lateral mobility within and across the programmes exists, however, vertical mobility exists.
Enrichment Courses
The existing courses are enriched by preparing the students to design small projects and presentations related to theory work. PDP’s are also held to develop the communication skills among the students. To add, lectures by the experts are also organized time to time to update the knowledge of our students.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

A. Name of the Self Financed
Programme: 1. B.Ed
2. BBA
3. BCA

B. Admissions
Programme:
1. B.Ed (through entrance, proceeded by counseling)
2. BBA (as per the university norms, Chaudhary Charan Singh University, Meerut U.P)
3. BCA (as per the university norms, Chaudhary Charan Singh University, Meerut, U.P)

C. Curriculum:
The curriculum is designed by the affiliating Chaudhary Charan Singh University MEERUT, and implemented by the College through the well prepared socially committed patterns of instructions. Planning and implementation of the curriculum is main focus. Further the university curriculum is put into curriculum maps and achievement plans. ICT plays an important role in the implementation and imparting the curriculum.

D. Fee Structure:
As per the university norms, Chaudhary Charan Singh University, Meerut, U.P and State Government.
E. Teachers’ Qualifications:
All are qualified teachers and match the norms of the affiliating university.

F. Salary
The Assistant Professors and Associate Professors along with non teaching and support staff draw salary as per university norms regulations amended from time to time. They are duly approved by university & State Govt.
Institute also has a faculty manual and a policy which also reflects the details of the appraisals.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

1. Communication skills of the students as students come from various backgrounds.
   - Visit to Library
   - Opportunity in the class-rooms
   - Reflection
   - Visit to Language Lab
   - P.D.P. Classes etc

Support communication skills –

1. ICT Faculty is important for student’s growth. Institution has time-line for the ICT classes and students hence an open access to ICT Lab. Student are also allowed to reflect and develop. ICT based projects. Special celebrating of ICT weeks to make student feel the importance of ICT Institutes also has an ICT scope and Sequence document which provide clear picture to student and faculty to proceed with teaching and learning.
2. P.D.P. Classes are produced to help students to discover themselves and learn soft skills and professional skills for future

3. Community Services + Social responsibilities have been the strong part to work on for Neelkanth Vidyapeeth.
   - Blood donation campus
   - Working for Literacy awareness
   - Health related issues
   - Environment saving campaign
   - Working on child rights
   - Supporting women etc are ongoing projects where student and faculty show readiness

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice?” If benefit of students?

No, the university does not allow the flexibility of combining conventional face to face and distance mode of education.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

Goals:
- To make education affordable.
- To uplift the students to meet the challenges globally.

Objectives:
- To raise stakeholder’s awareness of global issues Providing new learning opportunities
- To Enhance, Enrich and Empower communicational and computational skills amongst rural student’s community.
• To maintain academic standards through creative and innovative teaching. In integrating institution goals and objectives on par with the university curriculum the academic programs are designed in the form of calendar of events and accordingly it is going to be executed in the following ways:
  • Recruitment of required faculty to teach syllabus.
  • Conduction of seminars and workshops from resource persons.
  • Academic plans are prepared.
  • Conducting periodical tests.
  • Mentor wards system.
  • Providing well equipped labs and library facilities.
  • Intimation to the parents about their wards progress and performance.
  • Internal quality checks, work diaries are maintained by each teacher, feedback from the students are collected every year.
  • Workshops are conducted to impart knowledge about learning skills, communication, awareness programmes about financial investment, legal aspects, women health etc

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

1. Enhancing curriculum is the ongoing process. We aim to work as
  • Written curriculum
  • Taught curriculum
  • Assessed curriculum

- Written curriculum as granted by UGC is imparted as is on paper/or books.
- Written curriculum is enhanced by adding teaching and learning strategies and giving more scope to skills is converted as CAP document. Each teacher of each subject develops it within the collaboration of the heads.

- CAP is the conclusion of the feedbacks and the discussion held between the vertical and horizontal flow of the hierarchy. A feedback
from different member of the institution is the part of consideration in improving.

- Assessment is integral to all teaching and learning our assessments data helps us to find out the working areas of improvement. What can be changed and implemented in the curriculum for betterment.

  • Collaborative meeting held in the department between the co-ordinator and faculty has shaped up very fruitful. We often meet (Saturdays and as per need) to finalize each engagement and activity. We also have a provision of one to one/face to face meeting. Meeting minutes are recording and time lined.

2. Personality Development Enhancement

PDP is a flexible, multi-year program at the early stages of their careers, with a primary focus on GRADUATES AND POST GRADUATES students. PDP helps students to develop the skills; they need to make a smooth transition to the workforce or higher education. The curriculum is used as a self-development course or for group instruction. It is into the ongoing existing curriculum. Students are recognized for achievement as they develop their professional and occupational skills. It promotes personal growth professional growth, financial growth and social growth.

The main areas of work in PDP are:

• Improved professional skills (leadership, project management, communication).
• Engage in a team negotiation activity.
• Identify effective communication skills.
• Learn self management skills and motivation techniques.
• Predict employment trends.
• Preparation of CVs and cracking interviews.

3. Industrial Tours

• Exposing the future workforce to the actual field work, industrial environment, state-of the- art science and technology adapted in machineries and equipment operations and industrial practices
provide ways to relate classroom theories with actual industrial experiences at the cognitive level of the students.

4. Projects

Professionals in this field help to drive innovation and growth within the organization and facilitate the successful completion of projects. You will take courses that develop leadership, organizational, interpersonal, meeting and presentation skills.

5. Seminars and Workshops

Various workshops and seminars are held throughout the year to agitate the students on practical use of their theoretical knowledge. Students are updated on various information’s of college fests, symposiums and conferences, competition and scholarships programs. Workshops combine training, development, team-building, communications, motivation and planning.

6. Library

The institute’s library is quite rich having very good collection of books on almost all the subjects. The reference section has authentic dictionaries, various general as well as subject specific encyclopedias, reference books, etc. The students have free & easy access to books from 9 a.m. to 9 p.m.

Special access to tutorials, fictions, non-fiction, day today technology, business related magazines, national and international research journals are provided.

7. ICT LABS and their use

Use of ICT and development of ICT skills is an important and essential part of our institution. Each student has to follow the ICT time table and learn the basic working skill. Students are also allowed to submit ICT based project and assignment.
1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Neelkanth Vidyapeeth organizes various activities to support all the above factors-implementing these issues in curriculum, this is an ongoing process. Our action plan reflects the achievements.

a) Gender Sensitization: Neelkanth Vidyapeeth is a co-educational college, where all are treated equal. Institution is not biased regarding any caste or creed. It is open for all SC/ST/OBC. All are treated the same with facilitation.

Neelkanth Vidyapeeth aims to run the student centered programs. Institute has a proper student support system in terms of admission, curriculum, results, scholarships, extra-curricular activities, etc. We have counselling centers, student council, guidance cell, placement cell, quality assurance cell, academic honesty policy, language policy and other measures to support student welfare

b) Climate change; Institute has all provisions that are suitable to diverse seasons.

c) Environmental Education: Special days and awareness weeks have be designed in the activity calendar which blends the activities well with the curriculum. Institution also has an Eco-Club named GREEN GAURDS that works and takes initiative on environmental issues

MISSION STATEMENT

We strive to create an environment where personal and moral change mutually supports each other in the context of environment. We aim to take positive actions to preserve, protect, serve, initiate, live and let live in healthy, conducive environment for better tomorrow.

d) Human rights: Institution aims to have safe, secure and stimulating environment based on understanding and respect. Different strategies help to develop and maintain the conducive environment.
1. Climate for open communication and careful expression of ideas open house vertical and horizontal meetings, different and various celebration formal and informal get-togethers.

2. Academic Honesty Policy is framed to maintain the rules and instruction which is explained and demonstrated to staff and students to maintain the decorum.

3. Framing of student council to channelize re engagements and day to day activities. These councils help the student to become the leaders of their learning.

e) ICT: During the collaborative sessions faculty focus on how much curriculum cater to inclusion/integration of ICT. Special ICT classes have been designed which flows ICT Scope and Sequence document (ICT Scope & Sequence)

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

The value added efforts include: Institution has a pledge for whole person development where all the members of boards, heads and faculty are responsible for the growth beyond books

1. Moral and ethical values
   Value Education is an attired based field which in required for both faculty and students. It can’t be taught as an subject at their level but needs to be practiced in daily life to promote value education institution has an students profile which is focused in

1. Daily Special Assessment

2. Working on Mission and Vision of the institute

3. Special Role Plays and extracurricular
   - Various activities are designed which help the learner to develop and inculcate moral and ethical values.
   - Ongoing classroom activities
- PDP classes
- Awareness week
- Environment week
- Community service
- Cultural Activities
- Field trips
- Educational tour etc.

2. **Employable and life skills**

1. Various engagements are designed to develop the communication skills of the students as students come from various backgrounds.
   - Visit to Library
   - Opportunity in the class-rooms
   - Reflection
   - Visit to Language Lab
   - P.D.P. Classes etc
   - Support communication skills

2. ICT Facility is important for student’s growth. Institution has timeline for the ICT classes and students have an open access to ICT Lab. Student are also allowed to reflect and develop ICT based projects. Special celebrating of ICT weeks to make student feel the importance of ICT Institutes also has an ICT scope and Sequence document which provide clear picture to student and faculty to proceed with teaching and learning.

3. P.D.P. Classes are produced to help students to discover themselves and learn soft skills and professional skills for future

3. **Better career option**
The institute has provisions of best placements and carriers

- Ongoing PDP classes to enhance the overall growth.
- ICT facility- Use of ICT and development of ICT skills is an important and essential part of our institution The College provides regular computer classes for all students to develop the skills.
- HR Department and Placement cell. Students are provided with guidance for higher education, placements etc. Campus drives and placements are organised for the students.

4. Community orientation
1- The institution team regularly visits surrounding areas and villages to promote awareness on various social, moral, ethical principles and ways of life. Also the eco club takes initiative in creating awareness among the general public.
2- Community Services + Social responsibilities have been the strong part to work on for Neelkanth Vidyapeeth.
   - Blood donation campus
   - Working for Literacy awareness
   - Health related issues
   - Environment saving campaign
   - Working on child rights
   - Supporting women etc are ongoing projects where student and faculty show readiness
3. Institution has the open minded structure of thoughts. We presently have two big projects to work on
   - Working and adoption of under privileged.
   - Inter exchange programme with other college.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?
Feedback helps to do better and revive the work. We have a practice of taking a feed on by various people.

- Student – Feedback from students in take time to time as an ongoing practice. At times data in maintained and is used as a basis for development.
- Alumni – Feedback from alumni have been obtained and group discussions are held. Its analysis has been used in curriculum development and teaching learning and Evaluation process.
• Parents – in interaction with parent in Parent –Student and Teacher Conferences. Parent’s views are considered by the department. Good stratifies and suggestions are adopted.
• Employers – The Feedback is obtained from the employs about our student suitability for job in relation to knowledge, skill component and soft skills.
• Academic Peer – During visits of the various Academicians to the institute, institute asks for reflection and opinion on proceeding and implementation of the programme.
• Institute Community – Each member of the community has the right to reflect and give suggestion to bring a meaningful change. We welcome the suggestion from Heads, Faculty, Visiting Faculty, Students, Support Staff, etc.

1.3.6 How does the institution monitor and evaluates the quality of its enrichment programmes?
Various feedbacks play an important role in growth. We respect and implement the feedback to bring positive changes. They help us to work on our curriculum development in variety of ways. We have worked on resources, labs, remedial classes carrier counseling, Infrastructure Activity, Transport Facility, Hobby Club, Health Clubs, Student Research Profiles, Community Service etc.

Development of the objectives to achieve better has been a window for advancement. Objective sheet is the consolidated action plan of the institutes standards and practices. This objective sheet displays the thrust areas and measure of Performances for each practice. It covers-

- Our Philosophy
- Promotion of Internationalism
- Our organization
- Curriculum
- Collaboration
- Teaching and learning
- Assessments

1.4 Feedback System

1.4.1 What is the contributions of the institution in the design and development of the curriculum prepared by the University?

1. Institution has no autonomy we adopt the curriculum prescribed by The University However, feedback on curriculum from student-teacher Interactions, parent’s meets, alumni requests and advices from academic peers are Collaborative planning of teachers and heads helps to develop defined curriculum which focuses and covers major aspects and requirement of meaningful education. The college has self financed courses and follows university’s syllabus.

2. The organization considers the suggestion and the feedbacks from faculty, student’s alumni, employees and academic peers in order to improve and enhance the curriculum.

- Vertical and horizontal meetings are held to meet the needs of the curriculum development.
- We try to inculcate and focus on various points.

- Evaluation / Assessment of student understanding & future needs.
- Frequency of collaborative session.
- Inclusion of basic skills in developing curriculum and co-curricular activities.
- Inclusion of relevant issues in curriculum development.
- Distribution of written curriculum as by university norms and need of the student.
- Sensitivity of curriculum towards religious differences, culture, gender, ethnic and linguistic.
- Frame time to review policies and curriculum.
- Budgeting and resource management.
- Best use of ICT facility for student.
- Appropriate provision for development of visibility of learning experiences of community.
- Learning engagements in curriculum to enhance social services and environment awareness.
- Curriculum having aspects to promote internationalism.
• Instruction has as well define academic honesty policy well which helps to ensue.
• Curriculum Achievement Plan is developed by the institution for each subject area. Which shows the achievement of the curriculum – When, How, What.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes, the college has a well established system of collecting feedback from its stakeholders. All constructive suggestions for the curricular improvements and up gradation are considered & discussed with academic & experts. Such outcome and suggestions are conveyed to the university through our faculty representatives during university organized meeting, central evaluation, etc.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Any other relevant information regarding curricular aspects which the college would like to include.

The College has not introduced any new programme in the recent past.

**CRITERION II: TEACHING - LEARNING AND EVALUATION**

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college is taking the following steps for admission:

1. Publicity:
a. Prospectus
The prospectus is published in a sizeable number along with the admission form. The prospectus is distributed to the aspirant students to have better understanding of the courses offered by the institution for study. The details of courses for admission, the faculty, fee structure, activities etc. are brought to the notice of stakeholders.

b. Institutional Website
The institution has a website which provides information about institution details, courses offered and facilities available to student community. The college maintains formal public contacts through www.neelkanth.edu.in.

c. Advertisement in Regional/National Newspapers
In regional and national newspapers, the advertisements are published regarding the details of the institution, courses offered and admission process. Display of flexes in and out city.

d. News letter
The institute publishes the news letter NVP TIMES, annual that reflects the staff and students creativity. The NEWS LETTER is widely distributed among the student community for publicity.

2. Transparency:
Transparency is ensured from the stage of notification till the completion of admission process. Hence access, equity and social justice are ensured through transparency and adherence to rules.

3. Process of Admission:
Institution has an admission cell, which helps the admission seekers. Help desk is arranged at the admission cell where in a single window system of admission process is followed.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) Merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv)Any other to various programmes of the Institution.
Admission process is different for different courses-

**B.Ed**- Admission in the institution is done as per counseling seats are filled through counseling. Student who opts for our college have to go through for admission process of the institution after the seat is allotted.

For all the general courses like **BBA** and **BCA**, The students are selected for admission on the basis of marks they have obtained in the qualifying examinations like (10+2) / intermediate/XII STD (CBSE/ICSE).

2.1.3 **Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.**

The Selection of students for various courses is made on the following basis as per the directive of CCS University:

**B.Ed**- Admission in the institution is done as per counseling seats are filled through counseling. Student who opts for our college have to go through for admission process of the institution after the seat is allotted.

**BBA/BCA**- Must have passed 12th Standard with minimum 40% marks.

2.1.4 **Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’, what is the outcome of such an effort and how has it contributed to the improvement of the process?**

1. **Review of admission process and Student profile:**
   The institution has a mechanism to review the admission process and student profile annually. The office gives us detailed information about the students there by helping to frame an analytical study about-
   - Academic background
   - Curricular/Extra-curricular Activities
Demographic background Levels of Disability
Economic status
Gender Representation

2. **Outcome:** Review of the admission process and the subsequent analysis of the student profile help in providing equal representation from all sections of the society.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- SC/ST
- OBC
- Women
- Differently abled
- Economically weaker sections
- Minority community
- Any other

**Students from SC/ST/OBC Community:**
The college makes tireless efforts to create awareness on the importance of higher studies i.e. education as a means of socio-economic change and a means empowerment. The college staffs visits the neighboring and surrounding areas in the border area for orientation and counselling of the students who belong to the non creamy layers. Provision of UGC order – policy of constitutionally guaranteed merit cum reservation at the time of admission is strictly adhered to. The college makes it sure that an awareness and orientation on the financial and academic facilities, incentives to the marginalized students is categorically framed. The college also arranges Extension lectures and career counselling for the students falling under the categories mentioned above.
Women:
For women, there is no reservation for admission except single girl child but the women candidates are provided with equal opportunity. Separate hostel facilities are available for women. The college provides counselling to the needy parents of women students on the importance of women education, exclusive facilities available for women, financial incentives and security and protection provision. Free books and other incentives are provided to the Girl students.

Differently-abled:
There is reservation for students belonging to differently abled categories as per UGC notifications. Their requirements and needs are given a special care and attention. The college has made a ramp in front of the canteen, administrative office and toilets to facilitate the differently abled. The college ensures that all their classes are held on the ground floor only.

Economically Weaker Sections of the Society:
There is reservation for students belonging to economically weaker sections of the society, at the discretion of the Principal. They are also given various benefits like fee concession, free books etc.

Minority:
The college under the direction from the Central Government, State Government and its affiliating university offer every possible help to the students belonging to the minority community. Liberal Scholarships and concessions from the college funds are also provided to such students.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends i.e. Reasons for increase / decrease and actions initiated for improvement.

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>NUMBER OF APPLICATIONS</th>
<th>NUMBER OF STUDENTS ADMITTED</th>
<th>DEMAND RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>BBA</td>
<td>399</td>
<td>305</td>
<td>285</td>
</tr>
<tr>
<td>BCA</td>
<td>481</td>
<td>447</td>
<td>390</td>
</tr>
</tbody>
</table>
2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The institution is fully adhering to governmental policies regarding the needs of differently-abled students. Seats are reserved at the time of admission in various programmes. The college makes this sure that the classes of such students are held at ground floor only for the purpose of easy accessibility of books to them. During examinations such students are provided with help such as writers for the students having vision and functional disability. These students are encouraged at every level in the institution. Special Counselling sessions and lectures are also arranged for such category of students. Such students are also given half an hour extra time in the terminal and final examination.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

The College conducts Orientation Programme just before the commencement of the classes during which teachers make an attempt to ascertain the needs of the students. During interactions teachers usually ascertain the requirements of the students. In addition to these, the Principal interacts with the students to cater to their requirements in case of such a need. The College also proposes to conduct Pre-test programmes in the near future.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?
Reflection of students and faculty help to guide and take steps towards rechannelize the curriculum. Feedback is given and taken the parents for setting new goals.

- Special remedial and course programme is run by faculty after college time and on Saturdays to maintain the main stream of the students learning.
- Buddy sessions are organized for new/weaker students.
- Reinforcement sessions are conducted to bridge up the gaps.
- Open space for student to define indicators and give reflection of their learning.
- Special remedial and course programme is run by faculty after college time and on Saturdays to maintain the main stream of the students learning.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Institution takes a pride to introduce and make few issues the flowing part of the curriculum.

- **Environment** – Special days and awareness weeks have be designed in the activity calendar which blends the activities well with the curriculum. Institution also has an Eco-Club named GREEN GAURDS that works and takes initiative on environmental issues (Mission of Eco-Club)
- Institution aims to have safe, secure and stimulating environment based on understanding and respect. Different strategies help to develop and maintain the conducive environment.

1. Climate for open communication and careful expression of ideas open house vertical and horizontal meetings, different and various celebration formal and informal get-togethers.

2. Academic Honesty Policy is framed to maintain the rules and instruction which is explained and demonstrated to staff and students to maintain the decorum.
3. Framing of student council to channelize re engagements and day to day activities. These councils help the student to become the leaders of their learning.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Differentiation is a Way of Thinking about Teaching and Learning. We follow the concept of differentiation. All the learners are different but unique.

- Advanced learners are encouraged to handle different learning strategies and excel. Further such learners are motivated for higher seats of learning and top most career options. A number of motivational lectures are organized to channelize their potential to accomplish better success.
- Slow learners are guide by the faculty to take in remedial, reinforcements and buddy sessions. They are supported in the best possible manner. The teachers take extra pain in helping them with an additional and personal interest.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Institution has the feedback mechanism which is channel during and after the teaching practices. Records are maintained for the feedbacks.

**Academic performance:**
On completion of every month, data is collected by respective class coordinators on the following issues:
1. Short attendance
2. Unit marks
The class teachers will collect the above data and inform the same through SMS to the parents. The PTM will be conducted every semester to intimate about their ward’s performance and suggest methods of improvisation. Feedback from the parents are given due importance.

**Slow learners** are guided by the faculty to take in remedial, reinforcements and buddy sessions. They are supported in the best possible manner. The teachers take extra pain in helping them with an additional and personal interest. All the students are exposed to peer group learning where both the slow and learners are combined. A friendly environment is created to improve the communication skills of the advanced learners. A number of motivational lectures are organized to channelize their potential to achieve success.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Institute plays an active role in framing and following the important objectives. We have developed a document – OBJECTIVE SHEET- which shows the standards and practices in all the aspects of the institute
1. Evaluation / Assessment of student understanding & future needs.
2. Frequency of collaborative session.
3. Inclusion of basic skills in developing curriculum and co-curricular activities.
4. Inclusion of relevant issues in curriculum development.
5. Distribution of written curriculum as by university norms and need of the student.
6. Sensitivity of curriculum towards religious differences, culture, gender, ethnic and linguistic.
7. Frame time to review policies and curriculum.
8. Budgeting and resource management.
10. Appropriate provision for development of visibility of learning experiences of community.
11. Learning engagements in curriculum to enhance social services and environment awareness.
12. Curriculum having aspects to promote internationalism.
   • Instruction has as well define academic honesty policy well which helps to ensue.
   • Curriculum Achievement Plan is developed by the institution for each subject area. Which shows the achievement of the curriculum – When, How, What.
13. Each department has an academic calendar to meet the standards

14. Enhancing curriculum is the ongoing process. We aim to work as
   • Written curriculum
   • Taught curriculum
   • Assessed curriculum

   - Written curriculum as granted by UGC is imparted as is on paper/or books.
   - Written curriculum is enhanced by adding teaching and learning strategies and giving more scope to skills is converted as CAP document. Each teacher of each subject develops it within the collaboration of the heads.
   - CAP is the conclusion of the feedbacks and the discussion held between the vertical and horizontal flow of the hierarchy. Feedbacks from different member of the institution are the part of consideration in improving.
   - Assessment is integral to all teaching and learning our assessments data helps us to find out the working areas of improvement. What
can be changed and implemented in the curriculum for betterment.

2.3.2 How does IQAC contribute to improve the teaching-learning process?
The institution has recently started IQAC aiming at:

- An effective and efficient internal coordinating and monitoring mechanism.
- Development and application of quality benchmarks for the various academic and administrative activities of the institution.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of various programs are activities leading to quality improvement.
- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Various practices that make learning is made more student-centric are-

- Collaborative planning to trace out basic needs.
- Planning of teaching and learning practices.
- Making presentations.
- Organizing tutorials as to help for Language.
- Remedial classes.
- Observing and discussing local and global issues.
- Meet the need and help for special need. Student by facilitating the student as per his/her need.
- Developing counseling centre and help provided by the counselor.
- Organizing P.D.P. classes.
• Focus on student initialed action.
• Open space for student to define indicators and give reflection of their learning.
• Planning for frequent and ongoing assessment milestones.

In order to create interest in teaching and learning process institute designs the curriculum. Active learning ad student as the partners in the class we try our best to inculcate ongoing practices within and outside the class-room.

1. Curriculum Achievement Plan is developed to target active learning. This document gives space to student to choose, act and reflect. This also helps the faculty to be more organized and impact meaningful education document cover various teaching and learning strategies. Which is the indicator of various needs of the student?

2. Activity calendar channelizes the engagement and their implementation.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The institute concentrates on making the students original thinkers. To encourage the artistic temper among the students, the college teachers motivate them to participate in various extra murals activities. All the teachers use various teaching and learning methods like

- Lecture method
- Demonstration
- Test method
- Use of exemplars
- Use of diagrams, graphs, photographs, posters
- Exhibition
- Experiments
- Field trips
- Quizzes
- Debates
- Group Discussion
- Role Plays
- Summarizing
- Case study
- Seminars
- Workshops
- Drawing and painting
- Use of ICT, PPT presentation
- Use of Net - Google search
- Pair and share method
- Projects
- Essay, short notes
- Presentation etc.

Faculty has a strategy menu which helps to organize.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

ICT plays an important role in today’s scenario. Basically ICT is not a subject it is an application which enhance teaching and learning. We provide complete facility to the student and faculty to use ICT in all the ways they want and need. The use of modern multi-media teaching aids like OHP, multimedia projectors, Internet enabled computer systems are usually employed in class room instructions as well as other student learning experiences. The students are also encouraged to use computer software packages for meaningful analyses of the experimental data collected/acquired by them.

- Special computer period are placed on the time-table to facilitate learning.
• ICT scope and sequence documents help the faculty to impart knowledge as per the need of the student.
• Various activities and classroom engagements are designed by faculty to promote ICT.
• Students have complete right and space to take initiatives to present their understanding ICT based.
• Students also make PPT’s and do research work for their practice teaching.
• ICT weeks are organized in order to develop interest of student for ICT.
• Lab organizers have proved to meaningful

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?
Faculty and students are the backbone of an institution. Management systematically plans for ongoing PDP sessions for the faculty by in-house or out-house experts.
• Special motivation is given to the faculty to improve upon their education qualification is researches and further studies.
• Reference books and subscribed journals of various subjects are provided time to time.
• Ongoing F.D.P. sessions are conducted for the positive growth.
• Linkage with various organizations.
• Motivate faculty to attend seminars, workshops, conferences and F.D.Ps.
• Encourage staff for personal research projects.
• Arranges guest lecturers for the faculty.
• Sending faculty as guest lecturers to other institutes.
• Formation of various committees of teaching staff.
• Making of teachers evaluation policy.
• Organizing Orientation Programmes.
• Section of Professional Development books in library
2.3.7 Detail (process and the number of students/benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?

**Academic:** The students are benefited academically through expert (internal and external) classes. The students are moulded personally by the institution through disciplinary actions such as recording and warning late comers to the college on daily basis, suspension actions, confiscating mobile phones, sporting of Identity card, restriction on dress code etc. Institute also has an academic honesty policy which is undersigned by all the faculty members and committee. Academic honesty policy is displayed in all the departments for the students and the faculty members to follow it strictly. This policy ensures the transparency and truthfulness of the working in the departments.

**Personal:** Teachers are mentors too. The students who seek psychological boosting or the candidates who are psycho-socially left out are given psychological counselling the college faculty itself. To add, the college teachers really act as a true friend, philosopher and a guide for the students

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

1. Innovative teaching approaches/methods adopted by the faculty during the last four years. Major changes were implemented in session like-
   - More activity based learning
   - Development of curriculum Achievement Plan
   - Working in ICT and Communication Skills
   - Introducing more environment serving and Social Campaign
   - Assessment has been strongly and effectively channelized.
Introduce team exam pre-university exams. Unit tests as formative and summative assessment.
- Introducing personality development classes to enhance the life skills and thinking skills.
- P.D.P. programmes for teachers to enhance their teaching skills.

2. Good practices achieved by the institution
- Development of Action plan.
- Development of Academic Honesty Policy.
- Emphasis on ICT based teaching and learning
- Formation of IQAC and its functioning.
- Development of Newsletters of institution.
- Regular feedback.
- Strong and effective assessment mile stones.
- Introducing local and global issues.
- Organizing Eco-Club green guards.
- Ongoing Collaborative Planning

2.3.9 How are library resources used to augment the teaching-learning process?

The institution has centralized library. The library continues to provide the following current awareness services in order to alert users to latest information of their interest.

The institute’s library is quite rich having very good collection of books on almost all the subjects. The reference section has authentic dictionaries, various general as well as subject specific encyclopaedias, reference books, etc. The students have free & easy access to books from 9 a.m. to 9 p.m.

Special access to tutorials, fictions, non-fiction , day today technology, business related magazines ,national and international research journals are provided.
Library is also a resource centre which is integral to enhance teaching and learning process. Planning, research work, additional studies etc are done there.

Neelkanth group of institution has been awarded for one of the best ICT facilitation by Indian Education congress. The innovation in terms of giving facilitation to the entire NGI community, we have developed E-LIBRARY. Information and Communication Technology has revolutionized the concept of libraries. A 'digital library' comprises digital collections, services and infrastructure to support lifelong learning, research, scholarly communication as well as preservation and conservation of our recorded knowledge. It is also a process of democratization of information. Libraries are also changing to meet the demand put on them. Our aim is to fulfill new generations demand for information and support learning.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

Not really the institute tries to put in the curriculum coverage plan according to the university norms. We also keep the space for extra and remedial. Our calendars are followed smoothly beside we face any major crisis in the city. Teachers also engage special classes as per requirement. Periodic review of the syllabus is conducted by the Heads and the Principal to keep pace with the University calendar and examination schedules. The IQAC keeps a check on the syllabus covered by the various departments on regular basis.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?
1. Development of the objectives to achieve better has been a window for advancement. Objective sheet is the consolidated action plan of the institutes standards and practices. This objective sheet displays the thrust areas and measure of Performances for each practice. It covers-
An undertaking is taken by each faculty to achieve the objectives which have been designed collaboratively.

2. Written curriculum is enhanced by adding teaching and learning strategies and giving more scope to skills is converted as CAP document. Each teacher of each subject develops it within the collaboration of the heads.

   - CAP is the conclusion of the feedbacks and the discussion held between the vertical and horizontal flow of the hierarchy. Feedbacks from different member of the institution are the part of consideration in improving.

   - Assessment is integral to all teaching and learning our assessments data helps us to find out the working areas of improvement. What can be changed and implemented in the curriculum for betterment.

3. Collaborative meeting held in the department between the Principal, co-ordinate and faculty has shaped up very fruitful. We often meet (Saturdays and as per need) to finalize each engagement and activity. We also have a provision of one to one/face to face meeting. Meeting minutes are recording and time lined.

4. Document like Academic Progress Reports are filled by the faculty after every unit. This helps to redesign the unit and evaluate the inputs.

5. To monitor & evaluate the quality of teaching learning, the institution through the IQAC monitors the CAPS– lesson plan of faculty.
2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

The Institute has a mechanism in place to recruit & retain qualified & competent faculty & experts the need for faculty recruitment is continuously assessed well in advance before the commencement of the semester. A systematic process of recruitment fills the gap.

**Recruitment:**
Recruitment of teaching, non-teaching & technical staff is done as per the applicable regulatory norms of KRJS. The selection committee for appointing the faculty consists of the following members:
- The Management Board
- The Principal
- Head of Departments

The selection process is as follows:
- Advertisement of faculty vacancy in regional Website and newspaper in order to reach the best faculty.
- Applicant’s resumes are screened & direct interview with the Principal is conducted.
- Technical & personal interview of the Candidates by the selection committee.
- Suitable candidates are asked for demonstration lecture.
- Feedback from panel members including a student representative is taken.
- Selection of apt candidates & issue of Appointment letters.
- Staff development programmes are held to enhance their knowledge & skills.
- Faculties are encouraged to pursue higher education.
Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
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<tr>
<td>D.Sc./D.Litt.</td>
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<tr>
<td>Ph.D.</td>
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<tr>
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<tr>
<td>PG</td>
<td></td>
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<tr>
<td>Temporary teachers</td>
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<tr>
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<td>M.Phil.</td>
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<td>PG</td>
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<tr>
<td>Part-time teachers</td>
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<tr>
<td>PG</td>
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</tbody>
</table>
2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

During the last three years, many of our teachers have participated in number of state level, national and international level seminars and workshops. To encourage the staff to participate in workshops and seminars, teachers are sent on duty leave and are also given TA/DA and other benefits to upgrade their knowledge by participating in state/national and international seminars. Institute itself has organised number of seminars and workshops.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Seminars &amp; Workshops</th>
<th>No. of Guest faculties/Experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
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<td>7</td>
</tr>
<tr>
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<td>2013-14</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.
a) Nomination to staff development programmes

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>8-10</td>
</tr>
<tr>
<td>HRD programmes</td>
<td></td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>All faculty members</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>-</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>10-12</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>All faculty members</td>
</tr>
</tbody>
</table>
b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning methods/approaches.

**Teaching Learning Methods/ Approaches:**

The college organizes programmes to motivate teachers to prepare computer aided teaching/learning materials, mostly using soft wares and other electronic tools. The college has a lot of licensed software such as Windows, MS Office, Visual Basic, Java, Linux, etc. The college also supports these endeavours by providing infrastructural support. Teachers engage Multimedia classes for teaching concepts that involve complex visualizations and Seminar presentations of the PG level students take place in the laboratory using computer and LCD projector. The computer department of the college regularly organizes training programs for teachers of other departments to make them aware of the latest developments in the technology. They train the teachers to encourage the use of computers and internet to empower the teachers and to improve their teaching methods.

**Assessment**

The self assessment report is one of the important yard sticks used for the promotion of the faculty. It also gives a picture of the needs of the faculty in terms of their research and other activities. Suggestions to improve the academic system, provided by the faculty through the self assessment report are also taken into account by the college.

**Audio Visual Aids/Multimedia**

Audio visual aids are extensively used in the Classrooms. The Computer Science Department is provided with Audio visual aids as per the requirement. It includes projectors, computers, sound system etc. Faculty members are provided with computers with internet connectivity for preparation of teaching/learning materials.
OER’s
College provides the facility of open educational resources which includes full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge for faculty members. Teachers are requested to develop and share their notes and teaching material with other teachers through hard copies and the same is also updated on the college website for the use of other teachers.

Teaching learning material development, selection and use
The institute provides free access to internet for learning material. This helps to collect learning material from the internet, etc. College has a developed library which contains many books of various subjects. Besides this the college organizes seminars and conferences which help as a learning source for the faculty. Need based assistance and clarifications are offered by the faculty from the Department of Computer Science. The department of Computers Science regularly conducts computer training classes for both teaching and non-teaching faculty. In addition, the department of Computers Science keeps on conducting one day workshop on the use of audio visual devices and computers in classroom to empower the teachers.

c) Percentage of faculty

* invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
10 %

* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
25%

*presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
25%
2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

1. The institution extends full support for the professional development of the faculty. The faculties are encouraged to pursue their M. Phil. and Ph. D. through faculty development schemes. The institution deputes its teachers to attend refresher and orientation programs, conferences, seminars and training programs organized by other institutes, universities and research organizations. The institution also conducts number of seminars, workshops and special lectures for the benefit of its faculties and students. The institute has conducted number of workshops/seminars/ conferences during last three years. The Institute grants duty leaves according to the nature of work.

2. The institute provides and sanction leaves and helps in budgeting their research.

3. Institute also has a research committee

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

NA

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

(i) Institute has a feedback system. Student’s reflection and feedbacks work very effectively for methodologies.
Teachers and faculty members always try to implement and practice the innovative ideas in class-rooms and beyond classroom
(ii) Feedback forms and written reflections are taken from students and are taken in consideration.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?
1. Institute has a defined assessment policy. There are indicators and features that explain the methods and terms for assessment and evaluations
2. The Stakeholders of the institution i.e. students and faculty members and even the parents of the students are informed about evaluation process by giving general instructions mentioned in the prospectus of the institution. The periodic instructions issued by the parent university are promptly communicated to the students. The faculty members read the instructions even in the classrooms and copy of the same is also displayed on the students’ notice-board. Likewise they are informed at the start of the session regarding the terminal tests after the gap of three months. Students are clearly made aware of the eligibility conditions required to appear in the final exams. They are informed of the criterion of the internal assessment. The evaluation is the integral part of teaching learning process. So, the institution makes effective arrangements for the smooth application of the rules about the evaluation processes. The college has developed a proper Mechanism for this purpose. Time to time staff meetings are also conducted concerning evaluation process.
3. Extension for information to the Students-
   • The students are given the FIRST DAY HAND OUTS which have programme schedule containing the timetable and academic calendar.
• In the orientation programme conducted in the beginning of the odd semesters, faculty briefs about the examination and evaluation methods followed in the respective disciplines to the students. As the students are aware that they are being evaluated continuously, good attendance and participation in the class is ensured.

• Copies of the results announced by the University are distributed to the class teachers through the Principal. The class teachers in turn convey the results to the students.

To the Parents and other Stakeholders
• The parents are briefed about the evaluation methods followed in each discipline during the inaugural Parent Teacher Meet conducted.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

• The university has initiated various evaluation reforms viz.
  1. Introduction of online system of admissions
  2. Introduction of internal assessment system.
  3. Online communication regarding various CCS U norms.
  4. Introduction of objective questions in the question papers.

• The college has adopted various university reforms concerning evaluation.
  1. Same pattern of question papers is used in house examination.
  2. Internal assessment is awarded to the students as per the university criteria.
  3. Class tests and unit tests are conducted to evaluate the performance of students.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?
The evaluation reforms of the university are followed in the best of the spirit. The evaluation is all fair; the students are satisfied by showing them the evaluated performance in the answer sheets. Any doubt about evaluation I made clear to the students. All record is maintained i.e. answer sheets, award lists etc. weekly tests are taken and record is kept. Whenever class tests and term tests are taken the results of the students performance/awards are shown to the students to encourage them or counsel them for better future performance. The institution has followed the improved examination systems prescribed by the CCS University.

2.5.4 Provide details on the formative and summative assessment approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

The institution adopts both formative and summative methods of evaluation, and has an assessment policy.

**FORMATIVE ASSESSMENT - ASSESSMENT FOR LEARNING**

It is accompanying the move from a single test as the, measure of student’s learning to integrating assessment into the classroom instructional process has been the increased emphasis on gathering of evidence of learning from other possible sources.

The view of ‘test’ as a single event signaling the completion of instruction is no longer appropriate, as the student are in the process of learning continuously. Assessment is therefore, more of a process of gathering evidence of learning rather than just compilation of numeral data, signaling achievement of desired outcomes.

Formative assessment is interwoven with the daily learning and enables students to become successful learners. The feedback is instrumental in modifying the learning goals that the students set for themselves and the teaching strategies that the teachers have used, keeping in mind the
needs of the different learners. Thus’ we view the two as part of the whole where neither one can be completed without the others.

**SUMMATIVE ASSESSMENT-ASSESSMENT OF LEARNING**

Summative assessment takes places at the end of a unit, term or at the end of a teaching learning process. It gives an opportunity for the students to demonstrate their understanding. The task specific clarifications are helpful in making the students aware of the expectations and how they will be assessed.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weight ages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

1. Institution has an assessment policy. Student and faculty have an easy excess to it. This policy informs about all the internal assessment held. Considered details are –

- Ongoing formative assessment in class-room.
- One half yearly exam/Sessionals
- One pre-university exam
- Unit class test

Faculty member practice different strategies to assess the understands of the students

2. Student and faculty play in meaningful role in assessment performances.

- Records are maintained of assessment milestones.
- Formative assessment results are discussed in class-rooms with students in order to make improvement in teaching and learning standards.
- Reflection of students and faculty help to guide and take steps towards re channelize the curriculum.
• Summative assessments results are recorded well and displayed for students to set new goals.
• Parents/guardians are called for P.T.C. to checkout students performance.
• Feedback is given and taken the parents for setting new goals.
• All the feedback and results help to shape the curriculum. Curriculum is revised, revived and improved in collaborative session.
• Students are given open opportunities to choose, act and reflect.
• Special remedial and course programme is run by faculty after college time and on Saturdays to maintain the main stream of the students learning.

2.5.6 What are the graduates attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

NEELKANTH VIDYAPEETH
Whole person resolution

• WHEREAS, the students of NEELKANTH VIDYAPEETH are our future who will provide the leadership, creativity and productivity to strengthen and sustain the quality of life in our communities.

• WHEREAS, NEELKANTH VIDYAPEETH must ensure that our students have the community supports and educational opportunities to succeed in our universities, workplaces and neighborhoods.

• WHEREAS, each students in NEELKANTH VIDYAPEETH has the right to learn in a safe environment.

• WHEREAS, each students in NEELKANTH VIDYAPEETH has a right to be actively engaged in learning and in the community.
WHEREAS, each students in NEELKANTH VIDYAPEETH has a right to access and support from adults who can serve as mentors and advisors.

WHEREAS, each students in NEELKANTH VIDYAPEETH has the right to learn skills in an intellectually challenging environment.

WHEREAS, the people of NEELKANTH VIDYAPEETH want to do better for our students.

THEREFORE, NEELKANTH VIDYAPEETH resolves to support the whole person initiative to ensure that all of our students are safe, healthy engaged, supported and academically challenged.

The institute ensures the attainment of graduates attributes by the students throughout the course as follows:

- A Commitment to excellence in all scholarly and intellectual activities.
- To be creative, strategic and critical thinkers with highly developed problem solving skills.
- Exhibit a positive work attitude and work ethic in order to achieve successful outcomes.
- Be culturally tolerant and demonstrate appropriate intellectual competence.
- The ability to communicate effectively, and be self-aware and empathetic.
- To sensitize students towards inclusive social concerns, human rights, gender and environmental issues to make them sensitive, sensible, useful and conscientious global citizens.

2.5.7 What are the mechanisms for redresser of grievances with reference to evaluation both at the college and University level?

The redresser of grievances regarding evaluation in both internal assessment and university examination is through the following process:
• **Internal Assessment** – The student has free access to the subject teacher regarding Discrepancies. Students having grievances with the evaluation process or his every doubt is made clear by showing his performance in the answer sheet. The institute follows open evaluation system where the student performance is displayed on the notice board and the same is informed to the parents.

• **University examinations** – The examination are conducted and controlled by university. The college has to follow the instructions of the university. If students have any problem, the principal of the college communicate to the concerning authority (Controller of Exams or other offices) of university about the grievances of the students. Faculty and the college liaison officer under instructions from principal forwards applications for revaluation to the university and follow it up regularly for speedy redressal of grievances.

### 2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’, give details on how the students and staff are made aware of these?

- Yes the college has clearly stated learning outcomes as mentioned in its Vision & Mission. They are placed in strategic locations in the College.
- During the college day every year the institutional learning outcomes and performance report is presented by the Principal.
- Orientation program given to staff and student before the commencement of the academic year.
- Seminars /workshops for students and staff with the academic & industry experts.
- Alumni – student interaction.
- Faculty and student training programs

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the
course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Within the Programme, continuous assessment is an integral part of teaching. The uses of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme.

Assessment is used to provide feedback to the students, teachers and thus modify both the teaching and learning process. It is build into lessons plans, such that the process is imbibed in all aspects of learning. The continuous feedback that is obtained as a result is essential for goal setting and establishing future targets.

**STRATEGIES FOR EFFECTIVE ASSESSMENT AND WHAT IS ASSESSED**

The strategies are the method or approaches that the teachers use when gathering information about the student’s learning. Teachers use the following strategies to assess student’s learning:

- Observations
- Performing hands on tasks
- The ability to transfer concepts acquired through hands on experience to other activities.
- Group discussions
- Interactions/role play etc.
- General Activities

**PERFORMANCES ASSESSMENT**

- Some activities provide opportunities for assessment using various skills that are Trans-disciplinary an in nature, where there is transfer of skills, knowledge etc.
PROCESS FOCUSED ASSESSMENTS:

The trans-disciplinary skills are observed often and regularly.

Selected responses:

These are carried out at regular intervals. The most common forms are test, quizzes etc. (written and oral)

Open ended task:

These are the situations that the students are given where in they are required to present original responses and communicate their understanding in any manner, such that it meets the common agreement that has been developed by the students and teacher-

- Investigative tasks
- Response to curriculum
- Real life problem solving etc. are few of the examples.

Responsibilities:

Each teacher has a responsibility to assess students, record attainment and verify their assessment

Reporting:

Reporting on assessment is about communicating what students know, understanding and can do. Teachers use the information gained from assessing as a basic for reporting to parents/ guardians/other teachers and uses this information for further programming and teaching. Reporting is both planned as well as informal, on a regular basis.

Conference:

PARENT-TEACHER CONFERENCE:

P.T.C is scheduled 1 per term. 2 meetings are organized to give the information to the parents about the students, progress development and need, and about the programme. The teacher will describe how the
student performs and behaves in the class and the parents will provide their perspective.

Parents may request additional parent teacher conference at any time during the year. Whenever a teacher is concerned about a student’s performance, the teacher will contact the parent to request an additional parent teacher conference.

**TEACHER-STUDENT**

These conferences occur frequently in order to support and encourage the student’s learning and teacher’s planning. Students are given feedback so they can reflect on their work and further refine and develop their skills.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff is involved in the construction of this learning environment. All students are valued equally during their learning journey with institute. Accordingly, the curriculum, teaching and learning and assessment at institute are student centric. The institute has formulated academic committees that aim at enhancing the quality of learning, teaching and assessment across the Institute by providing academic leadership for the continued development of excellence in academic practice. The institute is committed in creating an environment where students are supported to achieve their potential and working towards creating an inclusive learning community. In terms of lifelong learning this strategy is intended to be learner centric, recognizing students’ prior learning, experience and abilities. This requires the identification of individual learning goals and it will emphasize the importance of reviewing student progress against agreed objectives. Students are active partners with shared responsibilities for their own learning and achievement. This strategy recognizes the need
to develop progressively self directed and confident learners with the knowledge, skills, attitudes and values, which enhance their employability and progression opportunities. It acknowledges that students learn most effectively if they are supported as individuals to achieve personal development.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

- Institute understands its responsibility in the socio economic parameters. The institution at the time of the admission provides counselling regarding the choice of options the students wish to opt. They are guided regarding the future prospects of various options.
- Further they are sensitized on the societal responsibilities through guest lectures. The students are motivated through personality development programmes.
- Students are encouraged to participate in activities for social and community service.
- The Institute has made dedicated efforts to impart quality education and generate new knowledge through research and development activities.
- It has been contributing significantly in transforming socio-economic conditions of the people of this region.
- The Institute has started many professional courses like, B.C.A, BBA and B.Ed etc., which are helpful in getting employment. Many industrial houses conduct job placement fair in college campus.

- Inclusive education-
  Education imparted in the institution targets, Academic, Co-curricular, Community services, Social Service,
Environment Education, Self Management Skills, Research Skills, and helps the students to work on attitudes to develop a good learner profile.

- Multi-skill development-
  P.D.P. classes play the role of the backbone in channelizing the multi skill development. Each subject area has the skill development hidden in its own P.D.P. classes helps the students to generate the interest to learn and do/do and learn. Institution has the facility for
  - Communication skills
  - Physical skills
  - ICT skills
  - Life skills

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

1. Institution has specified procedure to collect and analyse data on student learning outcome, the following points are adopted by the institute in this context:
   The strategies are put into practice using the following assessment tools in conjunction with other forms of assessment, such as standardized tests, quizzes etc.

- **Benchmarks/exemplars:** These are samples of student’s work that serve as a concrete standard against which other samples are judged.

- **Checklists:** These are lists of information, data, attributes or elements that should be present.

- **Anecdotal records:** These are brief written notes based on observations of student, which are systematically organized.
- **Grading and Marking:** Marks or grades are given to the students mainly in their summative assessment.

2. **Recording** - Record keeping is an essential part and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basic for reports and discussions with parents. Teachers record the information using a variety of tools like the record booklet/audio/video or the desirable learning outcome: record sheets are the tools used by teachers to record the student’s learning process.

3. **Effective assessment**

**EFFECTIVE ASSESSMENT ALLOWS STUDENTS TO:**

- Have criteria that are known and understood in advance.
- Know their strength and capabilities rather than just their weaknesses or what they do not know.
- They have an opportunity to reflect on and evaluate their own learning.
- Demonstrate the range of their conceptual understanding, their knowledge and skills.
- Apply their learning and not just recall facts.
- Express different points of view and interpretations.
- To have the criteria understood in advance.
- Be involved in setting goals and criteria.
- Reflect and get involved in self and peer assessment.

**EFFECTIVE ASSESSMENT ALLOWS TEACHERS TO:**

- Plan them and build into learning and not just add them after the facts.
- Plan engagements/opportunities for students to learn the skills and develop the knowledge required to perform well in formal and informal assessment tasks.
- Identify what is worth knowing and assessing it.
- Consider the different ways of learning and knowing.
• Use various strategies to assess in order to accommodate various types of intelligences.

EFFECTIVE ASSESSMENT ALLOWS PARENTS TO:

• See evidence of student’s learning and development.
• Develop an understanding of the student’s progress.
• Provide support and celebrate student’s learning.

4. Institute has taken following steps to overcome barriers:

• Delimiting the length of the answers in order to promote to the point writings. Introducing unit summaries.
• Providing Question bank of various subjects to the students.
• Timely Redressal of students’ grievances.
• By showing answer books to students to make them understand their relative strengths and weaknesses.
• Minimum attendance limit for students to minimize absenteeism.
• Extra classes, remedial for students to solve their problems.
• The periodic evaluation of teachers helps in the improvement of learning outcome.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?
The college has a set mechanism to monitor the student’s learning outcomes.
• Attendance is compulsorily taken for each class.
• The class test and assignments are valued within a short duration and the marks are recorded, which acts as a ready reckoned for the academic progress of the students.
• The student’s participation in the class and the marks scored in tutorials, assignments helps to judge the students by the staff members.
• Results of test, exams are recorded and evaluated every semester.
• The slow learners are taken care of by the mentors in counselling cell.
• Expert classes are arranged for slow learners.
• Library register, attendance register are monitored to know about the student’s interest in academic activities.
• The faculty members are encouraged conduct surprise tests, quiz to monitor the academic progress of each student.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Assessment and evaluation will tap and build upon the strength that learners in all diversity bring to the learning situation. It would collaborate student’s learning and would bring to light what the students have learnt and areas that need further work. Effective assessment would also engage students in reflection on their own learning.

EFFECTIVE ASSESSMENT ALLOWS TEACHERS TO:

• Plan them and build into learning and not just add them after the facts.
• Plan engagements/opportunities for students to learn the skills and develop the knowledge required to perform well in formal and informal assessment tasks.
• Identify what is worth knowing and assessing it.
• Consider the different ways of learning and knowing.
• Use various strategies to assess in order to accommodate various types of intelligences.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION
3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?
At present the college is not recognized as a research centre.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The College has recently set up a research committee to monitor and address the issues of research. Its composition is as follows:

- Dr. Dinesh Sharma - Chairperson of the committee
- Dr. Vikesh Kumar
- Dr. Salabh Malhotra
- Mr. Amit Malhotra
- Mr. Sanjey Singh
- Mrs Bhavna Sharma
- Prof. Mazoor Ahmed

A few recommendations made by the committee are:

- The committee is devising to start a new research project very shortly.
- To encourage the staff to pursue higher studies.
- To seek collaboration with industries and research labs for carrying out research in the institution.
- Institution provides and sanction leaves in order to promote research

Impact of recommendations:

- Faculties have initiated enrolling for M.Phil & Ph.D.
- Students and faculties are encouraged to participate in seminars, Conferences and paper presentations.
• To seek collaboration with industries and research labs for carrying out research in the institution.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

§ Autonomy to the principal investigator
§ Timely availability or release of resources
§ Adequate infrastructure and human resources
§ Time-off, reduced teaching load, special leave etc. to teachers
§ Support in terms of technology and information needs
§ Facilitate timely auditing and submission of utilization certificate to the funding authorities
§ Any other

• Research helps to navigate the learning and promote the extension of knowledge and understanding.

• UGC has provisions for the major research and minor research projects. The institute motivates the faculty members to make proposals for research and projects.

• Institute promotes research work which includes doctoral degree, library, internet, reprographic faculties.

• Institute provides and sanction leaves and helps in budgeting their research.

• Institute has a research committee in order to promote and channelize the researches.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The institute motivates the students for higher education; the staff is always on its toes when it comes to encouraging the students to join higher education for research. To develop scientific temper and
aptitude, the institution organizes university tours of final year students of all departments to interact with the research scholars of the university campus. Various departments of the institute also organize sponsored seminars to create curiosity among the students as well as to get a chance to meet with the distinguished persons of the related area.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Some of the faculty members are involved in research activity at their own level. Faculty members from the languages have made their mark by completing their research attaining Ph.D. degree while in service. Our four faculty members are involved in the research and pursuing their Ph.D. from different universities.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name</th>
<th>Department</th>
<th>Research activity</th>
<th>Specialization area</th>
</tr>
</thead>
</table>
| 1     | Dr. Dinesh Sharma  | Management      | Ph.D. Research work | -Knowledge management  
|       |                    |                 |                   | -Foreign Trade  
|       |                    |                 |                   | -Entrepreneurship |
| 2     | Dr. Vikesh         | Technology      | Ph. D.            | Computer Sciences |
| 3     | Dr. Salabh Mehrotra| Management      | Ph. D.            | Impact of globalization on Indian economy |
| 4     | Dr. Priyanka Rana  | Management      | Ph. D.            | An analytical study on child labour in Meerut city |
| 5     | Mrs. Bhavna Sharma | Education       | Research Work & Navigation | Education for Special Need Children |

3.1.6 Give details of workshops/training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.
Institution has been organizing seminars/Training programmes in order to build research culture amongst staff and students. The details are as follows:

<table>
<thead>
<tr>
<th>SL. No</th>
<th>Department</th>
<th>Seminars/Training Programmes</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B. Ed.</td>
<td>National Seminar- 21st Century teaching and learning plan</td>
<td>02nd June, 2012</td>
</tr>
<tr>
<td>5</td>
<td>BBA</td>
<td>National Seminar- SEBI</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BBA</td>
<td>National Seminar- Financial Inclusion in India</td>
<td>17th March, 2012</td>
</tr>
</tbody>
</table>

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

As started earlier, we do not have any research centre but our faculty members are involved in the research at individual/collaborative level. Following is the detail along with research areas and expertise of the different faculty members.

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Specialization</th>
<th>Name of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Education for Special Need Children</td>
<td>Mrs. Bhavna Sharma</td>
</tr>
<tr>
<td>Economics</td>
<td>Impact of globalization on Indian economy</td>
<td>Dr. Salabh Mehrotra</td>
</tr>
<tr>
<td>Human Resource and Management</td>
<td>Impact of HR practices</td>
<td>Mr. Amit Malhotra</td>
</tr>
<tr>
<td>Education</td>
<td>A comparative study of teachers’ attitude</td>
<td>Ms. Aarti Bansal</td>
</tr>
<tr>
<td>Education</td>
<td>Compare values of rural and urban area students</td>
<td>Mr. Surjeet Kandari</td>
</tr>
</tbody>
</table>

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?
At present Institution doesn’t possess a registered research centre. The faculty members from various departments have been organizing guest lecturers from subject experts for motivating student’s to imbibe and enhance the subject knowledge

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

NONE, Teachers are permitted to pursue their research within and after college hours

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

NA

### 3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Research activity is going on at the personal level by the faculty and student in the college. However, once the research centre tag is acquired, more focus will be put on this concern.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?
Institute has a provision to provide seed money to the faculty for research for the participation of research activities like Workshops/Seminars/Symposia by the faculty. Institute bears all the expenditure including boarding, lodging and registration fee of the same.

3.2.3 What are the financial provisions made available to support student research projects by students?

NA

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Institution has been carrying out under graduate course. For inculcation of research aptitude amongst our students, institution takes several initiatives like interdisciplinary seminars on the current, relative and exciting issues in Education, Computer Science and Mathematics etc. Faculty of B. Ed BBA/BCA also takes several initiatives in this direction.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Library facilities and its conducive environment encourage/ motivate the staff and students to take a forward step to pursue research in their relevant field/interests. The Institution has a well stocked library which includes latest Syllabi as well as reference books of all relevant subjects and disciplines and the institution is always keen to purchase new edition of books every year. Basic research facilities are available in all departments. Each Department has relevant infrastructure and instruments for basic research work. Internet connectivity has also been provided in few departments in order to help them review their
academic as well as research programs. Our Institution also ensures that the deserving students should be facilitated to use the equipments, books, Journal, facility during the college timing and also vocations.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

GOVERNMENT PROJECT

Assignment name: Marketing Survey for Gold Project Report

Duration of assignment (months): 2 months

Country: India

Location within country: Meerut (Uttar Pradesh)

Name of client: Officer in Charge (W.S.C.), Meerut, Uttar Pradesh

Project Director / Coordinator / Team Leader:

1. DR. Dinesh C Sharma – Project Director
2. Mrs. Bhavna Sharma – Coordinator
3. Vivek Bhardwaj – Team Leader

Narrative description of Project: Marketing survey for Gold Project of Handloom Cluster, Meerut region for identifying and listing potential customers.

Description of actual services provided by your staff within the assignment:

1. Survey of the handloom products being made in the cluster
2. Survey of the price bracket of the handloom products of the cluster
3. Study of the design elements that needs to be kept in mind for identifying or geographical region best suited for products of the cluster
4. Comprehensive survey of the marketwise, domestic retailers, retail chair designer boutiques that can be potential customers for the cluster products
5. Identifying and listing of customer’s product-wise and region-wise
6. Global scenario of handloom
7. Handloom in India
8. UP Handloom – an overview
9. Cluster
10. Evaluation of cluster
11. Structure of cluster
12. Production process
13. Analysis of business operation
14. Presence of support institute and their role
15. Mapping of social capital
16. Present map of the cluster
17. Infrastructure analysis of the cluster
18. Price prevailing in the market
19. Assessment of demand

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The institution is devising to implement the same in near future.

<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year From To</th>
<th>Title of the project</th>
<th>Name of the funding agency</th>
<th>Total Grant Sanctioned</th>
<th>Received</th>
<th>Total grant received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

Major facilities developed in the campus consist of the following:

- Well equipped ICT labs
- All the labs required for teacher education programme
- Language lab
- Library
- Management lab

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?
Institutional strategies for upgrading and creating infrastructural facilities:

- Institution provides well equipped laboratories for maximum utilization of research work.
- Computer network with internet service.
- Upgradation of books and research journals in library.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If ‘yes’, what are the instruments/facilities created during the last four years.

The Institution has not obtained any grants as of now.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The infrastructure available at the moment is sufficient for in house research.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

**Library**

The institute’s library is quite rich having very good collection of books on almost all the subjects. The reference section has authentic dictionaries, various general as well as subject specific encyclopaedias, reference books, etc. The students have free & easy access to books from 9 a.m. to 9 p.m.

Special access to tutorials, fictions, non-fiction, day today technology, business related magazines, national and international research journals are provided.

**ICT Labs**
Use of ICT and development of ICT skills is an important and essential part of our institution. Each student has to follow the ICT time table and learn the basic working skill. Students are also allowed to submit ICT based project and assignment.

3.3.6 What are the collaborative researches facilities developed/created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

Within the campus, the following infrastructure that can be utilized for teaching as well as research includes: Laboratories, Library, Computers, Instruments, Seminar Hall and Auditorium. Staffs students and researchers are benefited with the above facilities

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of
* Patents obtained and filed (process and product)
* Original research contributing to product improvement
* Research studies or surveys benefiting the community or improving the services
* Research inputs contributing to new initiatives and social development

The College has minimal research achievements at the moment.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?
The college has minimal research publication. At present release of annual magazine and news letters are existing. Few researches are published in souvenirs.

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty

* Number of papers published by faculty and students in peer reviewed journals (national / international)
* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs
* Chapter in Books
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor
* h-index

Details of the publications by the faculty members are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. Dinesh Sharma</td>
<td>Catalyst for the Change</td>
</tr>
<tr>
<td>2.</td>
<td>Mrs. Bhavna Sharma</td>
<td>Changing aspects of education in 21st century</td>
</tr>
<tr>
<td>3.</td>
<td>Ms. Aarti Bansal</td>
<td>21st century teaching and learning plan</td>
</tr>
<tr>
<td>4.</td>
<td>Mr. Surjeet Kandari</td>
<td>Policy on teacher education, contemporary challenges in teacher education</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Salabh Mehrotra</td>
<td>Impact of globalization on Indian Economy</td>
</tr>
<tr>
<td>6.</td>
<td>Mrs. Usha Sharma</td>
<td>Education for special need children</td>
</tr>
</tbody>
</table>
3.4.4 Provide details (if any) of
* Research awards received by the faculty
* Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
* Incentives given to faculty for receiving state, national and international recognitions for research contributions.

- Dr. Dinesh Sharma- Awarded by IIFT – Delhi
- Mrs. Bhavna Sharma- Honored by- IB education for Pedagogical Leadership
- Dr. Salabh Mehrotra- Certification for UGC sponsored National Seminar- Economic recession and conditions at employment states in India
- Mr. Surjeet Kandari- Certification for UGC sponsored National Seminar- Encouragement of social change through value education
- Mr. Amit Mehrotra- Recognition for participation in workshop on Business Research Methods
- Mr. Puneet Rajput- Certification for UGC sponsored Seminar- Impact of Globalization on Indian Economy
- Mr. Sandeep Sharma- Conference on mining of data to generate associations

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

We have a placement cell in our college which communicates from time to time with the companies and fulfil their requirements. The placement cell takes the students to the job fairs where different companies come and select the students according to their requirements. The Training and Placement Officer (TPO) makes a liaison with the H.R departments of different companies.
3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The Institute has a consultancy cell, which includes the experts of all the departments; those counsellors provide guidance to select the appropriate stream in which they are having interest and bright future. The Institute has a Placement Cell and Training and Placement Officer (TPO) forms a liaison with various companies/Industries regularly, so as to select the best visiting companies and representative of the Industries. The Students get absorbed as per their ability and awareness to meet the standards of recruiting agency. The information of the students selected is displayed by pamphlets; flexes of the college and our college site also include the names of the students who are being placed in various companies.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The Institute makes every effort to encourage the staff for utilization of all human resources, intellect and available facility in the campus to promote liaison with industries/companies so as to thicken the ties between the two in a very flexible manner by which the consultancy services is gets a boost. The college motivates the professionally qualified faculty to utilize their expertise for consultancy services with the permission of the institute. This helps in promoting liaison with industry/ companies. In return, the students get an opportunity to visit these companies and the placement process is, thus, facilitated.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.
The Consultancy is provided by the college faculty only on the gratuitous basis and no revenue is generated from the same.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?
As stated in the previous point 3.5.4, the Consultancy is provided by the College faculty only on the gratuitous basis and no revenue is generated from the same.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The Institution is always keen in increasing the access of students from various sections of the society by providing reservations, scholarships and further motivates them towards higher education.

- Institution aims at imparting knowledge and quality education to all sections of society.
- To provide knowledge and quality based education to the students by Inculcating moral values, scientific temper and employing state of the art technologies.
- The institute aims to pursue excellence towards creating manpower with high degree of intellectual, professional and cultural development to meet the national and global challenges.
- The institute has played an important role in campus-community connection and welfare of its neighbourhood by initiating a number of community developmental activities such as voluntary financial contribution during recovery from natural calamities (Ex: Tsunami relief fund was contributed by our Institution in order to help the victims to possible extent. Also one day staff salary was contributed towards flood relief).
• Organizing regular blood donation camps and blood donation on life saving emergency call.
• Launching of Eco Club in order to promote environmental awareness.
• Institute runs an evening school under privileged.
• Institute runs an NGO ‘My Life Foundation.
• Ongoing FDP and PDP Sessions

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements /activities which promote citizenship roles?

• The institution is committed to motivate students for participating in various social activities such as pulse polio, environment awareness programmes etc.
• Various activities are designed which help the learner to develop moral values
  - Awareness week
  - Environment week
  - Community service
  - Cultural Activities
  - Field trips
  - Educational tour etc Introducing local and global issues.
  - Organizing Eco-Club green guards.

  o Environment – Special days and awareness weeks have been designed in the activity calendar which blends the activities well with the curriculum. Institution also has an Eco – Club named GREEN GAURDS that works and takes initiative on environmental issues (Mission of Eco-Club)

  o Value Education is an attired based field which in required for both faculty and students. It can’t be taught as an subject at their level but needs to be practiced in daily life to promote value education institution has an students profile which is focused in
1. Daily Special Assessment
2. Working on Mission and Vision of the institute
3. Special Role Plays and extracurricular

- Community Services + Social responsibilities have been the strong part to work on for Neelkanth Vidyapeeth.
  - Blood donation campus
  - Working for Literacy awareness
  - Health related issues
  - Environment saving campaign
  - Working on child rights
  - Supporting women etc are ongoing projects where student and faculty show readiness

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?
1. Institute plays an active role in framing and following the important objectives.
   - We have developed a document – OBJECTIVE SHEET- which shows the standards and practices in all the aspects of the college.
   - As per the direction of the university norms + the basic and advanced needs are assessed and changes are made in the curriculum and pedagogy.
   - These changes occur after collaborative meetings in vertical and horizontal order of the hierarchy.
   - These changes are also taken in consideration after the feedback of the different members of the organization.
2. College also conveys the suggestion from faculty alumni, academic peers etc and are entire body takes them into consideration. Feedback helps to do better and revive the work. We have a practice of taking a feed on by various people.
   - Student – Feedback from students in take time to time as an ongoing practice. At times data in maintained and is used as a basis for development.
• Alumni – Feedback from alumni have been obtained and group discussions are held. Its analysis has been used in curriculum development and teaching learning and Evaluation process.

• Parents – in interaction with parent in Parent – Student and Teacher Conferences. Parent’s views are considered by the department. Good stratifies and suggestions are adopted.

• Employers – The Feedback is obtained from the employs about our student suitability for job in relation to knowledge, skill component and soft skills.

• Academic Peer – During visits of the various Academicians to the institute, institute asks for reflection and opinion on proceeding and implementation of the programme.

• Institute Community – Each member of the community has the right to reflect and give suggestion to bring a meaningful change. We welcome the suggestion from Heads, Faculty, Visiting Faculty, Students, Support Staff, etc.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The college is incessantly organizing a number of outreach activities which relate to academic, social, cultural, community service, adventure etc and all culminating in building a healthy society contributing to nation building. The college with the help of many voluntary organizations and NGOs organizes the outreach programs.

<table>
<thead>
<tr>
<th>Session</th>
<th>Donation to aids awareness</th>
<th>Plantations</th>
<th>Orphanages and old homes</th>
<th>Blood Donation camps</th>
<th>Education Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>10000</td>
<td>4000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>10000</td>
<td>5000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>1000</td>
<td>4000</td>
<td>25,000</td>
<td>40,000</td>
<td>50,000</td>
</tr>
<tr>
<td>2010-11</td>
<td>5000</td>
<td>4000</td>
<td>25,000</td>
<td>25,000</td>
<td>50,000</td>
</tr>
</tbody>
</table>
3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

• The college undertakes widespread cross-curricular enrichment activities through Eco club and other community development activities.

• Faculty and students involved in extension activities are appreciated and recognized by relieving them from their workload/classes.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

NEELKANTH VIDYAPEETH

1. Gyananjali Vidyapeeth

Neelkanth Vidyapeeth (B.Ed.) has designed an evening school for underprivileged “GYANANJALI VIDYAPEETH”.

The main objectives of the school is to promote the welfare of children in need due to poverty, disease or social injustice in addition to bring about a positive change in the social structure of the society for a better tomorrow. The school seeks to attain the same through different channels such as:

WE AIM TO

• Expand early childhood care and education
• Provide free and compulsory primary education for all
• Promote learning and life skills for young people and adults
• Increase adult literacy
• Achieve gender parity
• Improve the quality of education
• Eradicate extreme poverty and hunger
• Achieve universal primary education
• Promote gender equality and empower women
• Reduce child mortality
• Improve maternal health Providing medicines, special diets and expert services from Doctors/Specialists.

• Combat HIV/AIDS, malaria and other diseases
• Ensure environmental sustainability
• Develop a global partnership for development

2. Adoption of Vaani School . A school of hearing impaired children
3. Organizing Health Mela
4. Cleanliness campaigns and march outs.
5. Educational Campaigns
6. Promotion of Girl child and save girl child awareness programmes

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

Extension activities carried out by the institute always help in inculcation of academic learning process, values and skills amongst the staff and students.

• The Institution imparts quality education to all sections of society. But its maximum focus is to recognize, encourage reach out to economically weaker section of students by rendering financial support in the form of fee concession, providing scholarships to those students and to carve the great laurels.
• The Institution is providing knowledge and quality based education to the students by inculcating moral values, increase scientific temper and teaching. It aims at marching towards excellence in creating manpower with best degree of intellectual, professional and cultural development to meet the national and global challenges.

Outcome:
The results of the participation in the various socially relevant activities have resulted in inculcating the feeling of being socially awakened citizens in the students. The students who have been a part of this process have been spreading awareness in the institution and motivating other students as well to stand tall for the cause of social upliftment.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Institution aims at marching towards excellence in creating manpower with best degree of intellectual, professional and cultural development to meet the national and global challenges.
• Extensive local participations are witnessed during tree plantation, blood donation etc. the alumni association is also involved in all these extension activities.
• The institution has taken the initiative to make aware the society about social and health problems like female foeticide, dowry system, environment protection, consumer protection awareness, anticorruption, HIV awareness, anti tobacco and cleanliness awareness etc.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.
The institution has good relationships with other institutions of the
locality.
- Plantations with agriculture university
- Medical camps with Subharti university
- Educational caps with schools and colleges
- Working for aids patients with NGO’s
- Seminars, individual discussion and group discussion are made to solve these problems.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

- The institution has organized blood donation camps in collaboration with lions club and rotary club.
- Students have participated in pulse-polio programme as volunteers.
- Visits to orphanages and old homes.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Till now things are in pipe. We had an exchange programme with German School of business.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

NA
3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment/creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/library/new technology/placement services etc.

- The institution has set up a placement cell in order to provide placements to students.
- Industrial visits and guest lectures are organized for the learning platform.

3.7.4 Highlighting the names of eminent scientists/participants, who contributed to the events, provides details of national and international conferences organized by the college during the last four years. The list of contributors who have set amazing benchmarks in the process of learning and have left their reflections.

- Dr. Manzoor Ahmed (Vice-Chancellor, Subharti University)
- Dr. Dinesh Sharma (Vice-Chairman, NGI)
- Mr. Ashok Maheshwari (Director Education Deptt, Dewan Group)
- Mr. N. P. Jain (Chairman, Vaani School)
- Dr. Pankaj Gupta (HOD, Education Deptt, Vaani School)
- Prof. K. G. Sharma (Education dean, CCS University)
- Dr. Shwetank Arya (Prof. Gurukul Kaangdi)
- Dr. Vinod Sharma (Dean Gurukul kaangdi)
- Dr. S. K. Pundir (Prof. Meerut College)
- Dr. Vikesh Kumar (Director NIT, NGI)

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced
and/or facilitated -

a) Curriculum development/enrichment  
b) Internship/ On-the-job training  
c) Summer placement  
d) Faculty exchange and professional development  
e) Research  
f) Consultancy  
g) Extension  
h) Publication  
i) Student Placement  
j) Twinning programmes  
k) Introduction of new courses  
l) Student exchange  
m) Any other

The college has been running UG level for a long time. Hence there search activities at the students’ level are not undertaken because there search is not a part of the curriculum. And this is the major reason why the college has not been involved in the signing of any MoUs or formal agreements that could help facilitate any of the above mentioned requirements.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

- The faculty and students does not lose any opportunity to participate in seminars and workshops for quality enhancement.
- Institution is aiming to add on more linkages in near future in order to build a strong research foundation that would later meet the demands of the society and there by contribute more for the nation’s strength.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

In order to create and enhance the infrastructure that facilitates effective teaching and learning, the policy is framed according to the strength of students in different streams. The management constantly evaluates the existing facilities and takes steps to improve the conditions. Under IQAC, college has appointed a committee for Infrastructure and learning resources. Feedback on infrastructure is collected from the stakeholders, i.e., students, teaching, and non-teaching staff. Suggestion box is kept for this purpose. The management makes sincere and committed efforts to expand the infrastructure with the growing needs of the institution.

4.1.2 Detail the facilities available for
a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra -curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

- All activities and engagements are mentioned in activity and engagement calendars of each department. (Calendar attached)
- The brief of the activities is mentioned here-

4.1.3 How does the institution plan and ensure that the available
Since its inception, the institute has been keeping pace with the changing needs and requirements to meet its academic growth. The institution plans and ensures for the optimal utility of the infrastructure by keeping in view the present needs felt and the steps are taken to enhance the infrastructure use. The institution has involved in development of infrastructure facilities during last 5 years, some of such developments are as follows: (From 2010 to 2015)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Infrastructure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys Hostel</td>
<td>1.5 Cr</td>
</tr>
<tr>
<td>2</td>
<td>Girls Hostel</td>
<td>1 Cr</td>
</tr>
<tr>
<td>3</td>
<td>Mess</td>
<td>.5 Cr</td>
</tr>
<tr>
<td>4</td>
<td>Faculty Apartments</td>
<td>50 Lac</td>
</tr>
<tr>
<td>5</td>
<td>Director Apartments</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sports Ground and Centre</td>
<td>50 Lac</td>
</tr>
<tr>
<td>7</td>
<td>Auditorium</td>
<td>20 Lac</td>
</tr>
<tr>
<td>8</td>
<td>Seminar Hall</td>
<td>30 Lac</td>
</tr>
<tr>
<td>9</td>
<td>NVP Building (2nd Floor)</td>
<td>50 Lac</td>
</tr>
<tr>
<td>10</td>
<td>Multi Purpose hall</td>
<td>20 Lac</td>
</tr>
<tr>
<td>11</td>
<td>Libraries</td>
<td>15 Lac</td>
</tr>
<tr>
<td>12</td>
<td>ICT Lab</td>
<td>35 Lac</td>
</tr>
<tr>
<td>13</td>
<td>Education Lab</td>
<td>8 Lac</td>
</tr>
</tbody>
</table>

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The institute ensures that infrastructure facility meets the requirements of the students with disabilities. For differently abled students, it is
ensured that they do not have any physical obstruction. The needs of physically challenged students are fulfilled by the supporting staff.

4.1.5 Give details on the residential facility and various provisions available within them:

- **Hostel Facility – Accommodation available**
  - Boys Hostel with the occupancy of 425 seats.
  - Girls Hostel with the occupancy of 75 seats.

- **Recreational facilities, gymnasium, yoga center, etc.**
  Lush-green open space ground for out-door recreation and audio visuals aids (TV, music player, games, etc.) for in-door recreation are provided by the institute. Arrangement for gymnasium hall is also made available in the hostel. The inmates of the hostel are given the facility of a yoga centre for meditation and yoga classes, in college campus

- **Computer facility including access to internet in hostel.**
  Computer facility including access to internet facility is not provided in the hostels of the institution.

- **Facilities for medical emergencies**
  The college and the hostel have complete arrangement for students in need of medical assistance. There is provision of a first aid/medical room with all the facilities required for medical assistance. The college has arrangement for a part time doctor and ambulance

- **Library facility in the hostels**
  Hostels are within the campus and college libraries are open from 9 to 9

- **Internet and Wi-Fi facility**
  The hostel campus is fully wi-fi enabled campus

- **Available residential facility for the staff and occupancy**
  Constant supply of safe drinking water
  Water cooler with RO purified water with constant supply of safe drinking water is available in the college hostel.

- **Security**
Watchman shed and Gate-keeper room has been made near the gate for proper security

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college has a medical room situated in the commerce block where a part time doctor and a nurse/attendant is available. They are always present to meet any unforeseen situation. Arrangements for first aid and medical care are fully available for the staff as well as the students inside the campus and in the hospital near to the college in case of any serious medical emergency.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

The college has clearly marked space for the common facilities available on the campus. These facilities include IQAC (Internal Quality Assurance Cell), Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance cell, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, and provision of auditorium etc. The details of such facilities are here as under:

<table>
<thead>
<tr>
<th>S.No</th>
<th>UNIT</th>
<th>Place of Location</th>
<th>Incharge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IQAC (Internal Quality Assurance Cell)</td>
<td>NVP Department</td>
<td>Principal</td>
</tr>
<tr>
<td>2</td>
<td>Grievance Redressal unit</td>
<td>NVP Department</td>
<td>HOD’s</td>
</tr>
<tr>
<td>3</td>
<td>Counselling and Career Guidance</td>
<td>NVP Department</td>
<td>Counsellors</td>
</tr>
<tr>
<td>4</td>
<td>Placement Unit</td>
<td>NGI Main Building</td>
<td>Mr. Vipin Sharma</td>
</tr>
<tr>
<td>5</td>
<td>Health Centre</td>
<td>In Hostel Premises and NVP</td>
<td>HOD’s and one Female faculty</td>
</tr>
</tbody>
</table>
4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The institution has a very effective and efficient Advisory Committee. The composition of the Library Advisory Committee is as under:

Mr. Ruhula
Mrs. Bhavna Sharma
Ms. Aarti Bansal
Dr. Salabhb Mehrotra
All HODs

The Advisory Committee discusses and finalizes the infrastructural & academic requirement of the library and chalks out the strategy regarding working of the library affairs, so that the facility can be utilized to the maximum extent by the staff and the students. The committee gives advice to the principal for the purchase of books & journals. The Advisory committee gives advice for maintenance of the Library resources. News paper and journals stands in the library provide easy access to reference material, news and other information to the students and staff. Internet enabled computers are installed in the library.

4.2.2 Provide details of the following:

<table>
<thead>
<tr>
<th></th>
<th>Department</th>
<th>from each department</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Canteen</td>
<td>NGI Campus</td>
</tr>
<tr>
<td>7</td>
<td>Auditorium</td>
<td>NGI Campus</td>
</tr>
<tr>
<td>8</td>
<td>Staff Room Recreation</td>
<td>NVP Departments</td>
</tr>
<tr>
<td>9</td>
<td>Student Centre</td>
<td>NVP Department</td>
</tr>
<tr>
<td>10</td>
<td>Safe Drinking Water Facility (RO)</td>
<td>NVP Department and Canteen</td>
</tr>
</tbody>
</table>

Administrators
* Total area of the library (in Sq. Mts.)

* Total seating capacity
  - 100

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
  - Working hours- on working days and all other days beside holidays- 09:00 am – 09:00 pm
  - Working hours- on holidays-CLOSED

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The principal of the college circulates a notice and requisitions for books are invited from all the head of departments. Every department of the college is asked to submit the lists of books, magazines and journals to be purchased with reference to new syllabi and current needs of the students. The lists are forwarded to the librarian. A purchase committee is constituted. The members of book purchasing committee are sent to purchase books, magazines and journals from different sources. Whenever any book fair is held, the college makes necessary arrangements for the purchasing of the books. The amount spent on procuring new books etc during the last four years is as under:

<table>
<thead>
<tr>
<th>Library holdings</th>
<th>Year -1 2010-11</th>
<th>Year – 2 2011-12</th>
<th>Year – 3 2012-13</th>
<th>Year – 4 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total Cost</td>
<td>Number</td>
<td>Total Cost</td>
</tr>
<tr>
<td>Text books</td>
<td>7832</td>
<td>1397900</td>
<td>1040</td>
<td>175150</td>
</tr>
</tbody>
</table>
4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* **OPAC- YES**
* **Electronic Resource Management package for e-journals- INFLIBNET (N-LIST)**
* **Federated searching tools to search articles in multiple databases- YES**
* **Library Website-YES**
* **In-house/remote access to e-publications- YES**
* **Library automation-YES**
* **Total number of computers for public access- 5 (FIVE)**
* **Total numbers of printers for public access- 5(FIVE)**
* **Internet band width/ speed 2mbps**
  □ □ □
* **Institutional Repository- YES**
* **Content management system for e-learning- YES**
* **Participation in Resource sharing networks/consortia (like Inflibnet)- YES**

4.2.5 Provide details on the following items:

* **Average number of walk-ins**
  • 100-150
* **Average number of books issued/returned**
• 25-40
* Ratio of library books to students enrolled
• 1:15
* Average number of books added during last three years
  • \( \frac{2370}{3}=790 \)
* Average number of login to opac (OPAC)
  • 25-30
* Average number of login to e-resources
  • 10-15
* Average number of e-resources downloaded/printed
  • 10-15
* Number of information literacy trainings organized
  • 05-07
* Details of “weeding out” of books and other materials
  • NIL

4.2.6 Give details of the specialized services provided by the library

* Manuscripts-YES
* Reference-YES
* Reprography-NO
* ILL (Inter Library Loan Service)-YES
* Information deployment and notification (Information Deployment and Notification)-YES
* Download-YES
4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

User-friendly library staff is also accessible to help students and teaching staff in finding books. Conducive atmosphere is maintained for meaningful use of the library by teachers and students. The library provides materials for competitive exams, previous years university question papers, articles on education, opportunities for employment and information on state services are displayed on the notice board. The computer facility, OPAC facility, Net facility are provided for students and staff. The library plans for having separate racks for Competitive examinations, self-help books like counselling, inter-personal skills and other skills etc in order to help students.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

1. No visually challenged persons are on rolls in the institution. Physically challenged persons are assisted by the library assistants.
2. Facility at ground floor will be provided.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

The Library collects precious feedback from its users. Suggestions are
deliberated upon by the Advisory committee on a quarterly basis and acted upon. An interactive session is held by advisory committee with students to get feedback for improving the library services. In the beginning of the session the students are acquitted to the library by their teachers. Suggestions from the fresher’s are also forwarded to the Advisory Committee for necessary action.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)
  - Data Maintained

- Computer-student ratio
  - 1:2

- Stand alone facility
  - 10 sets

- LAN facility
  - YES

- Wifi facility
  - YES

- Licensed software
  - YES

- Number of nodes/ computers with Internet facility
  - 35

- Any other
4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Internet service is available in the college for faculty and students. There are 50 computers with Internet facility. The Principal’s office, Administrative Block and some of the departments have the facility of internet. The ratio of computer and the students is approximately 1:2.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institute in the near future is optimistic as far as the infrastructural up gradation is concerned. The college intends to upgrade the PCs with latest configuration available in the market. This apart the stress will be laid on the purchasing of New Hardware. The Department of Computer Science intends to replace the non functional parts with new parts. Non working computer hardware components are used as models to demonstrate in the classes.

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Details of the budget are as follows-

<table>
<thead>
<tr>
<th>SESSION</th>
<th>BUDGET (In Lacs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>5 Lacs</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.90 Lacs</td>
</tr>
<tr>
<td>2011-12</td>
<td>1.40 Lacs</td>
</tr>
<tr>
<td>2010-11</td>
<td>3.50 Lacs</td>
</tr>
</tbody>
</table>

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?
Computers are available for specific use in some departments. The teachers liberally take help of the ICT resources to enrich their prescribed curriculum with the help of internet. The college has adequate computer facility for its faculty. Faculty members are provided with computers with internet browsing facility for preparation of teaching/learning materials in their respective departments. Multimedia projectors and OHPs are available in the college for use by the faculty. The college also has seminar halls equipped with projectors and are to the teacher. Teachers also make use of the browsing facility in the library.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching -Learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

1. ICT facility is important for student’s growth. Institution has time-line for the ICT classes and students hence an open access to ICT Lab. Student are also allowed to reflect and develop. ICT based projects. Special celebrating of ICT weeks to make student feel the importance of ICT Institutes also has an ICT scope and Sequence document which provide clear picture to student and faculty to proceed with teaching and learning.

2. ICT plays an important role in today’s scenario. Basically ICT is not a subject it is an application which enhance teaching and learning. We provide complete facility to the student to use ICT in all the ways they want and sequin.

- Special computer period are placed on the time-table to facilitate learning.
- ICT scope and sequence documents help the faculty to impart knowledge as per the need of the student.
- Various activities and classroom engagements are designed by faculty to promote ICT.
• Students have complete right and space to take initiatives to present their understanding ICT based.
• Students also make PPTs and do research work for their practice teaching.
• ICT weeks are organized in order to develop interest of student for ICT.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The college does not avail the connectivity through National Knowledge Network.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Building</td>
</tr>
<tr>
<td>b.</td>
<td>Furniture</td>
</tr>
<tr>
<td>c.</td>
<td>Equipment</td>
</tr>
<tr>
<td>d.</td>
<td>Computers</td>
</tr>
<tr>
<td>e.</td>
<td>Vehicles</td>
</tr>
<tr>
<td>f.</td>
<td>Any other</td>
</tr>
</tbody>
</table>

The institution has made adequate arrangements for the maintenance and upkeep of the college infrastructure. The management ensures that enough funds are allocated and then utilized for the maintenance. The details are- (Amount in lacs)
### Particulars

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUILDINGS</td>
<td>36.00</td>
<td>45.00</td>
<td>50.00</td>
<td>67.00</td>
</tr>
<tr>
<td>FURNITURE</td>
<td>3.80</td>
<td>4.90</td>
<td>2.50</td>
<td>5.40</td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td>2.60</td>
<td>2.10</td>
<td>1.80</td>
<td>5.50</td>
</tr>
<tr>
<td>COMPUTERS</td>
<td>3.15</td>
<td>2.90</td>
<td>1.40</td>
<td>3.50</td>
</tr>
<tr>
<td>VEHICLES</td>
<td>8.10</td>
<td>-</td>
<td>3.40</td>
<td>2.20</td>
</tr>
</tbody>
</table>

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The maintenance and improvement of the campus is undertaken with the help of the local administration and Municipal Corporation. The Principal, on the basis of the perspective development plan, proposes the infrastructural augmentation needs to the concerned authorities. The college development fund is utilized for maintenance and minor repairs of furniture and equipments. The IQAC prioritizes the activities, estimates the cost and submits it to the head of the institution. The management approves and allocates the funds. An effective monitoring system through various committees ensures the optimal utilization of budget allocated. We have a centralized maintenance department for the entire campus with full time salaried employees and the expenditure is a part of income-expenditure account. Since maintenance is a part of monthly expenditure, a separate fund is not allocated.
4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?
Annual maintenance and repair of the infrastructure is taken care by the college in a systematic manner. Day to day maintenance is carried out by the staff appointed for cleaning and maintenance of the building. The laboratory equipments are maintained through College Development Fund and annual grants received from the government. The computers and electronic devices are maintained and repaired through the funds available in the institution. We have a team of qualified technical staff for maintaining computers and networking facilities. Some of the members are stationed in the campus so that they are available at short notice. We have a Manager (Infrastructure Maintenance Department) for the maintenance of the entire campus and the following departments work under him with the salaried staff.
   a) Construction
   b) Electrical 104
   c) Carpentry
   d) House-keeping
   e) Masonry
   f) Plumbing
   g) Painting
   h) Security
   i) Generator maintenance
Their services are available throughout the day. Some of these staff stays within the campus.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)? Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.
The college has clear cut mentioned places for the sensitive equipments like electricity generators, water purifiers, chemicals and scientific
instruments. The laboratory staff keeps a strict vigil regarding the maintenance and upkeep of the scientific instruments and Chemicals. Their repair or replacement or another required upkeep is fully undertaken in their supervision. Similarly, the college electrician and the supporting staff are responsible for the upkeep of electrical equipments and their maintenance. The institution has a tie up with the company from which the RO purifiers were brought and the institution pays AMC to the firm for the regular and routine check up and upkeep of the purifiers.

**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Mentoring and Support**

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The college brings out updated prospectus to highlight the profile of various departments. This contains information about vision and mission statement, the profile of the divisions, the list of the faculty members and their specializations, various programmes offered, their regulations and eligibility conditions, syllabi of academic programmes, other support facilities like the libraries, hostels etc. The prospectus is made available to the students in the beginning of academic year. The College Website: [www.neelkanth.edu.in](http://www.neelkanth.edu.in) has all the relevant information necessary for the students.

5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

**About The Group:**
Neelkanth Group of Institutions (NGI) is one of the best and fastest growing, diversified education group of North India imparting technical and management education with courses such as B.Tech., M.Tech., MBA, PGDM, Polytechnic, ITI, BBA, BCA, and B. Ed.

NGI boasts of having a massive infrastructure spread across in 65 acres. It now has family of more than 4000 students and 300 faculty members. It has achieved a number of landmarks including improved rankings A+1 Category of Institutions UPTU-VIBGYOR 2013 and No. 1 Polytechnic in Uttar Pradesh with proven consistent growth in field of technical education. With a view to recognize and honour the mathematical prowess of the able students, NGI is organizing a truly rewarding competition “Indira Gandhi National Math Olympiad”.

### NEELKANTH UJJWAL BHAVISHYA YOJNA 2014-15

Neelkanth Group of Institutions, Meerut is premier group of Institutions offering world class Technical Education Courses (B.Tech, M.Tech, Polytechnic Diploma, ITI, MBA, PGDM, BBA and BCA). Neelkanth Group of Institutions, Meerut has launched “Neelkanth Ujjwal Bhavishya Yojana” as a unique opportunity for Bright Students for Bright Future to offer world class education to 'EXCELLENCE ACHIEVERS' amongst youth of the nation. Neelkanth Ujjwal Bhavishya Yojana is based on acquisition of skill based technical knowledge to the aspirants and prospective students of BBA and BCA course as under:

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

The college caters to the academic needs of the students belonging to the rural areas and the border areas. There are lots of students who belong to the non creamy layer of the society or who are from economically weaker sections of the society. The college provides financial assistance to these students, which is received from the Central Govt., State Govt., and other agencies. Nearly 40 to 50 0% students of the college get benefit from these scholarships.
5.1.4 What are the specific support services/facilities available for?

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
- Skill development (spoken English, computer literacy, etc.,)
- Support for “slow learners”
- Exposures of students to other institution of higher learning/ corporate/business house etc.
- Publication of student magazines

The College is committed to extend its help to the students in their pursuit to become civilized and worthy citizens. The prime concern of the college is to impart holistic education to students. Following support/ service facilities are extended to the students.

- College identifies SC/ST, OBC students during the process of the admission and it maintains a detailed record of the same. Apart from the concession of university, college offers liberal concession to such students.
- The college ensures that the infrastructural facilities meet the requirement of the students with physical disabilities. The institution is committed to accommodate them on the ground floor for their classes earlier. Now such kinds of students are facilitated with lift for every floor. They are provided front seating arrangement, and attendant facility.
- Overseas students are given support during their initial college days in adjusting to the new environment. This is being done by
every faculty, besides the college gives special assistance to these students in terms of getting a hostel accommodation and overcoming language barriers.

- College recognizes the hidden talents of the students and encourages them to participate in various levels of competitions, held in different grades.
- The college has special concern for health and hygiene of students and staff and the College organizes health check up camps, where local ophthalmologist, dermatologist, etc visit and keep a strict watch on the health of the students. Drinking water facility is properly arranged in the college campus at different locations.
- Organizing coaching classes for competitive exams. Students are imparted healthy competitive spirits as a part and parcel in our methodology of teaching focusing on magnitude points. Library supplements the required material for students, by which they hone their spirits. The institution plans for a separate shelf for competitive examination’s reference books.
- As it is incorporated in CCS University syllabus, basic computer application skills are taught for UG students. Besides, students are benefited from computer lab where technical training is provided supportively. The College proposes to increase the confidence level and skill quotient of the students through Spoken English classes.
- Identifying slow learners has become main criteria for our educational system.
• Oral tests and class tests in a best way classify the slow learners consequently. These are educated through mentoring classes, taken by faculty in their respective subjects. Institution efficiently produces students of distinct calibre, suitable for higher learning or for other employment sectors of their choice. Committees are formed in the college to in still spirits, confidence and perseverance among students to succeed in their set goals.

• College news letter advocates students to take part in editing and publishing the articles.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The institute has a placement cell of its own. Over the years the college has helped scores of its students in finding better job opportunities and better enterprises to work in. Our Placement Cell encourages outgoing students to visualize the starting of their own enterprises and become active contributors to the nation’s GDP. The placement cell assesses the needs of entrepreneurs and prepares a comprehensive training module to equip the outgoing students with necessary skills. The module focuses on the following skills:
1. Leadership Skills
2. Marketing Skills
3. Business Development Skills
4. Managerial Skills
5. Risk Assessment and Management
6. Communication Skills
7. Public Speaking
8. Team Building Skills

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular
activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

* Additional academic support, flexibility in examinations

* Special dietary requirements, sports uniform and materials

* Any other

The college encourages the student who participates in sports and curricular activities by giving them “attendance” for the days of participation. The college ensures consistent encouragement and motivation to the students who participate in various curricular, co-curricular and extra-curricular activities. Necessary facilities are provided and adequate funds are allocated by the management for this purpose. Sports and cultural committee supervises these activities and recommends the respective faculty to take special classes to compensate the gaps the learning process caused by absence in the regular classes.

• **Special dietary requirements, sports uniform and materials**
For the sports persons special uniforms are distributed and required materials are procured and given. On such an occasion nutritious diet such as energy drink rich in protein is provided during practice and actual matches.

• **Any other.**
The college provides TA & DA to the participants. First aid facility is provided.

College has designated faculty members to support students who participate in quiz programmes and sports competitions. Faculty member in charge of quiz and debate selects students for various inter collegiate and state level competitions. Regular excursions, industrial visits to various destinations in imbibing the students for understanding the relevance of blue and white collar jobs. The college organizes colours week, cultural week, sports week, art week, Library week, ICT week, management week, PDP week etc.
5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The Institute has a separate support system for the students appearing and qualifying in various competitive examinations. Students who are interested and willing to appear in various competitive examinations are helped by the teachers in matters of study materials and counselling for the right strategies. Students are allowed to have access to library and to refer the books related to entrance test.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc?)

**Academic & Career Counselling:**
The students, at the time of the admission, are helped by the faculty present in choosing right stream. They are informed about the scope and nature of the various subjects that form the syllabus. The students are not pressurized in choosing the subjects. They are given right kind of counselling which helps them shape their career.

**Personal & Psycho-Social Counselling:**
The students during the course of their studies in the college come across various issues. They are, at times, too immature to handle the problems. The college provides them personal counselling. They can share their problems with the teachers. The teacher concerned is very supportive in guiding them fight their problems. The candidates at times come face to face with certain social issues or problems which tend to bring the inferiority complex in them. The teachers make it sure that no such deterioration happens with the psycho social understanding of the students. They are counselled to become better human beings and advised to stand tall for the social cause.
5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

**Placement Cell (Role)**

THE PLACEMENT CELL of NVP is always exploring the possibilities for students according to their skills. We aim to place students in reputed firms and MNCs. The main activities involved are-

- Providing placement opportunities in various companies.
- Providing assistance in internship programs and summer training.
- Providing online test for sitting in various MNC’s (like TCS).
- Consultancy support.
- Co-ordination with external agencies/industries/companies.

THE PLACEMENT CELL IS HEADED BY VARIOUS EXPERT PROFESSIONALS HAVING TIE-UP WITH VARIOUS COMPANIES.

- The recent drivers were:
  1. Fogra group
  2. Clear path technology pvt.ltd
  3. Abacus
  4. Genpact etc.

**Personality Development Enhancement**

PDP is a flexible, multi-year program at the early stages of their careers, with a primary focus on GRADUATES AND POST GRADUATES students. PDP helps students to develop the skills; they need to make a smooth transition to the workforce or higher education. The curriculum
is used as a self-development course or for group instruction. It is into the ongoing existing curriculum. Students are recognized for achievement as they develop their professional and occupational skills. It promotes personal growth professional growth, financial growth and social growth.

**The main areas of work in PDP are:**

- Improved professional skills (leadership, project management, communication).
- Engage in a team negotiation activity.
- Identify effective communication skills.
- Learn self management skills and motivation techniques.
- Predict employment trends.
- Preparation of CVs and cracking interviews.

**Follow up:**
The placement cell keeps track of the post examination developments. As and when the result is declared, the cell informs the students regarding the result. The results are analysed and then the next process of helping the successful candidates start.

5.1.10 Does the institution have a student grievance redresser cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Grievance Redressal Cell actively interacts with the students to help them sort-out their grievances. It attends to both registered and unregistered grievance of the students. The institution has a grievance redressal cell headed by the HODs. It is also supported by the other faculty members. The students drop their grievances in the suggestion box. Students are also free to share their grievances with the class teachers and the Principal also. The necessary action is taken after issues are discussed in the concerned cell. In addition, the student liaison officers establish linkage between the university and students to address the anomalies related to exams and results.

**Grievances addressed:**
· Internet facility was provided in the library.
· Suggestion boxes were set up on the major locations on the campus.
· Better and improved Canteen facility is provided.
· Canteen facility was made available in the girls’ common room.
· Water purifiers were installed at major points in the college.
· 24 hour back up of electricity in case of electric shut down.
· Trash bins were placed in convenient places on campus.
· Provision of the gymnasium has been fulfilled.
· The Boundary wall of the college ground has been renovated.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?
Discipline Committee keeps vigilance on the campus to prevent possible sexual harassment to students. However, no serious incident of such offence has been reported in the college. Female faculty gives a complete support to female students-

• WOMEN CELL: The Women Cell sensitizes the students to develop a healthy relationship with the opposite gender. It acts rigorously to check the transgressions of the code of conduct prescribed for the students. The institution provides hostel facilities for female students.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

An anti-ragging committee consisting of the teacher representatives (including Head of the Institution) and student representative have been in operation. A board representing phone Numbers of is displayed informing the students to seek help in such a case. The college is very cautious regarding this menace. The Head of the institution and faculty members check the students, make surprise visits and maintain interaction with the fresher’s. Till date, no incident of ragging of any kind has been reported in the college.
5.1.13 Enumerate the welfare schemes made available to students by the institution.

1. The institution is working towards ensuring social justice through various Students’ welfare schemes. The following welfare schemes are made available to the students:

**SCHOLARSHIPS & FREESHIPS:** Details about the scholarships, various free-ships are displayed on the notice board of the institution. The class coordinator guides the students to be the beneficiaries of the various welfare schemes. The college provides them free ship on the basis of their performance in the academics, sports or extracurricular activities.

**COUNSELLING & PLACEMENT SERVICE:** The Counselling and Placement cells extend their service in career guidance, organize lecturers concerning career planning and invite companies for campus recruitment.

**HEALTH SERVICES:** The College arranges “Health camps” and “Blood donation camps” periodically. The college has special concern for students in respect of health. In case of need and emergency they are taken to nearby hospital like St. John’s medical college and hospital. First aid is kept at strategic locations.

**SUBSIDIZED CANTEEN:** The college canteen provides hygienic wholesome food to the students at subsidized rates.

**GRIEVANCE REDRESSAL CELL:** It actively participates and interacts with the students to help them sort out their grievances. It attends to both registered and unregistered grievances of the students.

**WOMEN CELL:** The Women Cell sensitizes the students to develop a healthy relationship with the opposite gender. It acts rigorously to check the transgressions of the code of conduct prescribed for the students. The institution provides hostel facilities for female students.

2. Institution has a **MISSION STATEMENT** which helps us to ensure equity. As seats are reserved and student come from different background on economic basis. We try to promote them by giving them moral support and help to get their scholarship by helping them to fill their scholarship forms.
- Institute also sum remedial classes for the student in needs.

- Books are issued from library for the whole session.

- Institute always welcomes differently abled students and tries to provide the best facility to them.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

The College has set up the alumni association unregistered which started functioning from last 2 years. While rejuvenating the memories of the college, a network of old students was achieved. The alumni organize lecturers on personality development. It has been helping in holding interactive sessions to motivate students regarding social adjustments

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlights the trends observed.

<table>
<thead>
<tr>
<th>Student progression</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M. Phil.</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
</tbody>
</table>

There is no central mechanism in the college for maintaining records of the students who get admission in further courses after completing their UG. Steps are taken to maintain the data.
STUDENTS PROGRESSION TO HIGHER EDUCATION:
The trend has been observed from 2011-12, which is as follows:

DEPARTMENT OF B. Ed:
• UG to PG - 17%
• Employment - 49%.

DEPARTMENT OF BCA:
• UG to PG - 26%
• Employment - 60%.

DEPARTMENT OF BBA:
• UG to PG - 30%
• Employment - 40%.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affliating university within the city/district.

Details of college result

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Programme</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.Ed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>BBA</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>3</td>
<td>BCA</td>
<td>90%</td>
<td>94%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

5.2.3 How does the institution facilitate student progression to higher
level of education and/or towards employment?

The institution facilitates student progression to higher level of education or towards employment through the proper placements in all the fields so that the students get the job as well as the chance of higher education. The institute from time to time makes arrangement of various guest lectures. Eminent personalities from diverse field of education are invited to interact with the students. This step of college has facilitated the students in earning better job opportunities. Even the personality of the students enhances after working and also provides the secure future. Personality development programmes are also available for the student progression to higher level of education or employment.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The college arranges mentoring classes for the weaker students and slow learners to help them win anxiety of a failure and bring their interest back to the subject of study. The marginal students are taken up by the student counselling cell and are motivated by personal counselling. Measures are taken by the college, focusing on the interest of students and to bring down the dropout rates:
1. Mentoring classes.
2. Expert classes.
3. Parents-Teachers meetings.
4. Counselling.
5. SMS facility to the parents is provided to caution them about the failure.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.
• The **sports** committee conducts annual sports of the college and covers the events like:

1. Long jump
2. High jump
3. Javelin throw
4. Discus throw
5. Short put throw
6. Volley ball
7. Throw ball
8. Cricket etc.

This annual event CHARAVUYH witnesses enthusiastic participation of the students.

Games – inter-class championship of Foot Ball, Volley Ball and Cricket are organized every year. Kits are provided by the college and the adjacent play ground is made use of, for such events as and when required.

• **Cultural Events**- Various cultural and extracurricular activities like folk dances, Classical singing, Group singing, theatrical items, traditional heritage items, fine arts items, Quiz, Literary items are offered to the students. Annual function VIBRATIONS is the gala event.

For further details calendar attached.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Various college teams are participating in different extracurricular sports and cultural activities and bringing in laurels to the college.

• Participation in Cricket Tournament 2011- BBA/BCA Students
• Participation in Cricket Tournament in IIMR College 2014- BBA/BCA Students (Won 2\textsuperscript{nd} Prize)
Participation in Project Designing by BBA Students – Topic Robotics

Won 2nd Prize in Debate Competition in IIMT by BBA/BCA Students

BBA students were certified for participation in National Seminar on NREGA.

Participation in National Sports day by B.Ed. students as Kho-Kho Team in NGI.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Feedback helps to do better and revive the work. We have a practice of taking a feed on by various people.

- Student – Feedback from students in take time to time as an ongoing practice. At times data in maintained and is used as a basis for development.

- Alumni – Feedback from alumni have been obtained and group discussions are held. Its analysis has been used in curriculum development and teaching learning and Evaluation process.

- This feedback is analyzed for its appraisal.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college encourages its students to publish materials like college News letter, writing blogs and forums, magazine, wall magazines. The students are motivated to express their talent through articles, paintings, and graffiti. Their creativity is given a free flight. The college magazine
provides them with a platform to express them. The Editorial Board in the beginning of the session meets and decides the lay out plan for the rolling out of the latest issue of the college magazine. The applications for the student editor are invited. The teachers motivate the students to bring out the creative genius in them.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.
NA

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The College believes in student centric practices and student participation in all the dimensions of campus life. Students take active part in various committees. The student representatives are in:
1. NEWS LETTER committee: The committee comprises Chief Editor, Editor and student Editors. The committee invites writings from students, teachers and non-teaching staff and publishes them in the form of magazine periodically.
2. Cultural committee: This committee is constituted to promote the cultural activities among the students. Culturally talented students are spotted by committee member and the efforts are made to.
3. Seminar committee
4. Eco-club
5. Placement cell
6. Student counselling
7. Sports committee
8. Grievance cell develop their skills and talents by encouragement, right training and performances
9. Disciplinary committee
10. Attendance committee
11. Maintenance committee
12. Alumni Association
13. Review committee to eliminate ragging

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the college would like to include.

The faculty of the college maintains a good relation with the alumni association and any suggestions given by them regarding the academic improvement are considered by the management with due importance. Guest lectures are delivered by alumni members, former faculty on topic in their field of specialization and relating to the overall development of students. The alumni help current students in finding placement by providing information on the employment opportunities. Though the activities of the alumni association have been on a very low key during entire period of its existence, a few alumni in their individual capacity have involved in academic support by associating themselves in delivering talks and also through different programmes held in the college. Former faculties have been prioritized for their academic excellence and are marked as “Yardsticks” for the progress of the institution.

**CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 Institutional Vision and Leadership**

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.?
**Mission**

To provide holistic approach to education addressing the whole person development and emphasizes the cognitive, social, physical and moral aspects of the individual’s personality who will contribute services to the society and community as responsible humans.

**Vision**

We envision a world of international repute which empowers and fosters growth of each other and community, by providing an education that will strengthen and nurture young minds to act with integrity, honesty, self-responsibility, delight and diversity, cooperation and honouring of all living things.

**AIMS & OBJECTIVES**

**We aim to Educational Quality for Excellence**

- By offering high quality, academically sound education to students in a supportive and understanding environment.
- By nurturing an atmosphere of trust between the Institution’s community, by providing a stable, secure and welcoming atmosphere for all individuals within the institution.
- By promoting student’s creativity by displaying positive attitude towards creativity, allowing students to engage actively in the learning process.
- By providing a wide variety of stimulating learning experiences and allowing students to acquire the concepts, skills and attitudes necessary to develop their full individual potential.
- By helping students to assess their own abilities and become independent learners, able to solve problems, work in groups and set priorities.
- By encourage cultural understanding, tolerance and the enjoyment of diversity and exposing students to different cultures through a well planned curriculum mindful of the views and beliefs of others.
• By develop self-esteem and a sense of respect for others and becoming aware of one’s own personal beliefs and attitudes, as well the wider significance of local and global issues.
• By forward-looking strategic planning, open communication with the local, national and international community to integrate the Group in an environment that is supportive both intellectually and materially.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

1. Vertical and horizontal meetings are held to meet the needs of the curriculum development.
2. We try to inculcate and focus on various points.
   - Evaluation / Assessment of student understanding & future needs.
   - Frequency of collaborative session.
   - Inclusion of basic skills in developing curriculum and co-curricular activities.
   - Inclusion of relevant issues in curriculum development.
   - Distribution of written curriculum as by university norms and need of the student.
   - Sensitivity of curriculum towards religious differences, culture, gender, ethnic and linguistic.
   - Frame time to review policies and curriculum.
   - Budgeting and resource management.
   - Best use of ICT facility for student.
   - Appropriate provision for development of visibility of learning experiences of community.
   - Learning engagements in curriculum to enhance social services and environment awareness.
   - Curriculum having aspects to promote internationalism.
     • Instruction has as well define academic honesty policy well which helps to ensue.
• Curriculum Achievement Plan is developed by the institution for each subject area. Which shows the achievement of the curriculum – When, How, What.

3. Development of the objectives to achieve better has been a window for advancement. Objective sheet is the consolidated action plan of the institutes standards and practices. This objective sheet displays the thrust areas and measure of Performances for each practice. It covers

• - Our Philosophy
• - Promotion of Internationalism
• - Our organization
• - Curriculum
• - Collaboration
• - Teaching and learning
• - Assessments

Plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement.

• The Governing council meets once in a month or as per requirements.

Crucial decisions are taken in the meeting with the governing council members and principal. The proceedings are recorded and sent to management committee for approval.

• The management committee meets once in a month and discusses the proceedings.
• Certain crucial decisions are taken, in the office bearers meeting which takes
• place once in a week

6.1.3 What is the involvement of the leadership in ensuring?

• The policy statements and action plans for fulfillment of the stated mission
• Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
The authorities gather information about the various aspects of College functioning through a number of ways. The management encourages the participation of the staff in the process of decision-making in institutional functioning. Both teachers and non-teaching staff have their representatives in the College’s Governing Body, which is its highest decision-making body. The College has constituted different Committees teacher and members of the non-teaching staff which play an important role in the planning and implementation of activities in different spheres of institutional functioning. The personal interaction of the Principal with various stakeholders, the faculty, the non teaching staff, the students, the guardians play an important role in this. This apart, information available in student feedback forms any information available in self-appraisal forms of teachers help the authorities plan proper support for the policies. The participatory role of the management encourages and sustains the involvement of the college staff, which is necessary for the efficient and effective running of the College. The Principal is the Head of the Institution and he bears the ultimate responsibility for the smooth running of the College. The role of the Principal of the College is multi-dimensional. As the Head of the Institution, the Principal is responsible for both the academic and administrative functioning of the College. He prepares the agenda for Governing Body meetings. He places before the Body, academic and administrative matters requiring the Body’s approval and he is responsible for executing its decisions. He is also responsible for all correspondence with the Governing Body, State Government, the
Central Government, University Grants Commission, University and different stakeholders of the College. The Principal receives reports from the different College Committees, which offer advice to him in matters defined in the terms of reference of their functions.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time? Many policies are developed by the institution in order to maintain the quality and standards.

- Action plan
- Academic Honesty Policy
- Assessment policy
- Whole person resolution
- Language policy
- Teachers evaluation policy

The institution has constituted an effective internal quality assurance system. The quality performance is reviewed from time to time through this system for continued sustainability. The Principal of the college, has complete autonomy to govern the institution within the purview of the rules and regulations framed by the government. In the beginning of the academic year, the college calendar will be prepared and the responsibilities are distributed. The head of the institution appoints the conveners for various committees. The committees prepare action plans and submit to the principal for approval. The committees carry out the activities and submit the report of the work done to the head of the institution. All these activities are evaluated by the IQAC. The administrative staffs are given a job map along with the roles and responsibilities.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?
The Management of the college is in constant touch with head of the institution and has an amicable rapport with the head of the institution. In the institution the members of the Management Committee meets frequently and the problems and issues related to college development, administration, appointment and infrastructural needs and student disciplines are discussed. In the Management committee meeting, head of the institute and some staff members nominated by the management committee are also present to provide information and suggestions if any. In the meetings responsibilities are defined and communicated to the staff through the head of the institution. If the situation demands, the President of the Management Committee holds meeting with the teachers to communicate directly and bestows the responsibilities. The teaching as well as the non-teaching and supporting staff follows on instructions and obey the order in the interest of the institution.

ORGANISATIONAL CHART ATTACHED.

6.1.6 How does the college groom leadership at various levels?

The management is always encouraging and supporting the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process. The management through the head of the institution involves the staff members in various activities related to the development of the college. The staff members are involved by way of constitution of various committees such as Building Committee, Advisory Committee, Discipline Committee, Examination Committee, etc. The best working committee is appreciated and the staff members involved are suitably rewarded.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?
A decentralized functioning mechanism, empowers the departments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions. The college prepares prospectus with the help of different committees and makes prior action plans regarding admissions, time table framing for the existing institutional process. College authority specifies well defined policies for the enhancement of qualitative educational system. The suggestions of the management are communicated to the teaching and non-teaching employees. Principal assigns specific duties to various academic and administrative bodies of the college on the basis of suggestions of the Management.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

The management actively takes part in the working of the institution. The management plays the leading role in governance and management of the institution. The management observes the day to day working of the college administration, governance, management and academic activities. The Management conducts meetings periodically and ensures the respective policies taken for the best success of individual career program. Management looks after the faculty requirement, infrastructure, financial expenditure and it provides the funds for different developmental activities taking place in the campus.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, College has formally stated quality policy. A number of steps have been taken to translate quality to its various units by the college. The perspective plans and policies are prepared by the IQAC based on the activities proposed by various departments for the calendar year. The
governing council grants permission for the perspective plan to be presented to the stakeholders. Then it is placed before the Teachers, Student Representatives and administrators for an open discussion. A consensus is arrived at, finalized and submitted to the governing council for scrutiny and implementation.

· The Management holds formal and informal dialogues with the staff, from time to time, to redress any grievances.
· In the academic units, teachers are encouraged to participate in seminars, conferences, workshops and refresher and orientation courses to update their knowledge and skill base.
· The administrative functionaries though depleting in numbers is regularly subjected to internal transfers so that staff is exposed to the working of different departments. The faculty has been provided with separate rooms adequately furnished and equipped with the latest communication technology and gadgets.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

1. Infrastructure development plan: Making of sports centre, more resource centres, auditorium and research centre
2. Academic plans: Management gives liberty to the principal, faculty and student representatives’ to plan for the future progressive system of education and to conduct seminars, to participate in fairs and workshops conducted by other organizations.

6.2.3 Describe the internal organizational structure and decision making processes.

ORGANISATIONAL CHART ATTACHED.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
Teaching & Learning
The college is committed to make teaching and learning “Student Centric” which makes the students to think, analyze, be independent, original and creative. Students from diverse backgrounds and abilities are admitted. Their individual needs are properly addressed. The admissions of students are strictly followed based on the rules and regulations set by CCS University and the process is transparent. The college admits students of different backgrounds and with varying abilities – rich and poor, urban and rural, Minority and differently able students. Special considerations are given to the financially weak and disadvantaged students through fee concessions/scholarships. Infrastructural facilities like lifts is provided to the differently able students. Learning methods encourage students’ participation through project work, training in relevant software and e-learning. Teaching innovations through modern teaching aids and ICT facilities make the learning process more students friendly. Students are provided with library resources, internet facilities, Group presentations, classroom quiz etc to achieve qualitative improvement in teaching learning process. The faculty is recruited through a selection process in accordance with the directions of the Management. The faculty is highly competent and dedicated. The College ensures the competency of staff and helps the faculty to develop continuously. The college follows the self-appraisal method to evaluate the performance of faculty, which is used for correcting shortfalls. The teachers are given full permission to enrich their knowledge through Seminars, Orientation Courses etc. The academic progress of the students is monitored through Continuous Internal assessment in its various components. Identification of slow and
advanced learners is made by the faculty on the basis of classroom interactions, Remedial and tutorial classes are arranged for slow and differently-able learners. Advanced learners are encouraged to undertake in seminars and conferences.

**Research & Development**
Till now, there is no facility for recognized research centre in the college duly approved by the affiliating university. The faculty is very much aware of the growing importance of the research based education. College encourages the teachers for research work. Consequently three PhD holders are engaged in active research work. The Management supports the professional developments of the faculty and encourages them to undertake research and to participate in Seminars, Orientation courses, Refresher course, Conferences, and Faculty development programmes by sanctioning study leaves and necessary OOD.

**Community Engagement**
Various activities are designed which help the learner to develop.
- Awareness week
- Environment week
- Community service
- Cultural Activities
- Field trips
- Educational tour etc

**Human Resource Management**
College follows the process of assessing adequate human power requirements, staff recruiting, monitoring and planning professional development programmes for personnel development. There are many staff welfare schemes. Staff training takes place periodically. The institution recruits faculty members and staff based on the guidelines provided by the university.

**Industry Interaction**
The institution sends students to jobs fairs and seminars conducted by different industries. Some of the students have been placed in different industries. The institute interacts with various local as well as outside institutes and consults other institutes to discuss on various issues for the improvement of Education system. IT fest has been held by the college. Students have participated in culture programmes held at various places. The college organizes field tours to various industries as to make students to learn a lot from these visits.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The management and head of the institution are always in interactive mode with each other. The head of institution and manager of Management Committee get the feedback from teachers, students and the public with regards to the teaching quality, curriculum, extra curricular activities and infrastructural demands. In the meeting of the Management Committee the information gathered from different sources are discussed with the participating members. After thorough discussion and deliberation the existing facilities and activities of the institution are reviewed and decisions are taken for their implementation after going through the available resources and modalities.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management is always encouraging and supporting the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process. The management through the head of the institution involves the staff members in various activities related to the development of the college. The staff members are involved by way of constitution of various committees such as Building
Committee, Admission Committee, Advisory Committee, Examination Committee, etc.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions. Management Society keeps on working for the betterment of the institution. The Management last year, in the meeting of the council passed the following resolutions
1. Construction of girls’ hostel
2. Approval of civil works
3. Library Equipment, furniture
4. Resource centres and seminar halls

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

The affiliating university does not make any provision for according the status of autonomy to any affiliated institution.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Institute has constituted a Grievance Redressal Committee. This committee discusses the matter with Principal to solve the problem. Some of the following grievances have been resolved recently.
1. Restroom facilities to students and staff
2. Canteen facility
3. Sophisticated infrastructure in computer lab
4. Electricity in all the class rooms.
Staff and Students send their Grievances through letters to the Grievance cell and solve it by personal interaction with the principal and Management.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There is no instance of court case has been filed against the institute.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

The institute has a clearly set and defined mechanism of obtaining the feedback from the students to improve the performance and quality of the institutional provisions. The principal and the committee members collect the feedback from the students, alumni and parents in different meetings. The inputs are used to improve the overall competency of the students for employability

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

1. The management has a potential map of the faculty and is able to rightly identify their individual strengths, areas of interest and accordingly assign responsibilities. It protects the freedom of individuals, appreciating their innovations and thereby motivation is achieved. Responsibilities of every staff are communicated to them through notices that clearly define their role in the implementation of any given assignments. Besides they are also informally counselled so as to make them aware of their duties. The institution promotes professional development of the faculty to the greatest possible extent.
Lot of efforts are made to enhance the professional development of teaching and non teaching staff. The college has a fund which is utilized for professional development, enabling the teaching departments to organize seminars, conferences and workshops. Faculty members of the institution actively participate in national and international seminars and conferences. The institution encourages faculty members to enrol for or provide resources for training programmes and workshops. Most of the members of the teaching faculty are members of national and international professional bodies. Examination training is given to non teaching staff.

2. Faculty is the backbone of an institution. Management systematically plans for ongoing PD sessions for the faculty by in-house or out-house experts.

- Special motivation is given to the faculty to improve upon their education qualification is researches and further studies.
- Reference books and subscribed journals of various subjects are provided time to time.
- Ongoing F.D.P. sessions are conducted for the positive growth.
- Linkage with various organizations.
- Motivate faculty to attend seminars, workshops, conferences and F.D.Ps.
- Encourage staff for personal research projects.
- Arranges guest lecturers for the faculty.
- Sending faculty as guest lecturers to other institutes.
- Formation of various committees of teaching staff.
- Making of teachers evaluation policy.
- Organizing Orientation Programmes.
- Section of Professional Development books in library.

6.3.2 What are the strategies adopted by the institution for faculty
empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Faculty is the backbone of an institution. Management systematically plans for ongoing PD sessions for the faculty by in-house or out-house experts.

- Special motivation is given to the faculty to improve upon their education qualification is researches and further studies.
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- Formation of various committees of teaching staff.
- Making of teachers evaluation policy.
- Organizing Orientation Programmes.
- Section of Professional Development books in library.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- Institute has a staff job descriptor, it reflects the appraisal system.
- The achievements of faculty members are monitored and updated in the college records. Performance appraisal system is implemented as per the guidelines from UGC. The appraisal report of faculty is made by the concerned head of the department on the basis of his/her yearly achievements, discipline, quality etc. and is then submitted to the head of the institute. This besides the assessment of the teachers comes through the feedback forms, which in turn indicate the teachers’ quality, by the students also.
6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

1. Institute has a FACULTY MANUAL/POLICY with multiple indicators.  
2. The management always plays an active role in the performance appraisal of the staff. The management keeps a keen vigil on the working behaviour of the members of the teaching as well as the non teaching faculty. Annual increments and placement in the grades are all implemented under the signatures of the managing committee. The management has in the recent past given due recognition to the teachers who have completed their Ph.D. Similarly the college management after the appraisal of the faculty takes no time in implementing the benefits due to the staff. The management takes effective decisions and provides the appraisal details to the appropriate stakeholders by incorporating the decisions in the proceedings of the meetings of the trust and managing committee.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years? 
Institute has a FACULTY MANUAL/POLICY with multiple indicators. All welfare schemes are mentioned in it

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Management committee provides all facilities to its staff. Being a non profit organization college collects low fees from the students and provides maximum pay scale for the staff. It retains the staff through periodical promotions and annual increments. Provident Fund and Mediclaim facilities are also provided for all the staffs.

6.4 Financial Management and Resource Mobilization
6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The financial resources of the college are managed in a very effective and foolproof manner. There is fully computerized accounts department in the college. Double entry system is followed to maintain the accounts of the college. The following three types of accounts are created:

· Receipts & Payment Accounts.
· Income & Expenditure Accounts.
· Balance Sheets

Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through cheques. Only duly authorized persons can operate through the bank. For effective check on the accounts the two tier system is followed; the internal and the external audit. Internal audit is done perpetually. The internal audit committee consists of bursar, Office Superintendent and the internal auditor. The external audit is done by the Chartered Accountant before the session comes to an end. For efficient use of the financial resources, the budget is prepared. There are three types of payments/expenditures: Recurring Non recurring (Prov. Fund & Gratuity etc.) Capital Expenditure Separate budget is allocated to enable the institution for efficient use of the financial resources.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The Management has its own set up for conducting internal audit of finance and accounts. The external audit is done by professional accountants periodically.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.
Major component of funding comes from the students’ fee.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any). Management takes care of funding, accounting and review mechanism.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

c. Does the IQAC have external members on its committee?

d. If so, mention any significant contribution made by them.

e. How do students and alumni contribute to the effective functioning of the IQAC?

f. How does the IQAC communicate and engage staff from different constituents of the institution?

A) The institution has its IQA Cell with the following composition:

**Quality Assurance Cell Committee**

**Objective**-

NVP is committed to community and academic excellence which thrive through honesty, trust and mutual it is essential that all the members of the community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work.

**Responsibilities Shared**-

The main motive of the IQAC committee is
1. An effective internal quality management demonstration
2. Managing the processes through delegation of work in teams and members
3. Managing systems improvement and training
4. Involving people from all departments and levels
5. Identification of limitations and eliminations of barriers to teaching learning
6. Constant review and analysis of data for development.
7. To work in collaboration with open communication with team spirit.

Members of the committee-

- Dr. Dinesh Sharma (Principal)
- Dr. Salabh Mehrotra (Vice-Principal)
- Mrs. Bhavna Sharma (Pedagogical Leader)
- HOD’s
- Faculty Members

Within the existing academic and administrative system, the institution has developed mechanisms of its own for the quality assurance. The academic quality of the institution is evaluated on the basis of the performance of the students in their examinations. The teachers also judge the student’s academic abilities by way of question-answer and written tests. The poor students are helped by the teachers to improve their academic quality by taking extra classes and providing books and literature. The administrative system also looks after the quality education in the institution. The different committees set up by the institution are always aware to the administrative needs. The Advisory Board, the Examination Committee, the Magazine Committee, the Finance Committee are all constituted and are well equipped for quality assurance of the institution’s administration. The academic and administrative systems in the institution have been quite effective to the enhancement of quality education. The institution has fool proof mechanism to get the academic and administrative machinery of the institution in motion. The academic quality of the institution is maintained by the teaching and learning processes. The administrative quality is maintained by the effective functions carried out by the various committees. The two mechanisms are interdependent and, therefore, there is no scope for any failure in any
system. Head of the Institution conducts meeting regularly and visit the class rooms to ensure proper delivery of the material and timely completion of course as per syllabus in time. The students play a major role in assuring quality of education imparted by the institution. It is through their active participation in classrooms that the quality of the education is maintained. Students are punctual and attend classes regularly. They also interact with the class teachers and request for extra classes if needed. They approach to the teachers for the solution of their problems related to their syllabus. Their participation is also assured by involving them in Cultural and other activities. The students also approach to the head of the institution directly for the redressal of their problems. The best practices in the institution have been promoted in full gusto. The institution has internalized the best practices in order to improve the functioning of the academic and administrative systems. The insistence on student’s participation in academic and administrative matters has improved the quality of the education and administration in the institution. The students come forward to maintain the best practices evolved through academic and administrative systems. The administration in the institution is maintained by the involvement of the staff at every level. The examinations are held quite smoothly by the active participation of the staff. The teachers have been quite supportive to the academic needs of the students by offering them reading materials and tutorials.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

The institution has adopted a three tier system where the governing Council is the ultimate decision making body accountable to the stakeholders. The IQAC, the planning body, collects inferences from the learners and various committees through participatory interactions, based on which it proposes comprehensive perspective plan to the governing council for approval and implementation. The chain of committees is in charge of implementation of developmental and academic activities assigned by the governing council. The supervision by the governing
council ensures the proper implementation. The fair representation of the learners ensures the transparency in the process.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The institution ensures that the decisions based on the findings of the IQAC are fully adhered to. The academic as well as the administrative working is further smoothened by the time to time training sessions being organized by the college for its teaching as well as the non teaching staff. Personality Development programme, Small workshops over the weekends, in the form of interactive sessions, have helped the staff of the institution work in a better and more promising way.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

The institution is affiliated with the CCS University, Meerut. The university has its set mechanism to audit the academic working of the college. The university every year sends a team of the experts to conduct academic audit. The team visits the college and very minutely observes the working of the institution in all its aspects. The committee then comments on the performance and thereby suggest the important changes required, similarly the other form of audit comes in the form of the team visiting the institution as and when any new course is introduced. This committee, too like the previous one remarks and suggests on the changes desirable in the college. The college very honestly adheres to the recommendations made by the committees.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?
In the case of the institution the external regulatory authority is the Affiliating University i.e., CCS University and college makes the compliances as per their needs and requirements.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The institute’s approach to the learning outcome assessment is defined clearly. Faculty is best suited to determine the intended educational outcomes of their academic programs and activities. How to assess these outcomes and how to use the results for program development and improvement is a part of student evaluation. The results of Outcome Assessment are used to evaluate the effectiveness of academic programs and activities and student services and the performance of individual faculty. Faculty use the information collected to develop and improve academic programs. The institution has a clearly defined, set mechanism to monitor the learning outcomes. Attendance is compulsorily taken for every lecture. Mentoring classes and laboratory hours are fixed. The remedial classes and assignments are corrected within a short duration and the marks are entered in work register, which acts as a ready reckoned for the academic progress of the students. Based on the participation in the class and the marks scored in the tutorials and assignments, the student level is judged by the staff member and appropriate action is taken. At the end of each periodical test, progress reports which consist of unit test results and attendance status are submitted to the office for further action. Counselling is given to slow learners. Parents of such students are called to meet their respective faculty member every month on second Saturday. As the entire lab courses are continuously assessed, students who lag in these courses are given additional help and guidance. They are also given additional lab practice. The faculty members are encouraged to conduct surprise tests, quiz, etc. to monitor the academic progress of each student. Student’s feedback on teachers also improves the effective implementation of quality policies.

6.5.7 How does the institution communicate its quality assurance policies,
mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The institution has evolved a stakeholders’ web by forming different platforms like College Advisory Board, alumni, Parent Teacher Meet and various committees with a fair representation of students. The IQAC in the planning process considers feedbacks collected from all the stakeholders to prepare perspectives on development. These developmental perspectives are discussed in the respective meetings of Advisory Board, PTM and alumni. The reflections of the meetings are incorporated in the plan. The management has developed evaluation tools for stakeholders to record their opinions, suggestions and objections for constructive developments for future.

**CRITERIA VII: INNOVATIONS AND BEST PRACTICES**

**7.1 Environment Consciousness**

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

1. There is no formal conducting of green audit in the institution but the institution is eco friendly. Lot of expenditure is incurred to make the campus eco friendly.

2. Institute has an ECO CLUB. Eco Club An Green initiative by the students of NEELKANTH GROUP OF INSTITUTIONS We have named our club as **GREEN GUARDS** which aims to work on issues like-

   • Environment
   • Health and hygiene
   • Education

All the colleges of NGI are the active partners and behold the responsibilities.
MISSION STATEMENT

We strive to create an environment where personal and moral change mutually supports each other in the context of environment. We aim to take positive actions to preserve, protect, serve, initiate, live and let live in healthy, conducive environment for better tomorrow.

OUR VALUES

- We all work towards a lifestyle that
- fosters a sense of community.
- is ecologically responsible.
- fosters harmony.
- supports individual’s growth.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

* Energy conservation
The college class rooms are well ventilated and lighted and needs no artificial lighting. Still the institution has installed CFLs and LED’S, this has helped a lot in conservation of electricity.

* Water harvesting
Rain-Water harvesting project is already functioning in the college.

* Efforts for Carbon neutrality
The college at its own level has taken up certain preventive measures to check the emission of carbon oxide. The college has made arrangements for the parking of the vehicles of the students in the college ground. This helps in keeping the campus as much as possible clean. The dead leaves and the waste papers are not allowed to be put on fire. The leaves are buried in the soil itself and the papers are disposed off.

* Plantation
A lot of expenditure is incurred to keep the environment green. For this the college support staffs is working very whole heartedly. The trees are planted. Our ECO CLUB is quite active to organise such events
* Hazardous waste management
The college uses very less corrosive chemicals for carrying out practical classes.
• Disposal to drains is done in dilute form and is kept in minimum practical.
• Chemicals are purchased in minimum quantity to save expiry and disposal.

* e-waste management
As the e-Waste cannot be recycled the following steps are taken.
• A letter would be forwarded to the management regarding the scrap computers.
• Management will ask the technicians to check the computers condition.
• It recommended computers are in a working condition it will be repaired & again used in the lab, if not management will quotation for disposal.
• Collection of quotation from various vendors.
• The successful vendor will take over the scrap computer.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

1. We have developed a document – OBJECTIVE SHEET- which shows the standards and practices in all the aspects of the college.
Development of the objectives to achieve better has been a window for advancement. Objective sheet is the consolidated action plan of the institutes standards and practices. This objective sheet displays the thrust areas and measure of Performances for each practice.

It covers
- Our Philosophy
- Promotion of Internationalism
- Our organization
2. Institution has a defined Action Plan which helps to support the teaching and learning practices. Which has standards and practices to enhance the working of the institution and achieve better benchmarks?

- Various curricular and co-curricular activities are designed (as reflective in monthly engagement calendar and Curriculum Achievement Plan) to meet the needs of the student.
- We aim to have student centered class rooms. Students are the leading learners opportunities are set to help them to reflect.
- Taking feedback and reflection practice is strongly effective in day to day learning.
- Institution has a pledge for whole person development where all the members of boards, heads and faculty are responsible for the growth beyond books.

3. Various engagements are designed to develop the communication skills of the students as students come from various backgrounds.
   - Visit to Library
   - Opportunity in the class-room
   - Reflection
   - Visit to Language Lab
   - P.D.P. Classes etc
   - Support communication skills

4. ICT facility is important for student’s growth. Institution has time-line for the ICT classes and students hence an open access to ICT Lab. Student are also allowed to reflect and develop. ICT based projects. Special celebrating of ICT weeks to make student feel the importance of ICT Institutes also has an ICT scope and Sequence document which provide clear picture to student and faculty to proceed with teaching and learning.
5. P.D.P. Classes are produced to help students to discover themselves and learn soft skills and professional skills for future

6. Community Services + Social responsibilities have been the strong part to work on for Neelkanth Vidyapeeth.
   - Blood donation campus
   - Working for Literacy awareness
   - Health related issues
   - Environment saving campaign
   - Working on child rights
   - Supporting women etc are ongoing projects where student and faculty show readiness

6. Good practices achieved by the institution
   - Development of Action plan.
   - Development of Academic Honesty Policy.
   - Emphasis on ICT based teaching and learning
   - Formation of IQAC and its functioning.
   - Development of Newsletters of institution.
   - Regular feedback.
   - Strong and effective assessment mile stone.
   - Introducing local and global issues.
   - Organizing Eco-Club green guards.
   - Ongoing Collaborative Planning.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Title of the Practice
DIVERSE LEARNING NEEDS

1. The monitoring of the implementation of the programmes by developing an organized action plan helps to target the diverse needs of the students.

   - Institution has a defined objective sheet document.
   - Collaborative session of faculty and co-ordinator helps to find out the needs of the student and programme.
   - Board meetings time to time help to implement the programme in better ways.
   - Institution has a counseling centre and a counseling to meet the needs and help the student to do better.

2. Multiple strategies are developed to enhance and inculcate the importance of diversity and equity in the curriculum.
   - Daily class-room teaching strategies.
   - Development of different co-curricular activities.
   - Celebration of local and global festivals.
   - Working in pair and share
   - Awareness week (mentioned in activity calendar)
   - Community service
   - Campaigns
   - Seminars
   - Assembly presentation of devised topics (institution has special assembly calendar)
   - Language weeks
   - Display boards focusing special diverse
   - Cultural Activities

3. The faculty is selected through the proper selection procedure. They are ranked and selected through their experiences, education qualification and two formal interview sessions.

   - The faculty/teachers are deeply concerned by the needs of the students. We channelize this by following strategies.
     1. Collaborative planning
     2. Follow objective sheet
     3. Planning of curriculum coverage plan
4. Planning of teaching strategies in class-room
5. Organizing various curricular and co-curricular activities.
6. Framing open communication
7. Making mention time to time or as per need.
8. Organizing special and remedial classes
9. Conducting Parent Teacher Conferences
10. Conducting P.D.P. classes
11. Placement of proper resources.
12. Various practices that make classroom teaching effective in relation to diversity are
13. Collaborative planning to trace out basic needs.
15. Making presentations
16. Organizing tutorials as to help for Language.
17. Remedial classes
18. Observing and discussing local and global issues
19. Meet the need and help for special need. Student by facilitating the student as per his/her need.
20. Developing counseling centre and help provided by the counselor.
21. Organizing P.D.P. classes.
22. Focus on student initialed action.
23. Open space for student to define indicators and give reflection of their learning.
24. Planning for frequent and ongoing assessment milestones.

THE CURRICULUM DESIGN
A. In order to create interest in teaching and learning process institute designs the curriculum. Active learning ad student as the partners in the class we try our best to inculcate ongoing practices within and outside the class-room.

1. Curriculum Achievement Plan is developed to target active learning. This document gives space to student to choose, act and reflect. This also helps the faculty to be more organized and impact meaningful education
document cover various teaching and learning strategies which are the indicators of various needs of the student.

2. Activity calendar channelizes the engagement and their implementation.

B. In order to enhance the skill and attitude of the student it is important to have student centered classroom practices. Faculty always tries to inculcate student based teaching methodologies. Innovative ideas of teachers and students are always welcomed and implemented.

- Feedback in collaborative session of the teachers also works as a survivor for the teaching methodologies.
- Institution has a strategy menu which is wisely implemented in the CAP document.
- Beside the strategies we try to enhance communication skills by making a good daily practice week, celebrating language weeks, presentation, cultural activities.
- Use of ICT and development of ICT skills is an important and essential part of our institution. Each student has to follow the ICT time table and learn the basic working skill. Students are also allowed to submit ICT based project and assignment.

C. Institution promotes block teaching practice as it helps the students and faculty both to collect and give the feedback on it. Students have an open feedback system for block teaching or internship of student has to follow a time-table which is at times developed in collaboration with students. Students develop and demonstrate their lesson plan and try to practice different teaching and learning strategies.

D. Enhancing curriculum is the ongoing process. We aim to work as

- Written curriculum
- Taught curriculum
- Assessed curriculum
- Written curriculum as granted by UGC is imparted as is on paper/or books.
- Written curriculum is enhanced by adding teaching and learning strategies and giving more scope to skills is converted as CAP document. Each teacher of each subject develops it within the collaboration of the heads.

- CAP is the conclusion of the feedbacks and the discussion held between the vertical and horizontal flow of the hierarchy. Feedbacks from different member of the institution are the part of consideration in improving.

- Assessment is integral to all teaching and learning our assessments data helps us to find out the working areas of improvement. What can be changed and implemented in the curriculum for betterment.

  - Collaborative meeting held in the department between the principal, co-ordinator and faculty has shaped up very fruitful. We often meet (Saturdays and as per need) to finalize each engagement and activity. We also have a provision of one to one/face to face meeting. Meeting minutes are recording and time lined.
PART III

E. EVALUATION REPORT

DEPARTMENT WISE
Evaluative Report of B.Ed Department

1. Name of the department - B. Ed.

2. Year of Establishment - 2010

3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - NA

4. Names of Interdisciplinary courses and the departments/units involved - Computer Sciences

5. Annual/ semester/choice based credit system (programme wise) - Annual

6. Participation of the department in the courses offered by other departments - BBA/BCA

7. Courses in collaboration with other universities, industries, foreign institutions, etc. - NA

8. Details of courses/programmes discontinued (if any) with reasons - NA

9. Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D Students Guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dinesh Sharma</td>
<td>Ph.D.</td>
<td>Principal</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Dr. Salabh Mehrotra</td>
<td>Ph. D.</td>
<td>Professor</td>
<td>Economics and International</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Mrs. Bhavna Sharma</td>
<td>M.Ed.</td>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Surjeet Kandari</td>
<td>M.Sc.M.Ed. NET</td>
<td>Assistant Professor</td>
<td>Measurem</td>
<td>06 Years</td>
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</tr>
<tr>
<td>Ms. Aarti Bansal</td>
<td>M.Com. M.Ed.</td>
<td>Assistant Professor</td>
<td>Educational</td>
<td>08 Years</td>
<td>NA</td>
</tr>
<tr>
<td>Mrs. Usha Sharma</td>
<td>M.A. M.Ed.</td>
<td>Assistant Professor</td>
<td>Educational</td>
<td>15 Years</td>
<td>NA</td>
</tr>
<tr>
<td>Mrs. Hemlata</td>
<td>M.Sc. MBA M.A.</td>
<td>Assistant Professor</td>
<td>Computer Sciences</td>
<td>01 Years</td>
<td>NA</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
   - Dr. K. G. Sharma
   - Dr. Shivani Rajput
   - Prof. S. K. Pundir
   - Dr. R. S. Mishra

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty - 100%

13. Student -Teacher Ratio (programme wise) - 100:7

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled - 08

15. Qualifications of teaching faculty with D.Sc. /D. Lit/ Ph.D/ M. Phil / PG.
   - As above in Point 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - No grants
Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - NA

18. Research Centre /facility recognized by the University - NA

19. Publications:
- a) Publication per faculty - NA
- Number of papers published in peer reviewed journals (national / international) by faculty and students
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

20. Areas of consultancy and income generated - NA

21. Faculty as members in
   - a) National committees
   - b) International Committees
   - c) Editorial Boards....
   - NA

22. Student projects
   - a) Percentage of students who have done in-house projects including inter departmental/programme
     - The department ensures all students take up in-house projects as it is the part of defined curriculum; hence 100% in-house projects are taken yearly.
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies
- **Projects are used as exemplars and are the part of resource centre.**

23. Awards / Recognitions received by faculty and students - NA

24. List of eminent academicians and scientists / visitors to the department
- Prof. Manzoor Ahmed
- Dr. K. G. Sharma
- Prof. S. K. Pundir
- Dr. Shivani Rajput

25. Seminars/Conferences/Workshops organized & the source of funding
   a) National
   - National Seminars were organized. Details are as follows:
   02nd June 2012- 21st Century teaching and learning plans
   02nd Feb 2012- Empowering thoughts on sustainable teaching development
   20th July 2013- Empowering thoughts with differently abled persons
   14th March 2014- Education for Special Need Children
   b) International
   - NA
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>36</td>
<td>34</td>
<td>11</td>
<td>23</td>
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<tr>
<td>Session 2012-13</td>
<td>100</td>
<td>97</td>
<td>32</td>
<td>65</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>100</td>
<td>98</td>
<td>40</td>
<td>58</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>100</td>
<td>99</td>
<td>45</td>
<td>54</td>
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</tbody>
</table>

*M = Male    *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>100%</td>
<td>Nil</td>
<td>NA</td>
</tr>
<tr>
<td>Session 2012-13</td>
<td>90%</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>80%</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>92%</td>
<td>08%</td>
<td>NA</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
- NA
29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
<td>17%</td>
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<tr>
<td>PG to M. Phil.</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other than campus</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Entrepreneurship/Self-</td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities

a) Library

- Yes (One big library)

b) Internet facilities for Staff & Students
- Available

c) Class rooms with ICT facility

- Two Classrooms

d) Laboratories

- 5 Labs

31. Number of students receiving financial assistance from college, university, Government or other agencies

- Scholarship by college by NUBY
- Scholarship by Government to SC/ST students

32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts
- 3-4 guest lectures per year
- Seminars- In-house and out-house both
- Workshops
- Special Weeks organized

33. Teaching methods adopted to improve student learning
- Student centered class-room
- Experimental learning process
- ICT enabled teaching
- Curriculum designing
- Focused on diverged need students
- Enhancement of communication skills

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- Active ECO club of the institution works on environmental awareness. Organizes campaigns and plantation.
- Organizing of health mela, blood donation camps, grooming sessions, and health & hygiene seminars.
- An extension of help towards under-privileged children for education.
- Opening of Gyananjali Vidyapeeth, an evening school for under-privileged children.
- Campaign on save girl child and promotion of women in society.

35. SWOC analysis of the department and Future plans

**SWOC Analysis**-

**Strengths**-

- Team Work
- Highly qualified committed faculty
- Good Infrastructure
- Good ICT facilities
- Well-organized team and
• Efficient students

Weaknesses-
• Lack of good quality communication skills (among students)
• Lack of research based education

Opportunities-
• Opportunities for higher education
• Placement in government and private sectors
• More opportunities for faculty members for higher education

Challenges-
• To work on students’ profile and attitude.
• To place the students in good company.

Future Plans-
• To enhance communication skills.
• Conduct more seminars, workshops and guest lectures.
• Improvement of admission strength.
• Publish more departmental magazines, journals and newsletter.
• Focus more on ICT based teaching.
Evaluative Report of BBA Department

1. Name of the department: - BBA

2. Year of Establishment: -2008

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :- Under graduate

4. Names of Interdisciplinary courses and the departments/units involved:- Computer science

5. Annual/ semester/choice based credit system (programme wise):- Semester based programme

6. Participation of the department in the courses offered by other departments: - BCA and B.ed

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:- NA

8. Details of courses/programmes discontinued (if any) with reasons:- NA

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>06</td>
<td>06</td>
</tr>
</tbody>
</table>
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Salabh Malhotra</td>
<td>PhD</td>
<td>Associate Professor</td>
<td>Economics and international trade</td>
<td>10 years</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Amit Mehrotra</td>
<td>MHRD, MBA and pursuing Phd</td>
<td>Associate Professor</td>
<td>Human Resource</td>
<td>10 years</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Puneet Rajput</td>
<td>MBA, M.A(maths)</td>
<td>Associate Professor</td>
<td>Marketing and Statistics</td>
<td>5 years</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Wasik Iqbal</td>
<td>MBA, ISO 22000-2005 (FMS)</td>
<td>Associate Professor</td>
<td>Marketing</td>
<td>6 years</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Sanjey Singh</td>
<td>M Sc, M.Tech</td>
<td>Asst. Professor</td>
<td>Mathematics</td>
<td>5 years</td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Tanvi Dubey</td>
<td>MBA</td>
<td>Asst. Professor</td>
<td>Human Resource</td>
<td>5 years</td>
<td>NA</td>
</tr>
<tr>
<td>Mrs. Deepa Verma</td>
<td>MBA</td>
<td>Asst. Professor</td>
<td>Finance</td>
<td>3 years</td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Poonam Sharma</td>
<td>MBA</td>
<td>Asst. Professor</td>
<td>Human Resource</td>
<td>1 year</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Ravibhusan Jain</td>
<td>PGDM, M Com</td>
<td>Asst. Professor</td>
<td>Finance</td>
<td>4 years</td>
<td>NA</td>
</tr>
<tr>
<td>Dr. Priyanka rana</td>
<td>PhD</td>
<td>Asst. Professor</td>
<td>Human Resource</td>
<td>9 years</td>
<td>NA</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty:- Dr. D. C Sharma, Dr. Alok Gupta,

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty:- 100%

13. Student - Teacher Ratio (programme wise):- 20:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:- 8

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:- As above in Question 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:- No grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:- NA

18. Research Centre /facility recognized by the University: - NA

19. Publications:
   a) Publication per faculty: - NA

   Number of papers published in peer reviewed journals (national /international) by faculty and students:- NA

*Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):- NA

*Monographs
*Chapter in Books
*Books Edited
*Books with ISBN/ISSN numbers with details of publishers
*Citation Index
*SNIP
*SJR
*Impact factor
*h-index

20. Areas of consultancy and income generated: - NA

21. Faculty as members in-NA

a) National committees  b) International Committees  c) Editorial Boards...

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: - The department ensures all students take-up in-house projects as it is the part of defined curriculum. Hence 100% in-house projects are undertaken yearly

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: - Projects are used as exemplars and are the part of resource center.

23. Awards / Recognitions received by faculty and students: - NA

24. List of eminent academicians and scientists / visitors to the department: - Prof. Manzoor Ahmad, Dr. Shwetank Arya, Dr. Vinod Sharma

25. Seminars/ Conferences/Workshops organized & the source of funding a) National: - Seminar on SEBI, Seminar on financial inclusion in India and Seminar on communication technology funded by college.

b) International- NA

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>*F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>240</td>
<td>141</td>
<td>91</td>
<td>50</td>
<td>97%</td>
</tr>
<tr>
<td>Session 2012-13</td>
<td>285</td>
<td>266</td>
<td>200</td>
<td>65</td>
<td>98%</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>305</td>
<td>304</td>
<td>189</td>
<td>115</td>
<td>95%</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>339</td>
<td>316</td>
<td>216</td>
<td>100</td>
<td>93%</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>80%</td>
<td>20%</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2012-13</td>
<td>88%</td>
<td>12%</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>85%</td>
<td>15%</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>90%</td>
<td>10%</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NA

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against enrolled</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other than campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>
30. Details of Infrastructural facilities
   a) Library: - 1
   b) Internet facilities for Staff & Students: - Available
   c) Class rooms with ICT facility: - 4
   d) Laboratories: - 2

31. Number of students receiving financial assistance from college, university, government or other agencies:- Scholarship by college under NUBY and scholarship by government to SC/ST students.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts
   - 2 guest lectures per semester
   - Seminars (in-house and out-house both)
   - Workshops
   - Special week organized

33. Teaching methods adopted to improve student learning
   - Student centered classroom
   - Experimental learning process
   - ICT based enabled teaching
   - Curriculum designing
   - Focus on diverse needs of students.
   - Enhancement of communication skills.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   - Active eco club of institution works on environment awareness, organized campaign and plantation.
   - Organizing of Health Melas, Blood donation camps, Grooming sessions, health and hygiene seminars.
   - An Extension of health towards underprivileged children for education.
• Opening of Gyananjali Vidyapeeth, an evening school for a underprivileged children
• Campaign on ‘Save girl child’ and promotion of women in society.

35. SWOC analysis of the department and Future plans

Strength:
• Teamwork
• Highly qualified committed faculty
• Good infrastructure
• Good ICT facility
• Well organized team
• Efficient Students

Weakness:
• Lack of good communication skills among students
• Lack of research based education

Opportunities
• Opportunities for higher education
• Placement in private and government sector
• More opportunities for faculty higher education

Challenge
• To work on student profile and attitude
• To place the students in good company

Future Plans:-
• To enhance communication skills
• Conduct more seminars, workshops and guest lectures.
• Improvement of Admission Strength
• Publish more departmental magazines, journal and newsletter
• Focus more on ICT based technology
Evalutative Report of BCA Department

1. Name of the department : Bachelor of Computer Application

2. Year of Establishment : 2008

3. Names of Programmes / Courses : UG offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

4. Names of Interdisciplinary courses and the departments/units involved : Management

5. Annual/ semester/choice based Programme Credit system (programme wise) : Semester

6. Participation of the department in the Courses offered by other departments : BBA, B.Ed

7. Courses in collaboration with other Universities, industries, foreign institutions, etc. : NA

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Salabh</td>
<td>MBA, M.Phil</td>
<td>Associate Professor</td>
<td>Management</td>
<td>10.5</td>
<td>NA</td>
</tr>
<tr>
<td>Ms. Priyanka</td>
<td>MBA,Phd, LLM</td>
<td>Asst. Professor</td>
<td>Management</td>
<td>9.6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Puneet</td>
<td>MBA, MA Math</td>
<td>Asst. Professor</td>
<td>Management</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Sanjay</td>
<td>M.Sc, M.Tech</td>
<td>Asst. Professor</td>
<td>Applied Science</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Sandeep</td>
<td>MCA, M.Tech</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>3.6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Monu</td>
<td>M.C.A</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Manoj</td>
<td>MCA, M.Tech</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Santosh Kumar</td>
<td>M.Tech</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Pankaj</td>
<td>B.Tech, M.Tech</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>6</td>
<td>NA</td>
</tr>
<tr>
<td>Mr. Vivek Bhardwaj</td>
<td>MCA</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
<td>3</td>
<td>NA</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
   Dr. Alok Gupta
   Dr. Arun Bhardwaj
   Mr. Vivek Bhardwaj

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%

13. Student -Teacher Ratio (programme wise): 20%

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 08
15. Qualifications of teaching faculty: As above in Q.No: 10 with DSc/ D.Litt/ Ph.D/ MPhil / PG.

16. Number of faculty with ongoing projects from a) : No Grants received
   National b) International funding agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18. Research Centre / facility recognized by the University : NA

19. Publications:
   * a) Publication per faculty : NA
   * Number of papers published in peer reviewed journals (national / International) by faculty and students
     * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
     * Monographs
     * Chapter in Books
     * Books Edited
     * Books with ISBN/ISSN numbers with details of publishers
     * Citation Index
     * SNIP
* SJR
* Impact factor
* h-index

20. Areas of consultancy and income generated : NA

21. Faculty as members in : NA
   a) National committees b) International Committees c) Editorial Boards 
   ....

22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme
      • The department ensures all students take up in-house projects as it is the part of defined curriculum. Hence 100% in-house project is undertaken yearly.
   
      b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
      • Projects are used as exemplars and the part of resource center.

23. Awards / Recognitions received by faculty and students: NA

24. List of eminent academicians and scientists / visitors to the department
   Prof. Manzoor Ahmed
   Mr. S.K. Pundir
   Dr. Vikesh Kumar
   Dr. Shwetank Arya
   Dr. Vinod Sharma

25. Seminars/ Conferences/Workshops organized & the source of funding a) National
b) International

- Seminars on Animation.
- Seminars on project Design Development.
- Seminars on use of Communication Technology.
- Seminars on Lab Organizer. Founded by college.

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>296</td>
<td>283</td>
<td>198</td>
<td>85</td>
</tr>
<tr>
<td>Session 2012-13</td>
<td>390</td>
<td>380</td>
<td>285</td>
<td>95</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>447</td>
<td>435</td>
<td>302</td>
<td>133</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>481</td>
<td>450</td>
<td>270</td>
<td>180</td>
</tr>
</tbody>
</table>

*M = Male    *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
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</thead>
<tbody>
<tr>
<td>Session 2013-14</td>
<td>92</td>
<td>08</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2012-13</td>
<td>87</td>
<td>13</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2011-12</td>
<td>90</td>
<td>10</td>
<td>NIL</td>
</tr>
<tr>
<td>Session 2010-11</td>
<td>80</td>
<td>20</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression
<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>26%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>60%</td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
</tr>
<tr>
<td>- Other than campus</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-</td>
<td>10%</td>
</tr>
<tr>
<td>employment</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities

   a) Library
      : Yes

   b) Internet facilities for Staff & Students  : Available

   c) Class rooms with ICT facility  : 04

   d) Laboratories  : 01

31. Number of students receiving financial assistance from college, university, Government or other agencies

   - Scholarship by college NVBY and Scholarship given to SC/ST by government.

32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts

   - Two guest lecturer per semester.
   - Seminars in house/out house both
   - Workshop
   - Special weeks organized
33. Teaching methods adopted to improve student learning
   • Students centered class rooms
   • Experimental learning process
   • ICT based enable teaching
   • Curriculum designing
   • Focus on diverged need of the students
   • Enhancement of communication skills

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   • Active echo club of the institution works as environmental awareness.
   • Organize of health melas ,blood donation camp, grooming session ,health and huge seminars
   • An extension of help to words under privilege children for education.
   • Opening of Gyananjli vidyapeeth an evening school for under privilege children.
   • Companion on save girl child and promotion of women and society.

35. SWOC analysis of the department and Future plans

STRENGTH:
   • Team work
   • Highly qualified committed faculty
   • Good Infrastructure
   • Good ICT Facilities
   • Well Organized Team
   • Efficient Student

WEAKNESS:
   • Lack of Good quality communication skills among students
   • Lack of research based education
   • OPPORTUNITIES
OPPORTUNITIES
- Opportunities for higher education
- Placement in private and government sectors
- More opportunities for higher education

CHALLENGE
- To work on student profile and attitude.
- To place the students in good company

FUTURE PLAN
- Enhance communication skills
- Conduct more seminars, workshops & guest lectures.
- Improvement of admission strength
- Publish more departmental magazines, generals, newsletters.
- Focus more on ICT based Teaching.
PART IV
F. ACADEMIC CALANDER (B.Ed)
# NEELKANTH VIDYAPEETH

## Activity and Learning Engagement Calendar

### PROGRAM: B. Ed.

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
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Page 1
PART IV
ACADEMIC CALANDER (BCA/BBA)
# Neelkanth Vidya Peeth (July, 2014-Dec, 2014)

**Activity and Learning Engagement Calendar**

**Programme: BBA/BCA**

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PART IV
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