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B. EXECUTIVE SUMMARY

The Self Study Report prepared by Hashmi Girls Degree College along with all 7 criteria set for NACC Accreditation. This self study report has been specially prepared by our Steering Committee for NAAC Accreditation. The inside of this report consist of Institutional Data featuring Profile of the College, Criterion wise analytical report, Evaluative report of the departments and series of annexure. Our entire college team has involved itself in the preparation of this Self Study Report. The principal constituted the steering committee and sub-committees with the members of the teaching staff, selected non-teaching staff and some of students. This team effort resulted in the successful completion of the self study report for NAAC submission.

Steering Committee Members:

1. Dr.Naushaba Parveen(Principal) – Chairperson
2. Dr. Sant Kumar Mishra(H.O.D. B.Ed.) – Coordinator
3. Dr. Avneesh Kumar- Teacher Member
4. Dr. Ankur Gupta- Teacher Member
5. Dr. Mohd. Saleem- Teacher Member
6. Dr. Pooja Tyagi- Teacher Member
7. Mr. Manoj Patel- Non- Teacher Member
8. Ms. Shahira Zubair- Student Member
9. Ms. Anu Chauhan- Student Member

PROFILE OF THE COLLEGE

Hashmi Girls Degree College is situated in Amroha City of Uttar Pradesh. It is well- linked by road and railways hence one can have easy access to the college campus. The campus of the college is proliferated on a wide area of land. It has a vast playground, a well maintained garden and a huge agricultural land located about 02 km from college campus. The college is very safe and secure because of its location nearby to the police station. The college is very rich in its infrastructure maintained as per norms. The most promising feature of this college can be seen in its earnest efforts to make the female population of the society educated. At present More than 5252 girl students are pursuing various courses in different streams.

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The College, under the aegis of Hashmi Human Resources Development Society, Amroha, started B.A. course in 2001. The college is offering programmes in B.A. (Hindi, English, Urdu, Economics, Political Science, Geography, Psychology, Sociology, History, Drawing & Painting, Home Science and Education.), B.ED., M.A. (English, Urdu, Geography, Home Science, Hindi and Drawing & Painting), B.Sc. Home Science and B.Sc. TDS(Mathematics Group & Biology Group) under self finance scheme. The college is affiliated to Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. College is also offering 58 programmes through distance education with IGNOU, Uttar Pradesh Rajarshi Tondan Open University and Aligarh Muslim University. The college is recognized under section 2(F) of the UGC Act 1956, vide letter no- **F.8-247/2006(CPP-I) 21 March 2007** and this college is also recognized under section 12(B) of the UGC Act 1956, vide letter no- **F.No.8-247/2006 (CPP-I/C) 8th Nov. 2012**. Since 2001, when the College was founded at the Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh, its **mission** has been to be a leader and a symbol of excellence in education, research and service on both the state and national level. The College aims to revolutionize learning and redefine the boundaries of knowledge by combining cutting-edge methodology with a commitment to teaching and a scientific approach. The college has a long history of academic excellence, its orientation to innovation demands that it respond rapidly to the challenges of a changing world. Good discipline, dedication and devotion to work are the hallmarks of this College. It fulfills all the norms formulated by authorities like UGC, NCTE, Concern University and State Government.

The main objective of the College is to bring about the physical, mental, emotional and ethical integration of an individual in order to evolving a complete human being. A good reputation is maintained among students and the masses because of its result oriented design.

The mission of the Institute is to develop innovative and ethical future leaders capable of managing change and transformation in a globally competitive environment and to advance the theory and practice of management.

The College contributes and takes initiative to developing a positive environment for teaching and learning, catering to their need fulfillment by conducting curricular, co-curricular and extra-curricular activities like- Rangoli Competition, Menhadi Competition, Poster Competition, and Debate Competition etc. Regular feedback from the students is usually taken through holding seminars, extempore thereby enhancing teacher's performances. Catering to the fullest development and exposition of the students and healthy interaction between teachers and the students, NSS and Scout and Guide camps are organized, which is an integral part of the syllabus. Different activities like Adult Education, Women Impoverishment, Voter awareness Campaign, Awareness

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regarding- Child marriage, dowry system, female infanticide, women exploitation, Tent pitching, cooking along with the cultural programmes are organized in camps.

Quality improvement measures through regular evaluation and feedback from students help the teaching learning process to the benefit of the College, thereby enabling the students to achieve excellence in its objectives. Disciplined academic schedule and continuous evaluation is maintained through home assignments, class tests, internal examination, quizzes etc. In order to felicitate slow and advanced learners, extra classes are held from time to time to prepare weaker one's come up to the margin, where needed. The college follows the curriculum, programmes and activities prescribed by Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. Theory and practical are done as per the University norms. Academic Calendar is strictly followed in the College ensuring a tight teaching schedule and timely tests, assignments, competitions and various other co-curricular activities, helping in maintaining discipline in campus. The core courses together with Cultural and Literary activities, Games and Sports, NSS/ Scouting and Guiding, Social Service, Extension Activities help in the inculcation of civic responsibilities among the students.

Value based education can only be successfully imparted if it can be brought into practice in all aspects of campus life. Open area for games and sports, well-equipped library, Geography Lab. Drawing & painting Lab., Home Science labs. Psychology lab, ICT Lab and Science laboratories are handled by qualified staff and used by the students. The staff is fully qualified and the College is considering the needs of students of every strata, which fosters a spirit of togetherness in staff and students. Students of SC/ST category get the scholarship under norms of State Government. Cash fee help is also given to economically weaker students by the college management. The Departments have also developed a feedback mechanism. The feedback received orally from the old students as well as students of the current session. On the basis of feedback corrective steps and appropriate measures are taken. Faculty members provide guidance to the students for better adjustment and also in solving day to day problems. In the recreational facilities the college has the provision for indoor & outdoor games and different cultural activities.

Recruitment of students who reflect the increasingly diverse population of Amroha including those who belong to historically under represented groups with varied backgrounds- is a top priority. Bold new initiatives in the college reflect the conviction that, to be successful, teachers must learn to communicate knowledge effectively to students from all walks of life. Award-winning faculty members strive to prepare creative, intellectually well-equipped future teachers, administrators and other education-related professionals, as well as develop fresh, dynamic approaches to teaching and learning. The extensive body of knowledge

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cultivated in the College is continually shared and expanded as faculty and students reach out to fellow educational institutions, supporting and improving education around the country.

Profile of the Affiliated /Constituent College

1. Name and address of the college:

Name: Hashmi Girls Degree College
Address: Bijnor Road
City: Amroha Pin: 244221 State: Uttar Pradesh
Website: www.hashmitrust.com

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Naushaba Parveen	O: 05922-260755 R:	09917285040	05922-260755	naushabaparveen@gmail.com
Vice Principal	--	O: R:	--	- -	-----
Steering Committee Co-ordinator	Dr. Sant Kumar Mishra	O: R:	09458611068		Santkmishra1966@gmail.com

3. Status of the of Institution :

Affiliated College

Constituent College

Any other (specify)

√

4. Type of Institution:

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- a. By Gender
 - i. For Men
 - ii. **For Women**
 - iii. Co-education
- b. By shift
 - i. **Regular**
 - ii. Day
 - iii. Evening

5. Is it a recognized minority institution?

Yes

√

No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Religious

Encloser No I

6. Source of funding:

- Government
- Grant-in-aid
- Self-financing**
- Any other

√

7. a. Date of establishment of the college: **01-07-2001** (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

M.J.P.Rohilkhand University, Bareilly, U.P.

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	08-08-2007	
ii. 12 (B)	05-11-2012	

(Certificate of recognition u/s 2 (f) and 12 (B) of the **UGC Act Encloser No II**)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC

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(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/ Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	B.A. (Hindi, Eng., History, Urdu, Sociology, Pol.Sc. Economics)	E-sa-865/g.s.7/7/2001	For three years Fr. 01-07-2001	U.G. level for 7 subjects.
ii.	B.A. (Home.Sc., Drawing, Education, Psychology, Geography)	E-sa-1117/g.s.22/6/2002	For three years Fr. 01-07-2002	U.G. level for 5 subjects.
iii.	M.A.	957/sattar-2-2007-2(188)/2007, 05-02-2008	For two years Fr. 01-07-2007	P.G. in Geogra.& Home Sc.
iv.	M.A.	Samb./747/sattar-2-2008-2(480)/2008, 29-12-2008	For two years Fr. 01-07-2008	P.G. in Eng.& Urdu
v.	M.A.	Samb.165/sattar-2-2012-2(165)/2012, 31-07-2012	For two years Fr. 01-07-2012	P.G. in Hindi& Drawing, Painting
vi.	B.Sc. Home Science	1130/sattar-2-2010-2(119)/2010, 16-06-2010	For three yrs from 01-07-2010	B.Sc. Home Sc.
vii.	B.Sc.	Samb./160/sattar-2-2012-2(160)/2012, 31-07-2012	For three yrs from 01-07-2012	B.Sc.- Phy., Chem. Maths. Botany, Zoology,

(Enclose the recognition/approval letter **Encloser No III**)

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

Yes No

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

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

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

Location *	Urban
Campus area in sq. mts.	5059.90 Sq. Mts.
Built up area in sq. mts.	2540.64 Sq. Mts.

(* 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

No

- Sports facilities

* play ground Yes

* swimming pool No

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- * gymnasium **No**
- Hostel **No**
 - * Boys' hostel
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Girls' hostel
 - i. Number of hostels
 - ii. Number of inmates
 - iii. 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 **5 Flats** cadre wise)
- Cafeteria -- **Yes**
- Health centre - **No**

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- **Book shop**
- Transport facilities to cater to the needs of students and staff- **No**
- Animal house - **No**
- Biological waste disposal - **No**
- Generator or other facility for management/regulation of electricity and voltage- **Yes**

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- Solid waste management facility- No
- Waste water management- No
- Water harvesting- No

12. Details of programmes offered by the college (Give data for current academic year) **2012-13**

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted
	Under-Graduate	B.A.I	1 Year	+2	Hindi & Eng.	2sections 160	1933
		B.A.II	Do	B.A.I	Do	2sections 144	1360
		B.A.III	Do	B.A.II	Do	2sections 144	747
		B.Sc. I Home Sc.	1 Year	+2	Hindi & Eng.	1section 80	60
		B.Sc. II Home Sc.	Do	B.Sc. I Home Sc.	Do	1section 60	56
		B.Sc. III Home Sc.	Do	B.Sc. II Home Sc.	Do	1section 60	23
		B.Sc. I Physics. Maths. Chemistry, zoology, Botany	Do	1 Sec. Maths. Stream + 1 Sec. Bio. Stream	Hindi & Eng.	60Sts. In each section	13 + 41
		B.Sc. II	Do	B.Sc. I	Do	X	X
		B.Sc. III	Do	B.Sc. II	Do	X	X
	Post-Graduate	M.A. I Geography	1 Year	B.A.III Geography	Hindi & Eng.	2sections 80Sts. In each section	150

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		M.A. II Geography	1 Year	M.A.I Geography	Hindi & Eng.	2sections 60Sts. In each section	67
		M.A. I English	1 Year	B.A.III English	Eng.	2sections 80Sts. In each section	138
		M.A. II English	1 Year	M.A.I English	Eng.	2sections 60Sts. In each section	109
		M.A. I Urdu	1 Year	B.A.III Urdu	Urdu	2sections 80Sts. In each section	160
		M.A. II Urdu	1 Year	M.A.I Urdu	Urdu	2sections 60Sts. In each section	116
		M.A. I Home Sc.	1 Year	B.A.III Home Sc.	Hindi & Eng.	2sections 80Sts. In each section	125
		M.A. II Home Sc.	1 Year	M.A.I Home Sc.	Hindi & Eng.	2sections 60Sts. In each section	108
		M.A. I Hindi	1 Year	B.A.III Hindi	Hindi	1section 60Sts.	21
		M.A. II Hindi	1 Year	M.A.I Hindi	Hindi	X	X
		M.A. I Drawing	1 Year	B.A.III Drawing	Hindi & Eng.	1section 60Sts.	25
		M.A. II Drawing	1 Year	M.A.I Drawing	Hindi & Eng.	X	X
	Integrated Programmes P G	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	Ph.D.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

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	M.Phil.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	Ph. D.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	Certificate courses	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	UG Diploma	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	PG Diploma	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	Any Other (specify and provide details)	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years

if any?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	8
-----	-------------------------------------	----	--------------------------	--------	----------

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.)

Particulars	UG	PG	Research
Science	Physics/ Chemistry/Zoology/ Botany/Home Sc.	N.A.	N.A.

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Particulars	UG	PG	Research
Arts	12 Hindi, Eng. Urdu, Education, Pol. Sc; Psychology; Sociology; History; Geography; Drawing& Painting; Home. Sc; Economics.	6 Hindi; English; Urdu; Geography; Drawing& Painting; Home. Sc.	N.A.
Commerce	--	--	--
Any Other not covered above	--	--	--

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system : B.A./ B.Sc./ B.Sc. Home Sc./ M.A.
- b. semester system : Nil
- c. trimester system : Nil

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

- a. Year of Introduction of the programme(s)- 2007.
(dd/mm/yyyy)
and number of batches that completed the programme

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b. NCTE recognition details (if applicable)

Notification No.:

Date: **29.12.2006** (dd/mm/yyyy)

Validity **Permanant**

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 Programme separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government	--	--	--	--	21	20				
<i>Recruited</i>										
<i>Yet to recruit</i>	--	--	--	--	08					
Sanctioned by the Management/society	--	--	--	--	26	31	21	6	8	8

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Positions	Teaching faculty								
or other authorized bodies <i>Recruited</i>									
<i>Yet to recruit</i>	--	--	--	--					

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	0	0	0
Ph.D.	--	--	--	--	17	18	35
M.Phil.	--	--	--	--	1	0	1
PG	--	--	--	--	3	2	5
Temporary teachers							
Ph.D.	--	--	--	--	4	5	9
M.Phil.	--	--	--	--	0	0	0
PG	--	--	--	--	3	2	5
Part-time teachers							
Ph.D.	--	--	--	--	8	6	14
M.Phil.	--	--	--	--	1	0	1
PG	--	--	--	--	9	19	28

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

17

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

Categories	2008-09		2009-10		2010-11		2011-12	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	Nil	328	Nil	388	Nil	451	Nil	567

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ST	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
OBC	Nil	1021	Nil	1086	Nil	1264	Nil	2132
General	Nil	363	Nil	491	Nil	419	Nil	662
Others (Minority)	Nil	638	Nil	621	Nil	592	Nil	806

24. Details on students enrollment in the college during the current academic year **2012-13**:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	4233	1019	Nil	Nil	5252
Students from other states of India	Nil	Nil	Nil	Nil	Nil
NRI students	Nil	Nil	Nil	Nil	Nil
Foreign students	Nil	Nil	Nil	Nil	Nil
Total	4233	1019	Nil	Nil	5252

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

UG

2010-11--- 72
2011-12--- 84

PG

2010-11--- 39
2011-12--- 30

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.5355

(b) excluding the salary component

Rs. 2359

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

Yes No

If yes,

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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.

IGNOU New Delhi, UPRTOU Allahabad & AMU Aligarh

c) Number of programmes offered

58

d) Programmes carry the recognition of the Distance Education Council.

Yes No

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

B.A. - 1: 69.66
B.Sc. Home Sc. - 1 :23.17
B.Sc. - 1 : 4.4
M.A. Geography 1 : 54.25
M.A. English 1 :61.75
M.A. Home Sc. 1 :58.25
M.A. Urdu 1 :69
M.A. Hindi 1 :10.5
M.A. Drawing & Painting 1 :12.5

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

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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.

291

32.Number of teaching days during the last academic year

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

182

33.Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 16-08-2011 (dd/mm/yyyy)

34.Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. **N.A.**

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35.Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)
N.A.

C. 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.

Vision:

Our vision is to be an institution marked with the excellence in quality in all aspects of education & to be a destination of choice for guiding staff and emerging students.

Mission:

The mission of the Institute is to develop innovative and ethical future leaders capable of managing change and transformation in a globally competitive environment and to advance the theory and practice of management. Our mission is to excel through:

- Research and teaching of world-class standard and impact.
- A learning environment that supports, informs and inspires our diverse student community.
- Collaboration and enterprise that provide innovative and timely ideas and solutions for the college.
- Staff initiative, enthusiasm and commitment to the University's goals.
- Equip its students to make effective contributions to society and the economy.

Objectives:

In order to fulfil the mission, the college helps the students to -

- Acquire academic and professional competencies.
- Develop creative thinking and innovative participation.
- Creates awareness and encourage the students for their active participation in extra-curricular activities as well as in the organization of Seminars, Workshops and Research related programmes for their total development.
- Sensitize them towards social issues – poverty, illiteracy, destitution, environmental pollution, erosion of human values and create an awareness about the duties and rights of citizen.

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- Develop effective communication skills and leadership qualities.
- Help them to avail job opportunities and facilities of self employment for the young generation.
- To motivate and stimulate the students for their active participation in the teaching-learning process.

Means of Communication to Stakeholders:

The advisory committee and staff council are two main important academic bodies of the institution. The frequent meetings are held which plan programmes and discuss key issues in tune with the vision and mission of the institution. Decision taken in the advisory committee and the staff council are communicated properly to the entire students through displaying notices on the notice board and making announcements in the class rooms. The following criterion is followed to communicate the vision, mission and objectives of the college to the stakeholders:

- The college's mission and vision are displayed at the main entrance of the college.
- It is communicated to the students through college prospectus, college magazine and during the induction program.
- The vision and mission statement of the college is also displayed on the college website.

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).

The college develops academic calendar for effective implementation of the curriculum. At the outset, the advisory committee of the college conducts protracted meetings with the staff members of various department heads to develop various strategies for effective implementation of the curriculum. Teachers are encouraged beforehand to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, place visits, computer education apart from regular/traditional teaching methods. Thereafter, the staff members of various teaching departments conduct their internal meetings and develop academic plans for the coming academic year. Keeping in view, the no. of working days available, the syllabus is divided into units which are to be finished by a given deadline. Each department of the college follows the academic calendar issued by the affiliating university. Thereafter, the college plans its annual academic schedule which clearly mentions the topics to be taught and no. of working days allocated to respective topics.

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?

The curriculum prepared by the Mahatma Jyotiba Phoolle Rohilkhand University, Bareilly, Uttar Pradesh to which the college is affiliated, is well transacted to the students after serious preparation as well as critical thought by the teachers concerned. Being an affiliated institution we are always in tune into the latest trends in education and guidelines. The College encourages the teachers to participate in the Orientation/ Refresher Courses/ Workshops/ Seminars organized by the affiliating university to update the knowledge and to improve the teaching practices. The college provides ample books and other teaching and reference material like Journals, Magazines, Teaching Models and softwares to enable its teachers to ensure effective delivery of curriculum.

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.

Though the curriculum is designed and revised by the Mahatma Jyotiba Phoolle Rohilkhand University, Bareilly, Uttar Pradesh but for effective curriculum delivery, we give weightage to academic improvement and at the same time give sufficient importance to overall development of students by encouraging them to work with various forums of the college such as Student Council, NSS and Managing Committee etc. The college relies upon the globally trusted and followed teaching strategy, i.e., the chalk and talk method. However, the college and the teaching faculty have taken many initiatives for effective delivery of the curriculum. The College faculty is trained by the computer department to make them familiar with the use of computers so that they are able to use the modern technological resources internet, projectors and OHP's etc. to supplement their class room lectures. The college also organizes special lectures by inviting experts from various fields to share their knowledge with the students. The students are also taken out for educational tours such as industries/trade fairs, exhibitions and places of historical importance to provide them a firsthand knowledge of various things. Furthermore, for effective curriculum delivery, the college has got the provision of special/ remedial classes for slow learners.

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

Although the institute offers traditional programmes so there is no network and interaction with industries. The faculty members of the college are motivated to

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take up research projects initiated by the affiliating university or the UGC. Faculty members on their own also keep on interacting with various research bodies and participate in various research projects. 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. 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 members of the faculty discuss amongst themselves the relevance of the syllabus designed by the affiliating university. While recommending or forwarding the suggestions to the Board of Studies our teachers normally take into consideration the students' feedback as well as other faculty members of various departments. It has been a regular practice of the college to depute senior most faculty to meet the students in the class rooms exclusively and informally outside the class room to get their informal feedback.

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.

The college does not enjoy the freedom to frame its own curriculum for any of the academic programs.

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

The institution has formed communication channels among all the stakeholders to ensure that objectives of the curriculum are achieved in the course of implementation.

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.

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Keeping in mind the growing needs at state, national and global level and considering the unprecedented need of making the environment eco friendly, the college imparts education at Graduate/Post Graduate Degree Level, of Arts and Science.

Following is the List of Courses offered by the Institution-

Programme offered	Details
B.A. (12 Subjects)	2 units 80 Sts. In each Unit
M.A. Geography	2 units 80 Sts. In each Unit
M.A. Urdu	2 units 80 Sts. In each Unit
M.A. English	2 units 80 Sts. In each Unit
M.A. Home Science	2 units 80 Sts. In each Unit
M.A. Hindi	1 unit 60 Sts.
M.A. Drawing & Painting	1 unit 60 Sts.
B.Sc.	1 unit 60 Sts.
B.Sc. Home Science	1 unit 80 Sts.

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

No

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

- The college offers B.A., B.Sc.(Home Sc.) and B.Sc. (TDC) to keep the students abreast of this fast changing world. Keeping in mind the regional demand and to cater the younger generation with all possible facilities, the college provides traditional B.Sc. (TDC) course in Biology and Mathematics groups. The inter disciplinary course in environment was also introduced for all B.A, B. Sc, classes, so as to shoulder their responsibility as a good citizen to ensure a safe environment. At PG level, the college offers M.A. in English, Geography, Urdu, Home Science, Hindi and Drawing & Painting degrees to impart specialized knowledge to the students who wish to pursue higher studies.

- **Range of Core /Elective options offered by the University and those opted by the college**

The college provides instructions for B.A./B.Sc. Home Science/B.Sc. TDS at Under Graduate level and MA- Geography, English, Urdu, Home Science, Hindi and Drawing & Painting at Post Graduate Level. The Mahatma Jyotiba Phoolle Rohilkhand University, Bareilly, Uttar Pradesh. does not give academic flexibility

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to the affiliated institutions. However, institution offers the following compulsory and optional subjects in Undergraduate and Post Graduate Level.

S.NO.	Programme	Compulsary	Optional
1	B.A.	General Hindi/ General English, Environmental Education, Physical Education	Any 3 Subjects among 12 Subjects.
2	B.Sc. H.Sc.	9 Papers in all 3 yrs.	-
3	B.Sc. TDS Maths. Gp.	Environmental Education, Physical Education	Computer Sc./ Micro- Bio/ Industrial Chemistry/ Electronics/ Geography/ Military Sc./ Environment Sci.
4.	B.Sc. TDS Bio. Gp.		
5	M.A. Eng.	Pre- Prose, Poetry, Drama, Fiction Final- Poetry, Literature, Viva- Voce	Pre- Nil Final- Dissertation
6	M.A. Urdu	Pre.- 8 Papers & Viva-voce Final- 8 Papers & Viva-voce	--
7	M.A. Geo.	Pre.- Geomorphology, Geography of Resources, Practical Final- Geo. Thought& Research Methodology, Regional Geog. Of India, Practical	Pre.- Agricultural Geog./ Industrial Geog./ Population Geog./ Geog. Of Touris& Landscape Management/ Environmental Geography Final- Regional Planning& Development/ Urban Geog./ Geog. Of Rural Development / Elimatology & Oceanography/ Man& Environment
8	M.A. H.Sc.	Pre.- 4 Papers Final- 4 Papers	Pre.- Nil Final- Nil
9	M.A. Hindi	Pre.- 5 Papers Final- 4 Papers& Viva- voce	Pre.- Nil Final- anyone from 7 Papers
10	M.A. Drawing & Painting	Pre.- 2 Papers Final- 2 Papers	Pre.- Practical among 4 Final- Practical among 3

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- **Choice Based Credit System and range of subject options**

The courses are offered as per modules prepared by the Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh.

- **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.

- **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 and courses 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.

The college offers the following programmes recognized by the UGC and affiliated with Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh.

1. Name of the Self Financed Programmes:

1. B.A.
2. M.A.(Geography)
3. M.A. (English)
4. M.A.(Urdu)
5. M.A.(Home Science)
6. M.A.(Hindi)
7. M.A.(Drawing & Painting)
8. B.Sc. Home Science
9. B.Sc.(TDS)

2. Admissions: Admission is done on the merit/ First come first get as per

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guidelines by Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh.

3. Curriculum: The curriculum is designed by the affiliating Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. and implemented by the College through the well prepared socially committed patterns of instructions. Teaching aids like LCD projectors, OHP, Computer and audio equipments are frequently used for effective planning, implementation and delivery of the curriculum.

4. Fee Structure: The fee structure is recommended by the Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. and charged from the students accordingly. Fee structure for self financed programs is on a higher side as compared to the regular courses.

5. Teachers' Qualifications: As per UGC/ Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. norms.

6. Salary The UGC qualification is mandatory for teachers. They are duly approved by university & State Govt. The Assistant Professors and Associate Professors along with non teaching and support staff draw salary as per UGC regulations amended from time to time. Although this is a minority institute and management committee appoints some required faculties on Ad-hoc basis on some low salary.

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.

The college invites Guest speakers from the reputed institutions which provides regional and global employment opportunities for the students. Special classes are taken for communication skills taking into considerations the rural backgrounds of the students.

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 'yes', how does the institution take advantage of such provision for the 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?

The institution being an affiliated college to the Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh does not have the freedom of formulating its own curriculum. Still, the courses run at UG and PG levels have their relevance to the institution's goals and objectives. The college aims to impart such knowledge as may be necessary for the all round development of the character of students thereby making them capable of being better employed and at par with the highly competitive job markets. The college ensures that the University Curriculum is followed in the best of the spirit. The college academic calendar is prepared every session with the active involvement of the heads of various departments and the college advisory committee. The Principal makes sure that the curriculum framed by the university is supplemented in such a way that it reflects "*the Mission and the Vision*" of the college. At UG level, the college following the University instructions, offers two compulsory papers. One in the name of 'Environmental Education'. The syllabus of this paper is framed in such a way by the university that ecology and environment protection and preservation, value orientation, global and national demands have made their entry significantly in the course of studies. Another in the name of Physical Education. The syllabus of this paper is useful due to its relevance.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The college strictly adheres to the syllabus designed by Mahatma Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh but while delivering this syllabus content to the students, our faculty enrich it with their own expertise and experience so that the students also gain employable qualities that enable them get jobs in this highly competitive world.

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?

The cross cutting issues like Gender, Climate Change, Environmental Education, Human Rights, ICT etc, find an ample space when it comes to applying them positively into the curriculum. The college, at its own level and

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with the assistance from Humanrights Association of India and other bodies like Jila Vidhik Prakoshtha and Local Administration make arrangements for seminars and conferences of local level where in the experts from above mentioned fields are invited to share and deliver their experiences and knowledge. The college regularly organizes college level seminars on women empowerment, female feticide. The Management too has supported the cause of the women education thereby offering free books, free uniform and fee concession to the poor and needy students. College has been celebrating 'Matdata Jagrookata Abhiyan' with the support of the staff and the local self government administration. One of our faculty members has delivered lecture and presented papers on the topic 'Human Rights of women' and 'Human rights of children'. Our manager and one faculty Dr. Sant Kumar Mishra are the life members of Human rights Association of India. The subject of environment education is a part of the college curriculum. It is compulsory for all the students, irrespective of any stream, to clear the paper of environment. Similarly the college offers the basic Knowledge of computer to the interested students of the college whereby enabling them to learn the latest technology which can help them make a better future.

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

The institution does not offer any value added courses. However there are many enrichment programmes which are regularly organized to develop different skills of the students along with the course work.

▪ moral and ethical values

The college NSS team regularly visits surrounding areas and villages where people are provided awareness on various social, moral, ethical principles and ways of life. The Students are also motivated by way of special lectures so as to instill moral and ethical values in them.

▪ employable and life skills

The college understands that the need of communication skills is vital for the students for better career options. Therefore the institution arranges Verbal and Written Communication Skills workshops. Group discussions, Essay writing, Recitation of poetry are held at a regular intervals in the institution. It is a regular practice of the institution to invite expert resource persons to conduct workshops on the development of communication competence among the students. Students are also allotted the different responsibilities in organizing various events and activities such as cultural programmes, competitions, seminars, workshops etc. In this way they improve their team building and organizational skills.

- **better career options**

The college provides regular computer classes for all interested students to develop their skills of basic computer operating principles which include Basic Computer Operation, MS office, Internet operations etc.

- **community orientation**

For community orientation college provides debate competitions and The college NSS team regularly visits surrounding areas and villages where people are provided awareness on various social, moral, ethical principles and ways of life.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

The institution has various channels to collect and document responses on curriculum from the stakeholders. The students express their opinion on curriculum through response sheets. Oral responses are also considered. Special formats are used for alumni and parents to register their views during interface meetings. The Advisory committee analyses feedback and prepares response chart for future use.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The institution has a very clear and transparent way to monitor and evaluate the quality of various enrichment programmes initiated by it. The feedback in the form of interactions, discussions and suggestions is analyzed by a specially constituted committee and report is submitted to the head of the Institution. An advisory committee of first five experienced faculty members has been constituted to monitor and evaluate the efficiency and success of these enrichment programs. This committee meets with the higher authorities like Principal and the Managing Committee from time to time and amends the enrichment programs to meet the desired objectives. The Institution makes sure that the programmes offered in the curriculum include contribution to national development, fostering global competencies among students, inculcating a value system among students, promoting the use of technology and quest for excellence. The College's efforts to ensure that the curriculum bears a thrust on these core values include the initiative for Contribution to national development. The college uses education as the tool for empowering women and through the transaction of the curriculum it has adopted, it seeks to address the all round development of the students enrolled in the various academic programs it offers.

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1.4 Feedback System

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

The design and development of the curriculum is in the hands of M. J. P. Rohilkhand University only. The institution is an affiliated college to the University and therefore there is no scope for framing institution's curriculum on its own. However, The College can only forward the suggestions of its faculty to the university through the members of Board of studies.

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?

The institution encourages various stakeholders such as students, alumni, faculty to give their feedback and communicates it to the Principal who conveys it to the authority of the affiliating university to aware the views of the teachers with regard to the change in the curriculum for the betterment of students.

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?)

During the last four years the Institution have introduced B.Sc.(TDS) and PG in Hindi & Drawing & Painting as there is no college having PG in Hindi and Drawing & Painting as well as B.Sc.(TDS) except an add college.

Year Programmes started

2009-10 --Nil

2010-11-- B.Sc. Home Sc. & Increase one unit in B.A. and M.A. in Urdu, English, Geography, Home Science.

2011-12 -- Seats increased in B.A.& B.Sc. Home Science

2012-13 -- B.Sc.(TDS), PG in Hindi and Drawing& Painting and Seats increased in M.A. in Urdu, English, Geography, Home Science.

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

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

The college ensures wide publicity in a planned manner. Admission notification is published in leading national and regional daily newspapers, hordings and local T.V. Channels. The notification contains detailed information about number and range of courses, eligibility, process of admission and academic as well as support facilities. Prospectus giving all the academic, administrative and financial aspects related to admission process is made available to students. The same information is also available on the college website: www.hashmitrust.com. In addition to it, the faculty members of the college personally visit various schools of the neighbouring areas to counsel students and motivate them to join our college.

The college follows academic calendar, provided by the M. J. P. Rohilkhand University, Bareilly, U.P. of events giving last date for receipt of application. The merit list is prepared and its notification is displayed on the notice board. The selected candidates' lists are displayed on the notice boards. The selection is through admission committees which include a convener and other senior teachers. Thus, transparency is ensured from the stage of notification till the completion of admission process.

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.

The college offers only general undergraduate and postgraduate courses. As per the directions of the affiliating university, date of sale of application forms/prospectus is notified on the notice board. Application forms can be bought from office and on the spot enquiries are attended to by the Admission Committee comprising three senior teachers. Selection of students to the course is based on marks obtained in qualifying exam. The college admits the students solely on the basis of merit in the qualifying examination. In case the affiliating university lays down a special criteria like Entrance test or Interview, then the college strictly adheres to it. Both for UG and PG courses, the existing government/affiliating university policy of merit for admissions is followed. Applications for admission to undergraduate courses care called for in the month of May. A personal interview with Principal and Conveners, along with the screening committee of various streams is part of the selection process. The Counseling team helps the

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students to make the choice of the medium of instruction and subjects. College follows reservation policy of the government also. Selection procedure in all the programmes is adopted as per concern university norms and guidelines.

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 college offers three years Under Graduate degree courses in the Humanities & Science streams. Students seeking admission in the Humanities and the Science streams are given admission on the 'First Come, First Serve' basis. These admissions are done strictly according to the conditions laid down by M. J. P. Rohilkhand University, Bareilly, U.P. The institution, as compared to the other colleges within the city/district, has the record of getting its Humanities streams' seats filled at the earliest. The same is the case with the admission in Post Graduation departments. The college tried to collect to the required data for comparison from other colleges of the city/district but could not procure such data. The Selection of students for various courses is made as per the directions of M. J. P. Rohilkhand University, Bareilly, U.P. The college tried to collect to the required data for comparison from other colleges of the city/district but could not procure such data.

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?

Mechanism to review the admission process and student profile:

The college reviews the profiles of students admitted annually. The institution has a very clear cut well defined and well designed mechanism as far as the reviewing of the annual profiles of the students is concerned. The admission committee reviews the profiles of students selected for admission and chalks out a comparative summary of the selected candidates. In case a particular section of students like villagers, or any specific community are found to be in less numbers in the admission lists, the admission committee tries to motivate those sections of students by providing them the requisite facilities. The activities of students are closely monitored. A record of their performance in all the fields, academic as well as extra-curricular is maintained in the office. The students, who bring laurels to the institution, like in the academics, sports, extra-curricular, or other similar areas, are duly rewarded when they seek admission the next year. The students with a little bit of negative approach or disturbing elements are motivated

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with counseling so that a positive frame of mind can be developed. This result in making the students become an asset for the institution.

Outcome:

As a result of this process, in the last five years, the college has observed a sharp rise in the students maintaining discipline. They have learnt to channelize their energy, their potential into more constructive activities.

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

a. Students from SC/ST/OBC Community:

Students from SC/ST and other backward classes are allotted seats as per roster system of the state policy. Fees exemption and endowment benefits are also extended to these students. The college facilitates these students with special book-bank provided by different agencies. 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 staff visits the neighbouring and surrounding areas in the border area for orientation and counseling 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 counseling for the students falling under the categories mentioned above. Through Reservation Policy, Access is ensured to these marginalized groups through the total implementation of reservation-cum-merit as per the UGC order. At present the reservation quota is as follows:

SC 15%, ST 3%, OBC 32% and GM 50%

Reservation is ensured at all levels of admission namely UG and PG degrees. Even for NSS, NCC and defense category students, seats are reserved in each course.

b. Women:

The college provides counseling 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.

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c. 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 ensures that all their classes are held on the ground floor only.

d. 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, Free Uniform etc.

e. Minority:

The college under the direction from the Central Government, State Government and its affiliating university offers 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.

f. Athletes and Sports Persons:

Students of our institution are given admission based upon their excellence in athletics or sports activities at regional or national level. The college every year produces scores of players in various games. The college offers them liberal concessions and scholarships.

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.

Programmes	Number of applications	Number of students admitted 2009-10	Demand Ratio	Number of applications	Number of students admitted 2010-11	Demand Ratio	Number of applications	Number of students admitted 2011-12	Demand Ratio	Number of applications	Number of students admitted 2012-13	Demand Ratio
UG												
B.A.	2530	2435	96.3	2580	2416	93.6	3285	3140	95.6	4300	4040	93.9
B.Sc. Home Sc.	--	--	--	42	25	59.5	72	60	83.3	159	139	87.4
B.Sc. TDS	--	--	--	--	--	--	--	--	--	56	44	78.5
PG												
M.A. Geography	152	123	80.9	231	201	87	261	227	86.9	236	217	91.9
M.A. Eng.	95	81	85.2	205	181	88.3	252	225	89.3	269	247	91.8
M.A. Urdu	82	79	96.3	205	189	92.2	251	221	88	285	276	96.8
M.A. Home	183	157	85.8	217	197	90.8	239	223	93.3	256	233	91

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Sc.												
M.A. Hindi	--	--	--	--	--	--	--	--	--	35	21	60
M.A. Drawing & Painting	--	--	--	--	--	--	--	--	--	31	25	80

2.2 Catering to Diverse Needs of Students

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 library assistant and lab assistants specially help 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 Counseling sessions and lectures are also arranged for such category of students.

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.

We admit students of all calibers in line with our objective EDUCATION FOR ALL. In order to satisfy their queries the college ensures that there are teachers available to answer their doubts. Apart from this, before the commencement of the programme team of teachers personally contact the Principals of the senior secondary schools located in the district and request to let their students interact with the team so as to access the student's need in terms of knowledge and skills. Central admission committee gives the admission and what we have is a large number of students from various backgrounds and different parts of the district. Before commencement of the session, admitted students are given special orientation classes to enable them cope up with the syllabus of the course chosen by them.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

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The college belongs to the minority Institution. It is located in a small city. This has led to an economic and psychological backwardness. This backwardness leads to lack of confidence as compared to the students of several other colleges located in big cities. This parity has to be bridged. For this the institution conducts remedial classes for SC/ST/BC students in different subjects to enhance their skills and competence. Where ever a disadvantageous learner is identified by the subject teacher, the institute appoints a guardian teacher to help her with counseling and intensive coaching.

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

The college is women institution sensitizes its staff and students on issues such as gender inclusion, environment etc by holding seminars on the relevant topics like women empowerment. Celebration of women's day by teachers and students is also a part of the same tradition. The college, at its own level and with the assistance from local bodies make arrangements for seminars and conferences where in the experts from above mentioned fields are invited to share and deliver their experiences and knowledge. The Management too has supported the cause of the women education thereby offering free books, free uniform, fee concession to the girl students. Drawing, Poster, Menhadi, Rangoli and essay competitions are held regarding environment issues to enliven the students. Apart from this the college, as sated earlier, offers the subject to environmental education as a compulsory subject at UG level to all stream studets.

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

Advanced learners are identified as slow and advanced learners by the teachers during their lectures in class room by means of getting feedback from the students orally. They are supported in the best possible manner. The teachers take extra pain in helping them with an additional and personal interest. They are provided with the additional time, advanced learning materials and assistance from the teachers. 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.

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.)?

Academic performance of the student's from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. is detected by the teachers during their lectures in classroom. We use marks as index for identifying slow learners students are subjected to various methods of evaluation, vocal responses & sample individual responses during teaching session. These students who do not seem to cope up with the pace of learning are advised and counseled by the teachers by assisting them social study material. They are specially advised and counseled so as to help them improve themselves. They are also given advice after class hours and are motivated by providing additional learning material such as text books and solved question papers from exams. The advanced learner's are given assignments and encouraged to take part in active items such as quizzes, essay writing, lecture competitions and seminars. 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 organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The academic calendar is released by the affiliating university and is to be followed in totality by our college. The same academic calendar is published in the college website before the beginning of the session of every academic year. It provides plan for the academic year to students & teachers. Each department functions according to the teaching plan prepared at the department level. The unit wise syllabus is discussed with the faculty of the department and the course work is distributed. Teaching plan is prepared by all the concerned and submitted to the respective heads of the departments every academic year. A copy of the teaching plan is submitted to the Principal also. Timetable is prepared and displayed on the notice board. The departments also carry out internal assessment based on student test performance and punctuality. The final evaluation of students is done according to the university schedule. Towards the end of each session / semester, theory and practical examinations are conducted by the university and evaluation is carried out. The exam results are declared and mark sheet/ degree is issued by the affiliating university.

2.3.2 How does IQAC contribute to improve the teaching -learning process?

IQAC provides the development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution. It also imparts knowledge through team work at relentless efforts. It also ensures timely, efficient and progressive performance of academic, administrative and financial tasks. This cell monitors promotion, implementation and continuous improvement of innovations in Curriculum, Co-curricular and Extra-curricular activities of the institution. The IQAC works towards the enhancement of the learner's knowledge, capacity and personality.

Following are the members of the IQAC Cell:

1. Dr. Naushaba Parveen- Principal Member
2. Dr. Asif Ali- Teacher Member
3. Dr. Ankur Gupta – Teacher Member
4. Dr. Avneesh Yadav- Teacher Member
5. Dr. Pooja Tyagi- Teacher Member
6. Dr. Mohd. Saleem- Teacher Member
7. Dr. Siraj Uddin Hashmi- Management member
8. Mr. Nafees Mirza- Management member
9. Mr. Imran Ahmad – Society Member
10. Mr. Taj Uddin Hashmi- Society Member
11. Dr. Sant Kumar Mishra- Co-Ordinator Member
12. Mr. Manoj Kumar- non teaching member
13. Ms. Shahira Zubair- Student Member
14. Ms. Anu Chauhan- Student Member

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?

The college offers a lot of support services to its teachers for making the learning student centric. The college provides a well stocked library which boasts of latest books and journals which the faculty uses efficiently to provide comprehensive and latest information to the students. Students are also encouraged to use the library independently that enhances their knowledge. Apart from it, the college provides a state of the art seminar hall where students participate in GD's, Debates and Seminars. The college also encourages the use of internet and computers by the staff and students to keep them abreast of the latest developments in their respective field of study.

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 college 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 and competitions. At the same time, to encourage the scientific temper among students, the faculty engages the students in various practical works on science labs and computer labs. To sharpen the critical thinking among students, various GDs, debates and seminars are organized in which students explore new ideas and also get a chance to listen to the expert views of eminent professionals.

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.

The use of modern multi-media teaching aids like OHP, multimedia projectors, Internet enabled computer systems are usually employed in 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.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

College conducts lectures and seminars by experts on various issues in which faculty members and students are encouraged to participate. Educational tours for students are also conducted. Over the past many years the faculty has been participating in the conferences and presenting papers in national and international level seminars.

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 advise) provided to students?

There is a provision for counselors/advisors for each class or group of students for academic and personal guidance. The students are divided into groups and each group is provided with counselor /advisor to provide

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academic and personal guidance to the needy students. The teacher in –charge carefully monitors the regularity of attendance, participation in seminars and other activities. Accordingly the students are advised to improve by way of help and remedial /corrective action. The students who seek psychological boosting or the candidates who are psycho-socially left out are given psychological counseling by 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 faculty to adopt new and innovative approaches and the the impact of such innovative practices on student learning?

The college encourages the teachers to keep themselves abreast of the latest developments in their respective fields. They are encouraged to use computers, Internet and library resources to enrich their teaching. From time to time the college faculty adopts approaches/methods such as seminars, conferences and special lectures. The faculty members are encouraged to participate in National/International level seminars. They are provided financial assistance for this purpose. The faculty members who attend such seminars/ conferences share their experience with students and faculty with latest information and talent developments.

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.

- List of new entries
- Useful articles
- News items

The catalogues from different publishers are filed. Heads of departments can order for books from these catalogues. Some faculty members have their personal collection of a large number of books and they share the books and journals with the fellow colleagues. Majority of staff can efficiently use the internet and they liberally share their knowledge of innovative research topics, reviews, methodology, data gathering and information output with the learners. Students are also encouraged to make use of library services. They are provided with a student library card which enables them to set books issued from the library. Students are also taken to the library to instill reading habits among them.

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.

This type of situation has never happened that the faculty has not been able to complete the curriculum within the stipulated timeframe. The college teachers manage to successfully deliver their responsibilities. Sometimes if the syllabus of any subject is not completed in due time it is completed through extra classes. 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?

IQAC through interaction with teachers and students submit reports of the feedback to the Principal. The institute through house examinations, feedback from students and teachers report monitors and evaluates the quality of teaching learning.

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 college strives to recruit and retain teachers who are competent, experienced and experts in their respective field of study. The college is always ready to absorb the best teachers available. The college advertises in the local newspapers and even National Newspapers in order to reach the best teachers available in the other states of Country. After getting applications in response to these from the eligible candidates, these are scrutinized and compiled. A merit list is prepared thereafter, the college applies to the affiliating university for a panel of experts to conduct the interview. This expert panel consists of the following members:

- Two Subject Experts deputed by the M.J.P. Rohilkhand University Bareilly.
- One VC Nominee
- Principal of the college
- President of the College Management Committee
- Two Management Committee nominees as this is a minority institute.

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The above said committee conducts the interview as per the guidelines issued by the M.J.P. Rohilkhand University and selects the eligible and the most competent candidates. After giving them the appointment letters, the approval is sought from the the affiliating university. To retain the available staff, they are paid salaries according to the grades specified by the M.J.P. Rohilkhand University. The staff is also provided other requisite facilities like, Medical leave, Casual Leave etc. They are also given study leave if they wish to upgrade their qualification by pursuing M. Phil or Ph.D.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	0	0	0
Ph.D.	--	--	--	--	17	18	35
M.Phil.	--	--	--	--	1	0	1
PG	--	--	--	--	3	2	5
Temporary teachers							
Ph.D.	--	--	--	--	4	5	9
M.Phil.	--	--	--	--	0	0	0
PG	--	--	--	--	3	2	5
Part-time teachers							
Ph.D.	--	--	--	--	8	6	14
M.Phil.	--	--	--	--	1	0	1
PG	--	--	--	--	9	19	28

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.

The courses of Biotechnology and Bioinformatics are not yet available in our college. To attract the new faculty and to retain the existing teachers the college provides requisite facilities like housing for teachers coming from a distance, research facilities like library, internet etc. To encourage the staff to participate in workshops and seminars, teachers are sent on duty leave and are also given other benefits to upgrade their knowledge by participating in

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state/national and international seminars. During the last three years, many of our teachers have participated in number of state level, national and international level seminars and workshops. All these teacher centric facilities attract the teachers and best of the faculty from the area join our college.

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

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	Nil
HRD programmes	Nil
Orientation programmes	Nil
Staff training conducted by the university	Nil
Staff training conducted by other institutions	Nil
Summer / winter schools, workshops, etc.	Nil

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

Teaching learning methods/approaches

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.

❖ Handling new curriculum

Whenever there is a change in the syllabus initiated by PU, the same is conveyed to the HODs by the Principal timely. The HODs then call meetings of their teachers and explain the new syllabus and devise strategies to empower the teachers to handle the new syllabus effectively.

❖ Assessment

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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. The Principal also maintains the ACR of the teachers which records the annual performance of the teachers. The annual increments of the teachers are subject to the grades earned in their ACR.

❖ Cross cutting issues

The cross cutting issues like Gender, Climate Change, Environment Education, Human Rights, ICT etc, find an ample space when it comes to applying them positively into the curriculum. The Management too has supported the cause of the women education thereby offering fee concession, free books and free Uniform to the poor girl students. One of our faculty members has delivered lecture and presented papers on the Human Rights of women and Human Rights of children. The subject of environment education is a part of the college curriculum. It is compulsory for all the students, irrespective of any stream, to clear the paper of environment. Introduction to Computer Science, to the interested students of the college is facilitated whereby enabling them to learn the latest technology which can help them make a better future.

❖ Audio Visual Aids/multimedia

Faculty members are provided with computers with internet browsing facility for preparation ion 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

❖ Teaching learning material development, selection and use

The teachers of our institute are given free access to internet. This helps them collect learning material from the internet, etc. College has a well developed library which contains thousands of books of various subjects. Besides this the college organizes seminars and conferences which help as a learning source for the faculty.

c) Percentage of faculty

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

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Nil

- * **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**
30.6 %
- * **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**
56.1%

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.)

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 deputed 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.

2.4.5 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.

Nil

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?

Yes, our institute gets the evaluation of the teachers done by students and external peers. The head of the institution takes feedback of the teachers from the students and their guardians. At the end of every academic year students give feedback of individual faculty members on their teaching skills on a prescribed format. If any faculty doesn't meet the benchmark on feedback, he/she is counseled for the future.

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?

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. Time to time staff meetings are also conducted concerning evaluation process. 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. 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. 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.

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 institution has adopted table marking. Fair marking and evaluation is done purely by coding the roll nos. of the students. More than this verbally the students are evaluated by group discussions, seminars and sometimes blackboard tests are also held for some interesting and short topics. It makes the evaluation more interesting for students. Faculty members also try new innovations in their teaching skill to make evaluation more interesting and beneficial for the students. The college has adopted various university reforms concerning evaluation viz.

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.
4. Student centric learning through assignments, projects, seminars and practical sessions.

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 institution has followed the improved examination system as prescribed by the M.J.P.Rohilkhand University, Bareilly. Whenever

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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 students are satisfied by showing them the evaluated performance in the answer sheets. Any doubt about evaluation is made clear to the students.

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

University is the sole authority for implementation of reforms in examination and evaluation. Even then for bringing about a positive change in the evaluation practices, the institution adopts both formative and summative methods of evaluation in some programmes. Formative approach to evaluation includes measuring the student's achievement through verbal tests, group discussions, seminars and written test. The evaluation through these approaches gives lot of information about student achievement after teaching a particular unit. The concerned teacher may get some direction about the student and necessary steps regarding her improving can be pondered over. The summative evaluation is done during terminal tests. Even if some students don't perform well or clear the eligibility condition, then an extra chance is given to the student for her evaluation. All faculty members follow the formative approach to measure students' achievements & performance through 1) group discussion 2) class test 3) verbal test 4) assignments.

For summative approach two terminal tests are taken in the college. If any student doesn't clear the condition of these terms tests then one special test is taken to improve her performance for final examination. This is how the institution uses the formative and summative evolution approaches in the campus.

2.5.5 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.

The institution evaluates the students through test. The report is sent to the head of institution after evaluating in a fair and secret manner. The parents are informed (for weak students). The record of the whole evaluation process is transparent. The answer sheets are shown to the students. The college arranges to inform the parents the terms examination awards of the students' along with their class attendance.

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

There is complete transparency in the internal assessment. The criterion adopted is as directed by the University. All the students are familiar about the transparency in internal assessment. The internal assessment is made by the faculty members keeping in mind the following aspects / factors of students' performance during the academic year:

- 1) class attendance
- 2) class assignments
- 3) score in the term examination etc.
- 4) students behavioral aspects, independent learning and communication skill.

2.5.7 Does the institution and individual teachers use assessment/evaluation 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.

The institution uses assessment and evaluation both as an indicator for evaluating students' performance. The students who excel in the academics, sports or extra curricular or extra mural activities are given due advantage in assessment. General classroom behavior of the students is also kept in mind when evaluation of a student is undertaken.

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

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. The institute follows open evaluation system where the student performance is displayed on the notice board and the same is informed to the parents. All grievances regarding evaluation, including the internal assessment marks awarded for the students, are redressed by the Examination Board and the various Heads of Departments. There is a provision for re-evaluation and is permitted on request. The Registrar coordinates with the other members of the Examination board and assists students in the redressal of their problems regarding conduction of examination, evaluation process, results.

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?

Learning Outcome Assessment is the process of collecting information that will tell an organization whether the services, activities, or experiences it offers are having the desired impact on those who partake them. 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 not the performance of individual faculty or staff. Faculty use the information collected to develop and improve academic programs.

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

It acknowledges that students learn most effectively if they are supported as individuals to achieve personal development. The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All the 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 college are student centric. The College 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 College 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.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Every institute has social as well as economic responsibility. College understands its responsibility in the socio economic parameters. The courses run by college have both social and economic relevance. The institution at the time of the admission provides counseling 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 College 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. College has developed self reliant, enterprising and employable human resource. The college has started many professional courses like B.Sc. (TDS), B.Sc. Home Sc., M.A. Drawing& Painting, Hindi, English, Home Sc., Geography, Urdu, B.Ed. etc. which are helpful in getting employment.

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

Institution has specified procedure to collect and analyze data on student learning outcome, the following points are adopted by the institute in this context:

- Continuous evaluation comprising of internal tests, assignments, term paper and seminar presentations.
- Introduction of unit wise internal choice and objective and analytical type questions consisting of objective, short and descriptive and analytical answers. This ensures comprehensive study and understanding of the entire course contents by the student.
- Annual system of examination for all courses.
- Seminar presentation by students.

Institute has taken following steps to overcome barriers:

1. Providing Question bank of various subjects to the students.
2. Timely Redressal of students' grievances.
3. By showing answer books to students to make them understand their relative strengths and weaknesses.
4. Minimum attendance limit for students to minimize absenteeism.
5. Extra classes for weak students to solve their problems.

6. The periodic evaluation of teachers help in the improvement of learning outcome.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes

The institution has a clearly defined, set mechanism to monitor the learning outcomes. Attendance is compulsorily taken for every lecture. Tutorials and laboratory hours are fixed. The tutorials and assignments are corrected within a short duration and the marks are entered in work register, which acts as a ready reckoner 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. Counseling is given to slow learners. Parents of such students are called to meet their respective faculty member, if required. As all the 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, quizzes, etc. to monitor the academic progress of each student.

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

The College aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence. The college has specified its graduate attributes clearly. At the first place,

- The college aims to make its students employable.
- The college endeavors that its students should become valuable global citizens.
- To make the students academically sound enough, so that they are able to stare in the eyes of the competitive world.

The college ensures that by the time the student finishes her education in the college, she attains all these specified attributes. The faculty members of the college work rigorously throughout the academic year to enable the students imbibe the valuable lessons by way of seminars, moral lectures, presentations and field work. The faculty sensitizes students towards inclusive social concerns, human rights, gender and environmental issues to make them sensitive, sensible, useful and conscientious global citizens.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

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?

No

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 institute has a Research Committee to guide the students and faculties and it has following members:

Chairperson : Dr. Naushaba Parveen

Co-coordinator : Dr. Sant Kumar Mishra

Member : Dr. Tasleem Fatma

Member : Dr. Adeem Ahmad

Member : Dr. Ankur Gupta

Member : Dr. Pooja Tyagi

Impact of the Recommendations of Research Committee:-

- Faculty of the institute participated in many seminars as a delegate during last session.
- PG Dept. of Geography, Department of Urdu, Department of Political Science, Department of Home Sc., Department of B.Ed., and English Department organized college level seminars during last session.
- College has organized National seminar on 22 January 2012 with the active participation of the faculties and students of final year & B.Ed. Department.

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**

Currently there is no research project as such being implemented.

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 departmental seminars with the help of students 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.

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.

College has organized national seminar on 22 January 2012 on the topic, 'Corruption: causes and solutions.' Except this the following seminars/ Lectures were organized by the various departments during last few sessions-

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

As stated 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

Subject:	Specialization	Name of Faculty
Geography	Geography Thought	Dr. Adeem Ahmad
Geography	Geography & Tourism	Dr. Ali Akhatar
Geography	Agriculture& Population Geog.	Dr. Avneesh Kumar
Hindi	Novel & Story	Dr. Mohd. Saleem
Hindi	Drama	Dr. Neelam Rastogi
English	Poetry	Mr. Raj Kumar
Sociology	Indian Society	Dr. Rizwana Kulsum
Urdu	Fiction	Dr. Tasneem Fatma
Home Science	Human Development	Dr. Pooja Tyagi

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Home Science	Food & Nutrition	Dr. Waseem Fatma
Drawing & Painting	Miniature Painting	Dr. Narendra Kumar
Education	Teacher Education, Educational Research	Dr. Sant Kumar Mishra

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

As stated earlier the college is not having a registered research centre of the affiliating university. Despite its unavailability of a research centre, the faculty keeps on inviting experts on various subjects to deliver guest lectures to the students of both UG and PG level. The institute invites eminent personalities to visit campus in such a way that overall awareness of each student takes place.

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?

Nil

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)

The awareness about the latest research available at institute level and university level is shared among the students and persons from all walks of life. The practical work or software development is demonstrated before the students and students are advised to check its practical applicability in market and in daily life. Some students respond well and the final shape is given to the desired modal and teacher in-charge monitors all the activities of new basic research.

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.

The College borne all the expenditure from its own resources as all the programmes are self financed. In the recent past, total expenditure incurred from its own resources. This expenditure is incurred as under:

Sr. No.	Session	Honorarium	Traveling	Stationary	Refreshment	General Exp.
1	2011-12	12000 Rs.	19160 Rs.	10270 Rs.	8532 Rs.	--

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2	2010-11	12000 Rs.	21540 Rs.	12245 Rs.	9635 Rs.	--
3	2009-10	3200 Rs.	3235 Rs.	8225 Rs.	1680 Rs.	--
4	2008-09	2400 Rs.	1160 Rs.	7125 Rs.	1230 Rs.	--

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?

Nil

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

As per University Syllabi or curriculum, no degree program includes any research work/project; hence, there is no need to provide any financial support to the students for research project.

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.

The institute has been conducting basic degree program and in these degree programs there is no provision for research work. However, for the inculcation of research aptitude in the students, institute takes several initiatives like interdisciplinary seminars on the current, relative and burning issues in Physics, Chemistry Botany, Zoology and Environment Science. Faculty of Arts/Education also takes several initiatives in these directions. The Course of Environment Science designed by the university is taken up by all the students up to degree level and its altogether impact on the society draws more attention on these issues of research.

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 Institute has a well stocked library which includes latest syllabi as well as reference books of all relevant subjects and disciplines and the institute is always eager to purchase new edition of books every year. Basic research facilities are available in all Science departments. Each department has relevant infrastructure and instruments for basic research work. Internet connectivity has also been

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provided in many departments to help them review their academic as well as research programs. Institute also ensures that the deserving students should be facilitated to use the equipments, books, Journal, and internet facility beyond the college timing and also during winter/summer vacations.

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.

No

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

Nil

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor projects						
Major projects						
Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (specify)						

3.3 Research Facilities

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

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As mentioned earlier, we are an under graduate and post graduate college and curriculum of the courses available in the college does not carry any research component, hence no research scholar is enrolled. But in spite of this, the basic research facilities are available for the faculties.

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?

As per the curriculum issued by the affiliating University the basic infrastructure is available for the under graduate students. As the strength of students increases in the institution, Management itself procures new equipments as per the requirements.

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.

No

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

There are no research facilities outside the campus and other laboratories.

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

Reference books and internet facilities are available for researchers.

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

In the college campus the following infrastructure exists which can be utilized for teaching as well as research-

- Laboratories
- Library
- Computers
- Instruments
- Seminar Hall- Staff, students and researchers are benefited when guest lectures are arranged.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and

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students in terms of

- * Patents obtained and filed (process and product)-

Nil

- * Original research contributing to product improvement

Nil

- * Research studies or surveys benefiting the community or improving the services

Nil

- * Research inputs contributing to new initiatives and social development

Nil

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?

No

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty

See Point 19

- * 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.)

Nil

- * Monographs

Nil

- * Chapter in Books

Nil

- * Books Edited

Nil

- * Books with ISBN/ISSN numbers with details of publishers

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Creations of Dr. Sant Kumar Mishra- H.O.D. B.Ed. Department:-

- 1- Bhartiya Sanskriti Ke Mool Tatva- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2006
- 2- Kashmiri Aitihasic Sanskrit Sahitya Ka Samaj- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2006
- 3- Shiksha Avam Manovigyan Mein Sankhiki- R.Lall Book Depot, Meerut, U.P., 2007, **ISBN: 978-13-82065-87-6**
- 4- Shiksha Avam Samaj- R.Lall Book Depot, Meerut, U.P., 2012, **ISBN: 978-93-81466-01-8**
- 5- Bharat Mein Shiksha Vyavastha- R.Lall Book Depot, Meerut, U.P., 2012, **ISBN: 978-93-81466-98-8**
- 6- Divya Oorja Ka Ajsra Srota Reiki- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2012
- 7- Prem Ke Paryay(Kavya Sangrah) -Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2012
- 8- Sanskrit Shikshan- R.Lall Book Depot, Meerut, U.P., 2012, **ISBN: 978-93-82065-90-6**

* Citation Index

Nil

* SNIP

Nil

* SJR

Nil

* Impact factor

Nil

* h-index

Nil

3.4.4 Provide details (if any) of

* research awards received by the faculty

- i. Dr. Husan Bano- Pol. Science Department
- ii. Dr. Ankur Gupta- Education Department
- iii. Dr. Narendra Kumar- Drawing & Painting
- iv. Dr. Neelam Rastogi- Hindi Department
- v. Dr. Pooja Tyagi- Home Science Department
- vi. Dr. Sajar Uddin- English Department

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*** recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

Membership of Dr. Naushaba Parveen- Principal:-

1. Samaj Vigyan Shodh Patrika- 5 Yrs.
2. Rohilkhand Bhaugolik Shodh Patrika- 5 Yrs.
3. Mulya Abmulyan- 1 Year
4. Emerging Issues and challenges in Education- Life Member
5. Rotary Club- Life Member

Membership of Dr. Sant Kumar Mishra- H.O.D. B.Ed.

Department:-

- * Indian Association of Teachers Educators - Life Member
- * All India Oriental Conference, Poona - Life Member
- * Bhartiya Manvadhikar Association - Life Member
- * Shiksha Chintan(Magazine) - Life Member
- * Anusandhanam(Magazine) - Life Member
- * Paavamani(Magazine) - Life Member
- * Samaj, Dharma avam Darshan(Magazine) - Life Member
- * Sammelan Patrika(Magazine) - 5 years Member
- * Vidhya Megh(Magazine) - 2 years Member

*** incentives given to faculty for receiving state, national and international recognitions for research contributions.**

Nil

3.5 Consultancy

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

No system has been established between institute- industry.

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 counselors provide guidance to select the appropriate stream in which they are having interest and bright future. The available expertise advocated and publicized orally.

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 for consultancy services.

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?

the Consultancy is provided free so 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-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The College has always felt concerned about the increasing access of students from various sections of the society to higher education. By providing reservations, financial aids, scholarships and relaxation in qualifications for socially backward classes, the college has registered significant increase in students' social participation during last few years. The college is an 'equal opportunity' institution established to provide 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. It 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 is conscious of its role in campus-community connection, wellbeing of its neighborhood and has initiated a number of community development activities. These include:

- Organizing regular women empowerment programmes through NSS programmes.
- Involvement of the faculty, student and also neighboring institute for raising various charity activities and relief funds during natural calamities.

- conducting flag hoisting at national festival with the help of local community.
- Organizing NSS camp with the assistance of local community.
- Organizing various programmes like women education, Right to vote, legal consultancy, human rights etc.

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

The institute has motivated the students to maintain plastic free campus by banning the use of plastic in the campus through which students imbibe to ownership and qualities of responsibilities.

- Environment Awareness campaign is conducted by Eco Club every year.
- Need-based extension activities are conducted through different associations/committees and NSS.
- Health check-up camps are organized for locals.
- Considering the importance of computer knowledge in this era of computerization we provide easy and cheap access to computer education to our support staff
- Involving students in different social activities.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The goals and objectives of the College are prominently displayed in the Information Bulletin given to the students at the time of admission. The College web site provides adequate space to these goals. Immediately after admission the students are made aware of these goals and objectives. The IQAC in the planning process considers feedback collected from the entire stakeholder to prepare perspective on development. These developments prospective will be discussed in the respective committee. The reflection off the meeting will be incorporated in the plan. The management has developed evaluation tools for stakeholders to record their opinion, suggestions and objection for constructive developments for future. Institute is highly concerned with its stakeholder i.e. includes students, parents, staff, alumni.

Students:

- We value the opinions and needs of our students.
- One students of each Class is nominated as Representative. She communicates students' requirements and problems to the respective teacher/ head of department/ Principal.
- Suggestion / Complaint box is placed at reception on the campus which are accessible to students.

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- Students have the freedom to approach the Principal during working hours without prior appointment.

Parents:

- Teacher/ head of department/ Principal interact with guardians regularly.
- They are informed about their wards academic performance and attendance records through meetings and phone calls.
- Direct interaction of the guardians with the H.O.D. is also encouraged.
- Opinion of parents is considered with respect to various aspects such as planning of industrial visits, cultural programmes etc. are valued.
- Parents of any student are allowed to meet the teachers, Coordinators and Principal on any day of the week at any time to make any suggestions or complaints.

Staff:

- We have regular staff meetings to keep the staff updated about changes and developments of the institute.
- Most of the decisions are taken only after consultation with the staff during staff meeting.

Alumni:

- We have constituted an alumni Association with a Professor In-Charge. The association organizes meetings and has regular formal and informal interactions wherein any alumnus is free to give their suggestions.

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. In the past 4 years the following extension and outreach programmes have been conducted by the college:

Session	NSS	Tree Plantation	Human Rights	Legal Help
2011-12	11.02.2012	09-10-2011	10.12.2012	14-05-2012
2010-11	17.02.2011	24.112010	14-05-2012	--
2009-10	14.02.2010			05.01.2010
2008-09	10.01.2009			

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 under takes wide spread cross-curricular enrichment activities through NSS, Scout/Guide, NGOs and other forms of community development activities. During admission and orientation, the representatives of these units apprise students on the benefits and scope of the extension activities.

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?

The institute has made a conscious effort to promote social justice as a value in learning process and administrative interactions. The institution sincerely practices state social affirmative schemes introduced by the government for the upliftment of higher education to under privileged communities. The college faculty along with the students have been visiting the local slums areas and aware women about education, health and hygiene

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 conducted by the institute always imbibe academic learning experience, values and skills not only in students but faculty too. These activities refresh the environment of the institute as well. The major strength of this college is its ability to ensure holistic development of students to make them enlightened citizens. To provide knowledge and quality based education to the students by inculcating moral values, scientific temper and employing state of the art technologies. It aims to pursue excellence towards creating manpower with high degree of intellectual, professional and cultural development to meet the national and global challenges. The students who have been a part of this process have been spreading awareness in the institution and motivating other students.

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?

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The institution is roping in communities to actively participate in all the extension activities. This has contributed to both community- institution networking and development of institutions.

- The local villagers are initially consulted and the youth of the villagers are made to involve in all the NSS activities.
- Extensive local participations are witnessed during tree plantation, Voter awareness campaign, Human rights 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 feticide, dowry system, environment protection, consumer protection awareness, anti corruption, and cleanliness awareness etc.
- Time to time survey is conducted to check the feedback and improvement in society. Seminars, individual discussion and group discussion are made to solve these problems.

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 NSS and NCC department co-ordinates all its activities under the norms of the University. The unit organizes tree plantation, village cleanliness, Awareness activities like, Environment Pollution, women education, voter campaign and Human rights with the help of NGOs.

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.

Nil

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.

As it has been stated earlier, the college has been running UG level for a long time. It is only in the recent years that the college has started PG level courses. Hence the research activities at the students' level are not undertaken because the research is not a part of the curriculum.

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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.

Nil

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 college although does not enjoy any MoUs/ collaboration.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

The college has organized national conference on 22 January 2012 in which following eminent participants contributed-

1. Prof. Satya Pal Gautam- V.C. M. J. P. Rohilkhand University, Bareilly.
2. Prof. Lalit Gaur- Kurukshetra University, Kurukshetra, Haryana
3. Prof. Durga Prasad- C.C.S. University Meerut, U.P.
4. Prof. Ram Bahadur Shukla- Jammu University, Jammu, J&K
5. Prof. Uma Rani Tripathi- Mahatma Gandhi Kashividyapeeth Varanasi, U.P.
6. Prof. Bhartendu Pandey- Delhi University, Delhi
7. Prof. S.D.Dwivedi – Allahabad University, Allahabad, U.P.
8. Dr. Rajeshwar Mishra- Kurukshetra University, Kurukshetra, Haryana
9. Dr. Jaipal Vyast- Hindu College Moradabad
10. Dr. J.S. Verma- Hindu College Moradabad
11. Dr. J. P. Gupta- J.S.Hindu College Amroha

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

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- 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. It is only in the recent years that the college has started PG level courses. Hence the research activities at the students' level are not undertaken because the research 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.

N.A.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

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 policy also conforms to the strength of the lecturers appointed for the institution. The management actively offers helps as and when any infrastructural change is required. The infrastructural enhancement is liberally funded on need base and on the availability of the funds.

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.**

4.1.2 (a) For curricular and co-curricular activities:

- i) **Class rooms:** Our college has 30 spacious class rooms with proper light arrangement and ventilation.
- ii) **Technology Enabled Learning facility:** The college has ICT lab where the provision of OHPs, Multimedia learning, Wi-Fi connectivity and internet access is given.
- iii) **Seminar Hall:** The college has one seminar hall which is regularly used for conducting seminars at the college, state and national level. The students of post graduate departments are regularly promoted for active involvement in paper presentations, group discussions.
- iv) **Tutorial rooms:** Tutorial rooms are there in college campus especially for remedial classes for weak and needy students.
- v) **Laboratories:** The college has well equipped laboratories- Science Lab., ICT lab., Psychology lab., Geography lab., Drawing & Painting lab., which facilitate students to conduct regular practical during the session and in annual examinations.

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vi) Specialized Facilities and equipments available for teaching, learning and research: The college has a computer lab. The staff is given a free access to internet so that they can enrich their knowledge and then in turn the students can benefit from their experience and knowledge. The library also helps the staff and the students of post graduate and under graduate classes to understand the value of research.

4.1.2 (B) For extracurricular activities:

Sports:- The college has always created a niche for itself in the field of sports. The college has since long times, been participating in various inter university, university level tournaments. In sports, our college provides indoor and outdoor games to student.

Outdoor Games: A spacious play ground is available for outdoor games i.e. cricket, athletics, Kabaddi, Kho-Kho etc. in college campus.

Indoor Games: Facilities for the sports like Badminton, Table Tennis, Chess, Carrom etc, are provided to students in the college campus only.

NSS: College has an NSS unit of 100 students. Various socially relevant services are provided by NSS students like Voter awareness campaign, Human rights awareness, adult education etc.

Cultural Activities: The college has carved out a special niche for itself in the field of extracurricular, extra mural activities. The students have been participating with full fervor and zeal in all activities, academic, theatrical, fine arts or musical. They have proved their mettle in all the fields.

Health and Hygiene: In addition to above mentioned activities, our College has a very special concern for the health and hygiene of the college students, staff and other members. The college specially takes care of the health and hygiene of the students and staff. For this the college keeps on organizing health check up camps where local doctors, dentists, eye surgeons and skin specialists visit and keep a strict watch on the health of the stakeholders, the students and the staff. Proper arrangement of drinking water is available in the college campus at different locations (R.O. purified drinking water). A first aid room is also there for the treatment of sick. The institution has a tie up with the local hospitals in emergency needs.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/ augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate

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the existing physical infrastructure and the future planned expansions if any).

To keep pace with the needs and requirements, additional infrastructure is being added from time to time. In the last four years, many buildings have been constructed/renovated. The details of the facilities which have been added are as under:

S.No.	Infrastructure	Amount Spent	Remark
Session 2011-12			
1.	Administrative Block	In Rs.	Plan attached
2.	Central Library	2102650	
3.	Principal Office	450332	
4.	New Science Labs.	430282	
5.	Four Walling of College Sports Ground	60000	
6.	Canteen	25726	
7.	Two Toilets	30000	
Session 2011-11			
1	New Class rooms	1605815	
2	Newly Renovated Staff Room	200000	
3	Meeting Hall	40265	
4	New Entrance Gate	60500	
5	Three Toilets	45680	
Session 2009-10			
1	New Building ground floor	1509235	
Session 2012-13			
1	Auditorium	2200000	Proposed
2	Gymnasium	3500000	Proposed

The college has been providing its campus/premises for social activities. The Distt. Administration has been using the college premises during M.P/ M.L.A/ Local Bodies elections also.

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 facilities meet the requirement of the students with physical disabilities. For differently-abled students, it is ensured that

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they don't have any physical obstruction. The institution is committed to accommodate them on the ground-floor, specially front-seating arrangement, comfortable furniture, attendant facility. The library facility is provided to them by supporting staff. The students are given extra attention during the college terminal examinations as well as the final examinations. They are helped by providing the seats on the ground floor.

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

Recreation facilities: 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.

Computer Facility including access to Internet: The college having internet facility. This apart, the campus is fully wi-fi enabled campus.

Medical room : The college has 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.

Hygiene facilities: Water cooler with RO purified water with constant supply of safe drinking water is available in the college.

Security: Watchman and Gate-keeper are on 24 hours duty 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?

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, Counseling 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, Counseling 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:

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S.NO.	Unit	Place of Location	Incharge
1	IQAC (Internal Quality Assurance Cell)	H.O.D. B.Ed. Dept.	Dr. Sant Kumar Mishra
2	Grievance Redressal unit	Principal Office	Dr. Naushaba Parveen
3	Women's Cell	Near Principal Office	Dr. Rizwana Kulsum
4	Counseling and Career Guidance	Psychology Lab	Mr. Yogendra Kumar
5	First Aid Room	New Building(GF)	Dr. Husan Bano
6	Canteen	Near Adm. Block	Dr. Neelam Rastogi
7	Staff Room Recreation	Multipurpose Hall	ICT Lab Incharge
8	Student Centre	Common Room	Chief Proctor
9	Safe Drinking Water Facility (RO)	Near Principal Office, Near H.O.D. B.Ed. Dept. and New Building	

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:

Dr. Naushaba Parveen
Dr. Sant Kumar Mishra
Dr. Ali Akhtar
Dr. Husan Bano
Dr. Sadaf Fatma
Mr. Manoj Kumar
Two Students

The advisory committee discusses and finalizes the infrastructural and academic requirement of the library & chalks out the strategy regarding the working of the library affairs so that the facility can be utilized to the maximum extent by the staff and the students. The committee distributes free books to the new girl students every year. They also give the advice to the Principal for the purchase of books and journals. For students reading room, the Advisory Committee gives advice for maintenance. The fully Computerized Library has an open shelf system which facilitates a free access of books and hence knowledge to the students. Newspaper and Journals stands in the library provide an access to research, news and other information to the students/readers. In the recent past, on the advice of

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the advisory committee lay out of the library has been changed, almirahs have got painted and computer with adequate software got installed.

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)
- * Total seating capacity
- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
- * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

S.NO.		Details
1	Total area of the library (in Sq. Mts.)	261.9
2	Total seating capacity	60
3 A	Working hours (on working days	5hours (9A.M.- 2P.M.)
3 B	on holidays	2hours(10A.M.-12Noon.)
3 C	before examination days	closed
3 D	during examination days	closed
3 E	during vacation	closed
4	Layout of the library	Planned attached

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.

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Library holdings	2008-09		2009-10		2010-11		2011-12	
	Number	Total Cost Rs.	Number	Total Cost Rs.	Number	Total Cost Rs.	Number	Total Cost Rs.
Text books	870	126958	1339	199940	931	100610	1078	115330
Reference Books	16	5265	38	10450	50	14331	32	13255
Journals/ Periodicals	5	750	7	800	10	1800	15	3250
e-resources	--	--	--	--	--	--	--	--
Any other (specify)	--	--	--	--	--	--	--	--

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * OPAC
- * Electronic Resource Management package for e-journals
- * Federated searching tools to search articles in multiple databases
- * Library Website
- * In-house/remote access to e-publications
- * Library automation
- * Total number of computers for public access
- * Total numbers of printers for public access
- * Internet band width/ speed 2mbps 10 mbps 1 gb (GB)
- * Institutional Repository
- * Content management system for e-learning
- * Participation in Resource sharing networks/consortia (like Inflibnet)

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S.No.	Details	Remarks
1	OPAC (ONLINE PUBLIC ACCESS CATALOG)	No
2	Electronic Resource Management package for e-journals	INFLIBNET
3	Federated searching tools to search articles in multiple databases	No
4	Library Website	No
5	In-ho use/remote access to e-publications	No
6	Library automation	No
7	Total number of computers for public access	One
8	Total numbers of printers for public access	One
9	Internet band width/ speed <input type="checkbox"/> 2mbps <input type="checkbox"/> 10 mbps <input type="checkbox"/> 1 gb (GB)	2mbps
10	Participation in Resource sharing networks/consortia (like Inflibnet)	No

4.2.5 Provide details on the following items:

- * Average number of walk-ins
- * Average number of books issued/returned
- * Ratio of library books to students enrolled
- * Average number of books added during last three years
- * Average number of login to opac (OPAC)
- * Average number of login to e-resources
- * Average number of e-resources downloaded/printed
- * Number of information literacy trainings organized
- * Details of “weeding out” of books and other materials

1	Average number of walk-ins	150
2	Average number of books issued/returned	150/150
3	Ratio of library books to students enrolled	1.38
4	Average number of books added during last three years	1156

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5	Average number of login to opac (OPAC)	Nil
6	Average number of login to e-resources	Nil
7	Average number of e-resources downloaded/printed	As per requirement
8	Number of information literacy trainings organized	Nil
9	Details of “weeding out” of books and other materials	Nil

4.2.6 Give details of the specialized services provided by the library

- * Manuscripts - No
- * Reference - Yes
- * Reprography - No
- * ILL (Inter Library Loan Service) - No
- * Information deployment and notification (Information Deployment and Notification) - Yes
- * Download - Yes
- * Printing - Yes
- * Reading list/ Bibliography compilation - No
- * In-house/remote access to e-resources - No
- * User Orientation and awareness - No
- * Assistance in searching Databases - Yes
- * INFLIBNET/IUC facilities - Yes

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Library staff keep the library noise free so that serious studies could be carried out in the library. The staff provides the list of catalogues of various publishers to teachers so that new and relevant books can be purchased for library. The students are helped by the library staff to access the books they desire. The supporting staff is always on its toes to help the staff as well as the students in the library.

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

Library has a separate section for such students. The section in charge helps such students every possible way. The physically challenged students are given top priority for issuing the books. The physically handicapped students are helped by the staff which provides them books or study material in the reading room.

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

The library has installed suggestion Box. Every month the suggestions are deliberated by advisory committee and acted upon. Quarterly 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 taken to the library by their teachers and shown respective books regarding their subjects. Any suggestions given by new students are also sent to the advisory committee for 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) - 20**
- **Computer-student ratio - 1:262**
- **Stand alone facility - Nil**
- **LAN facility - ICT Lab**
- **Licensed software - Yes**
- **Number of nodes/ computers with Internet facility - 10**
- **Any other**

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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 10 computers with the facility of Internet in each. The Principal office, the Administrative Block and some of the departments have the facility of internet. The students and the society have a free access to the college website- www.hashmitrust.com

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 and 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, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Budget Session	Procurement	upgradation	deployment	maintenance
2009	66280	---	--	--
2010	157000	34236	20000	38560
2011	38931	--	--	26232
2012	45031	--	--	19105

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.

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Faculty members are provided with computers with internet browsing facility for preparation of teaching/learning materials in their respective departments. Also Multimedia projectors, OHPs are available within the college for the faculty use. Internet facility and Library is thrown open to faculty members for learning materials. Also the faculty is provided with Audio-Visual aids which facilitate multimedia teaching.

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.

Keeping the students' learning at the centre of everything, the college understands that the teachers have to be reoriented from time to time. The times have changed. So has changed the way of imparting the knowledge. Use of technology has become very vital in imparting quality based education. The institution encourages the staff to undergo training on the computer-aided teaching and training. LCD and OHPs are available to the faculty for computer aided teaching. The computer faculty is always available for any need based assistance in the use of 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?

No

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)?

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a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

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 of the budget allocated during the last four years is as under:

Session	S.No.	Infrastructure	Budget Allocated(Rs.)
2011-12	A	Building	3436113
	B	Furniture	575630
	C	Equipment	298558
	D	Computer	45031
	E	Vehicles	--
2010-11	A	Building	2126403
	B	Furniture	378381
	C	Equipment	358570
	D	Computer	38931
	E	Vehicles	--
2009-10	A	Building	1893262
	B	Furniture	114350
	C	Equipment	906861
	D	Computer	157000
	E	Vehicles	--
2008-09	A	Building	920495
	B	Furniture	102313

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	C	Equipment	579093
	D	Computer	66280
	E	Vehicles	--

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

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. 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. 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. Some of the salaried staff stay 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.)?

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

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required upkeep is fully undertaken in their supervision. Similarly, the college electrician and the supporting staff is 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.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

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 institution publishes its updated prospectus annually. The prospectus provides all the necessary information the students need to know. The college prospectus provides a complete profile of the college. The handbook is having the admission schedule, the details of the college working days, the fee details and the rules and regulations which the students need to observe during their stay in the college. The handbook contains the list of the facilities being provided to the students. The same information, which is published in the college handbook/prospectus is also updated on the college website www.hashmitrust.com

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

session	Type of Scholarship	Number of Scholarship	Amount of Scholarship (in Rs.)
2011-12	Post Matric Scholarship	3377	Data not available
2010-11	Post Matric Scholarship	3500	Data not available
2009-10	Post Matric Scholarship	Data not available	Data not available
2008-09	Post Matric Scholarship	Data not available	Data not available

5.1.3 What percentage of students receive 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 minority. 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., other agencies and the Management of the college. Nearly 25 -30% 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, as stated earlier, was set up with a mission of imparting holistic education. The institution for this purpose provides the following support facilities to its students:

Students from SC/ST, OBC and economically weaker sections:

The students who belong to SC/ST, OBC, minority and the economic weaker sections are identified during the process of the admission only. The college maintains a detailed record of the same. These students are provided every possible help during their stay in the college. The college offers liberal concessions to such students. This besides the Central Govt., the State Govt., and the University sponsored scholarships The college management too is very thoughtful & helpful regarding such students.

Students with physical disabilities:

There is reservation for students belonging to differently-abled category or physically challenged students as per UGC notifications. Their requirements and needs are given a special care and attention. The college ensures that infrastructure facilities meet the requirement of the students with physical disabilities. For differently-abled students, it is ensured that they don't have any physical obstruction. They are provided front-seating arrangement, comfortable furniture and attendant facility. The need of the help from the supporting staff, if required, is fulfilled on the request of physically challenged students. The students are given extra attention during the college terminal examinations as well as the final examinations.

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Medical assistance to students: health centre, health insurance etc.:

Our College has a very special concern for the health and hygiene of the college students, staff and other members. For this the college keeps on organizing check up camps where local doctors, dentist, eye surgeon and skin specialist visit and keep a strict watch on the health of the stakeholders, the students and the staff. Proper arrangement of drinking water is present on the college campus at five different locations (R.O. purified drinking water). A first aid room is also there for the treatment of sick. The institution is having a tie up with the local hospitals in emergency.

Support for “slow learners”

The students who are slow in their learning or if their grasping power is not upto the mark, the faculty members identify such students and institution conducts remedial classes in different subjects to enhance their skills and competence. Remedial examinations are also held to test their knowledge received during classes. Wherever a disadvantageous learner is identified by the teacher, the institute appoints a guardian teacher to help her with counseling and intensive coaching.

Publication of student magazines

The college publishes its annual college magazine ‘**Hashmi Chintan**’. The students of the college very enthusiastically contribute with their articles in the magazine. The college magazine is printed in the supervision of the college editorial board. All the major sections of the magazine are having their staff editors as well as the students’ editors. The staff is always there to help the students in their artistic and creative skills.

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 Guidance and counseling 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.

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 institution is committed to attract students for participating in various extracurricular activities by ensuring consistent encouragement and motivation.

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The necessary facilities are provided and adequate funds are allotted. The sports and cultural committees supervise the extracurricular activities. The students who participate in the sports activities or other extracurricular and extra mural activities are provided with extra classes so that the time they have given in for the various activities can be compensated for.

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 counseling for the right strategies. Students are allowed to have access to library and to refer the books related to entrance test. In the recent past many students have appeared and qualified in various competitive exams but the exact data is not available.

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

The college has a career counseling and guidance cell located in the Psychology Lab. The counseling cell makes adequate arrangement for the guidance of the students during the time of the admissions. The students seeking admission are counseled in the choice making matters during the admission. The choice of the career and the doubts of the students are listened to very carefully and the solutions of the problems are provided. The students who need psychological counseling or any type of social counseling are also attended to very carefully. The following services are made available for the students:

ACADEMIC & CAREER COUNSELING:

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 counseling which helps them shape their career.

PERSONAL & PSYCHO-SOCIAL COUNSELING:

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 counseling. They can share their problems with the teachers. The teacher concerned are very supportive in guiding them fight their

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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 counseled 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).

career counseling centre renders efficacious service to the students.

5.1.10 Does the institution have a student grievance redressal 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 grievances of the students. The institution has a grievance Redressal cell headed by the HOD, political Science. 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.

Grievances addressed:

- Internet facility was provided in the library.
- Better and improved Canteen facility is provided.
- Water purifiers were installed at major points in the college.
- 24 hour back up of electricity in case of electric shut down.
- 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?

In 2009, Women Cell was constituted to take all necessary measures to ensure the safety and the dignity of the female students. The cell comprises of Lady Tutor, counselors and members specialized in the area of gender issues. Institution takes necessary steps if the incidents pertaining to sexual harassment require the intervention of the law. **Till date no such case of sexual harassment has been reported in the institute.** Continuous vigilance of college authority and strict punishment provisions prevent sexual harassment of women student.

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?

Ragging in India commonly involves serious abuses and clear violations of human rights. The University Grants Commission has made it mandatory for the institutions to incorporate in their prospectus, the anti-ragging directions of the Central Government. With the situation of ragging worsening yearly, there is emerging a spontaneous anti-ragging movement in India. The college is also very cautious regarding this menace. The college has set up a committee, the anti-ragging committee in this direction. It comprises of the Head of the Institution and faculty. Faculty members, assigned to check the students, make surprise visits and maintain a diary of her interaction with the freshers. 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.

The following welfare schemes are made available to the students by the institution:

SCHOLARSHIPS & FREESHIPS:

Details about the scholarships, various free-ships are displayed on the notice board of the institution. The teachers guide the students to be the beneficiaries of the various welfare schemes. The student welfare officer (a faculty member) addresses and responds to all the academic and nonacademic challenges of the students. The college mother body provides freeship to the poor students. Similarly scholarships received from various central, state and other agencies are made available to the students.

BANK SERVICES:

In collaboration with the Central Bank of India/ HDFC, the institution assists all the students in opening an account with a zero deposit. It empowers students to transact through the bank in the globalized world. It is helpful in availing educational loans. It also serves as an identity card.

COUNSELING & GUIDANCE SERVICE:

The students counseling centre comprises counselors from the faculty. The counselors reach out to the students formally and informally and extends its service to the students in career guidance, organizes lectures concerning career planning.

SUBSIDIZED CANTEEN:

The college canteen provides wholesome food to the students at subsidized rates. The college has a canteen committee which keeps an eye on the working of the

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canteen. As and when any change or reform is required, the committee immediately comes into action.

GRIEVANCE REDRESSAL CELL:

Grievance Redressal Cell actively interacts with the students to help them sort out their grievances. It attends to both registered and unregistered grievances of the students.

WOMEN CELL :

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 of the students. This cell creates an awareness of the socio-cultural, political and biological complexities of the issue. It enhances the understanding of the other gender.

FREE UNIFORM & BOOKS TO POOR STUDENTS:

FREE CONCESSION RAILWAY PASS:

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?

Hashmi Girls Degree College has an Alumni Association, under the leadership of an Associate Professor. Membership to the alumni association is free. Association regularly meets and interacts with the management. It is the flag bearer of the developments in the institution. While rejuvenating the memories of the college, a network of old students was achieved. Over the years it has been helping in holding interactive sessions to motivate students regarding social adjustments. The alumni has expanded and strengthened itself with new enrolments.

5.2 Student Progression

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

Student progression	%
UG to PG	Data not available
PG to M.Phil.	Data not available
PG to Ph.D.	Data not available
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Data not available

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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 affiliating university within the city/district.

S.No.	Classes	College Result 2009	University Result 2009	College Result 2010	University Result 2010	College Result 2011	University Result 2011	College Result 2012	University Result 2012
1	B.A.I	99.4	N.A.	87	N.A.	91.8	N.A.	83.4	N.A.
2	B.A.II	99.6	N.A.	90.4	N.A.	97.5	N.A.	93	N.A.
3	B.A.III	99.7	N.A.	95	N.A.	89.7	N.A.	92.8	N.A.
4	B.Sc. Home Sc.I	--	N.A.	--	N.A.	96	N.A.	83.3	N.A.
5	B.Sc. Home Sc.I	--	N.A.	--	N.A.	--	N.A.	78.5	N.A.
6	B.Sc. I	--	N.A.	--	N.A.	--	N.A.	--	N.A.
7	B.Sc. II	--	N.A.	--	N.A.	--	N.A.	--	N.A.
8	M.A.Geog.I	97	N.A.	96	N.A.	94	N.A.	61.3	N.A.
9	M.A. Geog.II	--	N.A.	89	N.A.	86	N.A.	95.7	N.A.
10	M.A. Eng.I	--	N.A.	88	N.A.	93	N.A.	95	N.A.
11	M.A.Eng.II	--	N.A.	--	N.A.	91	N.A.	91.5	N.A.
12	M.A.Urdu I	--	N.A.	98.8	N.A.	96.7	N.A.	96.6	N.A.
13	M.A.Urdu II	--	N.A.	--	N.A.	94	N.A.	97.1	N.A.
14	M.A.H.Sc.I	98	N.A.	96	N.A.	95	N.A.	92.5	N.A.
15	M.A.H.Sc.II	--	N.A.	100	N.A.	87	N.A.	98	N.A.
16	M.A.Hindi I	--	N.A.	--	N.A.	--	N.A.	--	N.A.
17	M.A. Hindi II	--	N.A.	--	N.A.	--	N.A.	--	N.A.
18	M.A. Drawing I	--	N.A.	--	N.A.	--	N.A.	--	N.A.
19	M.A. Drawing II	--	N.A.	--	N.A.	--	N.A.	--	N.A.

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 and alumni members 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 student enhance after working and also provide the secure future.

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

The institution is committed to bring down the dropout rate. The socio economic, cultural and psychological issues contribute to the drop out factor. To deal with the socio cultural problems, the counseling cell and grievance cell address the problems of the students and sometimes parents too. The institute provides Free book, free Uniform and freeship facility to the poor students. The students who are weak or seem to fail in the exams are provided coaching through extra classes in the college. The college also arranges cost free remedial classes for the weak students.

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 college has a wide range of sports, games, cultural and extra-curricular activities that are available to the students.

- In sports, our college provides indoor and outdoor games to student. A spacious play ground is available for outdoor games i.e. cricket, athletics, Kabaddi, Kho-Kho etc. in college campus. Facilities for the sports like Badminton, Table Tennis, Chess, Carrom etc. are provided to students in the college campus only.
- Various cultural and extracurricular activities like dances, singing, Group singing, fine arts items, Quiz, Literary items are offered to the students.
- In every Session University arrange sports and youth festivals the college has been actively participating in these activities.
- College also organizes Annual Sports Meet on the college campus.

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PROGRAM CALENDAR 2011-12 Sports

S.No.	Name of the sports	Date	Level of Participation
	Kabaddi	05-11-2011	College Level
	Kho-Kho	05-11-2011	College Level
	Athletics	05-11-2011	College Level
	Rassakasi	05-11-2011	College Level
	Hamer thro	05-11-2011	College Level
	Badminton	05-11-2011	College Level

Extra-Curricular Activities 2011-12 at College level:

S.No.	Name of the activity	Date
1	Rangoli	09-02-2011
2	Poster Making	09-02-2011
3	Spot painting	09-02-2011
4	Menhdi	09-02-2011
5	Essay Writing	09-02-2011

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.

Session	Sts. Name	Sport	Level	Position
2008-09	--	--	--	--
2009-10	Pankaj	400 m. Race	University	I
	Pankaj	800 m. Race	University	II
2010-11	Rashmi	Discuss Throw	University	II
	Rashmi	Shot put	University	I
	Rashmi	Discuss Throw	North Zone	I
	Rashmi	Discuss Throw	National	I
	Rashmi	Discuss Throw	National	II
2011-12	Pankaj	400 m. Race	University	II
	Pankaj	200 m. Race	University	I

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	Rashmi	Discuss Throw	University	I
	Rashmi	Shot put	University	II

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?

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 advisory committee consisting of the senior teachers collects the exit level feedback from the graduates regarding learning processes. The PG departments have developed a format to obtain the feedback of its students, who are employed in various organizations. The inputs are obtained from them and further used to improvise the overall competency of the students for employability.

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 magazine. The students are motivated to express their talent through articles, paintings. Their creativity is given a free flight. The college magazine provides them with a platform to express themselves. 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.

As per U.P. Government order the student's election are held in the present session 2012-13. The selection, constitution, activities and funding are held as per the recommendations of Lingdoh committee.

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

The institute believes in giving the equal opportunity to the students in supporting the authorities and the college faculty in running the affairs of the college. For this the college endeavors to provide them with opportunities to participate in the

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various academic and administrative bodies. The details of academic and administrative having students' representation is as under:

- **Editorial Board:** The Editorial Board comprises of Chief Editors, Editor and Students Editors. The Board invites writing from students and teachers and publishes them in the form of magazine annually.
- **Library Advisory Committee:** This committee consists of 9 members. Five are from the teaching faculty. The Librarian and two students are a part of it. This Committee is constituted under the headship of the Faculty members who are in charge of the library. The Committee is responsible for the maintenance of library books and journals, easy access of the students to the library facilities, students' facilities in the library such as reading rooms, drinking water, uninterrupted power supply, opening and closing times of library, availability of daily newspapers and the maintenance of library records. Suggestions are invited from the students and other readers for making the library atmosphere congenial.
- **Extra-Curricular Committee:** This Committee is constituted to promote the cultural activities among the students. Culturally talented students are spotted by Committee members and the efforts are made to develop their skills and talents by encouragement, right training and performances. The committee consists of 5 members, two of which are students.
- **Educational Tour Committee:** A well trained faculty member as chairman and two other staff members constitute this committee. They are assisted by two students in this pursuit. They plan and execute the tour programme and students visit various institutions of repute

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The college alumni committee meets annually. The committee is always in touch with the members of the alumni club. The committee is also concerned about the former teachers and staff of the non teaching. The former faculty is also invited in the meetings. This adds to the experience of the committee. Their advice is followed very promptly.

Any other relevant information regarding Student Support and Progression which the college would like to include.

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.?

VISION:

The vision behind the establishment of Hashmi Girls Degree College was very philanthropist. The founders of this institution wanted the people of this small city to have an open access to learning, irrespective of caste, color or creed.

MISSION:

The institution was set up with a mission to impart such knowledge as may be necessary for the all round development of the character of students thereby making them capable of being better employed and at par with the highly competitive job markets. The college aims at instilling scientific zeal and developing skilled human resource to meet contemporary challenges. The college visualizes at facilitating young adult learners with opportunities to kindle their ethics and leadership potential thereby sensitizing learners towards inclusive social concerns, human rights, gender and environmental issues. The vision and mission of the institution is a reflection of the objectives of the National policies of higher education, in molding human resources to meet contemporary challenges. The institution strives to shoulder the responsibility of making the nation's dream come true. The institution provides comprehensive education instilled with scientific zeal, creating a platform for lifelong learning. The institution follows a three-fold system with academic, co-curricular and extra-curricular programs. The academic design is based on enhancing and empowering the knowledge base of the students. The focus is on the recent trends in scientific and cognitive fields. The institution's vital motto "Education for Enlightenment" is to strengthen the inner potential and emotional quotient of the student.

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

The institution, Hashmi Girls Degree College is governed by the Hashmi Human Resources Development Society. The Management, the Principal and the staff/faculty are always stepping in together for designing and proper applications of the quality policy and plans. The Principal of the college is the head of the institution and is always there to provide requisite leadership to the system. She is the Principal Executive and Academic Officer of the College. She is the Ex-Officio member of the Hashmi Human Resources Development Society. The

President of the Managing committee keeps on meeting the college staff to discuss various policy matters and their application and adjudication. The Principal ensures that all provisions of the University bye-laws, the Statutes and the regulations are observed. She also convenes meetings of the Advisory Committee, various other bodies and performs all such acts as may be necessary to carry out and give effect to the decisions of the said bodies. Importantly, the Principal provides academic leadership and in association with the various faculties, evolves strategies for academic growth. The faculty is actively involved in decision-making process. The teachers hold periodic meetings. The recommendations of the conveners of the Committees are submitted to the Managing Committee and the Management arrives at suitable decisions for implementation. one faculty member, in the capacity of teacher representative, is member of the Managing Committee. Hence they are actively involved in the decision-making process to sustain and enhance quality of education imparted by the institution.

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**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

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 and 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. She prepares the agenda for Governing Body meetings. She places before the Body, academic and administrative matters requiring the Body's approval and she is responsible for executing its decisions. She is also responsible for all correspondence with the Governing Body, Government of Uttar Pradesh, the Central Government, University Grants Commission, the M. J. P. Rohilkhand University, Bareilly and different stakeholders of the College. The Principal receives reports from the different College Committees, which offer advice to her 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?

The Principal of the college, at the helm of the affairs, has complete autonomy to govern the institution within the purview of the rules and regulations framed by the government and college management. In the beginning of the academic year, a self mapping exercise is conducted for the staff by IQAC. This exercise exposes the strengths and challenges of each of the personnel to draw a potential map, which gives insight to the management, for the distribution of responsibilities. The head of the institution appoints the conveners for various committees with the consent of the governing body, and further nominates the members of committees in consultation with the respective conveners based on the potential map. Official notice is issued along with the guidelines defining the roles and responsibilities of the committees. The committees prepare action plans and submit to the principal for approval. The committees carry out the activities and at the end of the academic year the conveners submit the reports of the work done to the head of the institution. All these activities are evaluated by the IQAC. The faculty is informed of their duties and responsibilities by the head of the institution in the scheduled staff meetings and departmental briefings. The administrative staff is 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.

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.

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?

At the departmental and college levels, largely the decision making role is of the faculty. 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 policies are well defined by the College authorities including the Managing Committee and Principal. In most of the committees, right from the Board of Management up to the departmental committees, faculty is represented. At the same time, there are sufficient checks and balances built in the system to see that these decisions are carefully taken. These decisions can also be reviewed by higher authorities and committees in case of needs. The executive committee of the College management meets at regular intervals. The committee also has representation of faculty and non-teaching employees of the College. The management gives suggestions on various aspects on the basis of Principals report and feedback it gets from the society. The suggestions of the management are communicated to the teaching and non-teaching employees and implemented by the Principal. She also assigns specific duties to various academic and administrative bodies of the College on the basis of suggestions of the executive committee.

6.1.8 Does the college promote a culture of participative management?

If 'yes', indicate the levels of participative management.

The institution can proudly boast of a participative management. The management actively takes part in the working of the institution. The head of the management is in the leading role in governance and management of the institution. He, along with the other members of the committee, keenly observes the day to day working of the college administration, governance, management and academic activities. He inspires the staff members in staff meeting and by personal interaction to give their best in their teaching assignments. He communicates to the teachers the decision taken by the management and ensures that all the points are implemented properly. He is responsible to constitute different committees involving the staff members. He looks after the financial expenditure and manages the funds for different developmental activities taking place on 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.

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

The institution intends to extend its developmental work which is already being carried out in the college. The college in the field of academics intends to start many Post Graduate Courses, namely in Science. Similarly the college intends to start a girls' wing of sports section in the college. The perspective institutional

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plan is developed following the procedure of involving the cooperation of teachers, students and members of the Managing Committee. In order to formulate the strategy of development and deployment, the committees are constituted for each and every developmental work. Teachers have to participate in all the institutional plans and wherever the situation demands, students and members of Management Committee are involved. The meeting of students is summoned to take their participation by means of selection of some students. In the Cultural Committee, Library advisory committee and Magazine Committee students are involved along with the teachers. In the committees related to infrastructural developments, teachers are the main participants. In the Committee, related to financial matters and administrative, members of Management Committee especially manager himself becomes the Chairman of such Committee.

6.2.3 Describe the internal organizational structure and decision making processes.

Internal Organizational Structure				
Hashmi Human Resources Development Society(Regd.) & Management Committee(Approved)				
Hashmi Girls Degree College				
President		Secretary		Members
Principal				
Teaching Staff		Adm. Staff	Library	Estate Officer
H.O.D.		O.S.		
Faculty	Lab Staff	Supporting Staff	Librarian	Supervisor
Assistant Prof.			Supporting Staff	Supporting Staff & Security staff

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

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

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Teaching&Learning

The institution has framed for itself various strategies which enhance the quality improvement. These strategies are framed by the college keeping in view the quality changes required for the development of the college. This criterion was judged against the same aspect laid down by NAAC. The procedure adopted for admissions to various courses provided by the college is based on student's academic records. The rules and regulations set by the affiliating University and the State Government are strictly followed for students' admission. Apart from the lecture method of teaching, group discussion, field studies, debates, tutorials, seminars, study tours etc are adopted for proper understanding of the subjects. The college has well experienced faculty members. The faculty members of various departments participate actively in academic programmes. The library staff is well qualified and their services and experience is used in updating library for the optimum use by the students. The evaluation methods are communicated to the students by the teachers in the class rooms and also displayed on the notice board of the college. The teachers are given full permission to enrich their knowledge through Seminars, Refresher Courses, Orientation Courses etc. The college follows the self- appraisal method to evaluate the performance of faculty, which is used for correcting shortfalls. The college encourages the teachers to participate in self-enriching courses whenever different institutions organize them. Besides the teaching material is collected through internet from renowned Universities

Research & Development

The assessment of this criterion of institutional functioning is done by using the key aspects prescribed by NAAC i.e. the ability of the institution to promote and sustain research culture, freedom to publish results of research, extent of use of consultancy, healthy participation in extension programmes. The college is not having a recognized research centre duly approved by the affiliating university. This besides the college is having only six classes of PG level. The scope of research motivation is very little. However, the faculty is very much aware of the growing importance of the research based education. Many teachers of the college are engaged in active research work. As far as development is concerned, The NSS officer co-ordinates various extension activities of the college. Through NSS, the students are encouraged to undertake community-oriented activities like Social work, health-hygiene awareness, adult education and literacy, AIDS awareness, environmental awareness. Students and teachers are provided with money and time from the college for extension activities. N.S.S. and sports students participate in such activities in coordination with N.G.Os. The college also organizes sports activities and encourages the students to participate in them.

Community Engagement

College engages many organizations like Human rights Association of India, Rotary Club, N.G.Os for holding awareness camp, NSS camps, free medical checkup, Voter awareness camp, Tree plantation festival etc.

Human Resource Management

In the institute, the process of assessing adequate human power requirements, staff recruiting, monitoring and planning professional development programmes for personnel development and seeking appropriate feedback responses is very good. The institution recruits faculty members and staff based on the guidelines provided by the university Incentives are also given to the staff members. Effective system of appraisal of performance of teachers is there. communication system is very good.

Interaction

The institute interacts with various local as well as outside institutes. We consult with other institute on various issues for the improvement of education system. Seminars, workshops, conferences on various subjects are conducted in the college premises. The college organizes field tours to various industries. The students come 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, extracurricular 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

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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.

The Hashmi Human Resources Development 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 and Gymnasium.
2. Construction of boundary wall of the College Ground
3. Resolution to start M.A. (Hindi, Drawing & Painting)
4. Resolution to plan a proposal to start B.Sc. (TDS)
5. To appoint Asst Professors on regular basis in the Departments as per requirements.

The resolved issues were implemented this year. The proposal to make a plan to Construction of girls' hostel and Gymnasium could not be implemented as it involved a lot of infrastructure and funds which was not possible to be arranged for.

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?

The institute has well defined grievance Redressal procedure. Prompt and effective disposal of grievances of various stakeholders are being done. Institute has constituted a Grievances Redressal Committee. This committee discusses the matter with Principal to solve the problem. The college has a women tutor as well which caters to the grievances and other needs of students.

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?

No

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 advisory committee consisting of the senior teachers collects the exit level feedback from the graduates regarding learning processes. The PG departments have developed a format to obtain the feedback of its students, who are employed in various organizations. The inputs are obtained from them and further used to improvise 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?

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 counseled 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 enroll for or provide resources for training programmes and workshops. Examination training is given to non teaching staff.

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?

There are relevant rules in the institution regarding the faculty empowerment. These rules pertain to attending seminars, conferences, refresher and orientation courses, and other training programmes. The need for such training is assessed by the Heads of Departments who recommend members of the faculty for such programmes. The College has organized seminars, and conferences in various disciplines for its staff as well as for the faculty of other institutions in the state.

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At the institutional level, the College Management motivates faculty members through prompt appreciation of exceptional merit and talent and by providing opportunities for self expression. The College is committed to faculty welfare and it offers a platform for the talented and the aspiring.

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.

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. All the students from each and every class and section are expected to do so for all the teachers concerned with their classes. The identities of students are not disclosed. The feedback form has a well defined set of questions that help the students to evaluate the teaching capacity based on lecture understanding and define how far the teacher has succeeded in reaching out to the students. These details are accessible to staff so as to help them judge their performance. The Principal understands the students' reflections and shares it collectively and individually across the staff. If there are any issues of concern, the faculty member is facilitated to overcome the lacunae without lowering self esteem. Wherever required, counseling is provided to staff in order to help them improve their professional capabilities. The participation of the teachers in various college affairs is closely monitored by the principal. The head of institution also uses evaluation in an informal way to improve the services of the office staff.

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?

The management always plays an active role in the performance appraisal of the staff. The management keeps a keen vigil on the working behavior 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?

The strategies adopted by the Government of Uttar Pradesh for faculty welfare include Career Advancement benefits for those with higher qualifications such as M.Phil. and Ph.D. as well as opportunities for those who wish to improve their qualifications. There are also government schemes in place to provide loans for those who wish to buy/construct houses or to purchase computers. At the institutional level, the College Council motivates faculty members through prompt appreciation of exceptional merit and talent and by providing opportunities for self expression. The Uttar Pradesh Government and the Affiliating University has implemented following social welfare schemes:

- 240 Medical leaves are given to the employees during his/her job period.
- There is a provision of maternity leave and paternity leave given to the staff.
- Duty leave is given, if applicable.
- Casual leaves are given as per University rules.

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

A lot of measures are taken by the institute for attracting and retaining eminent faculty. A handsome salary is offered to the faculty according to their experience and qualification. Feedback is taken from the students and appraisal is made in order to give incentives and increments to the faculty.

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

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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 accounts of the college are subject to audit by the External qualified Chartered Accountant appointed by the Hashmi Human Resources Development Society before 31st March each year. The institution being self finance college, the college management committee deposes its audit team every year to conduct the audit of the account. The last audit was done in the month of March 2011 and there was no audit Para pending. If any objection is made by the audit team then the same is complied in totality before the next claims are submitted. The audited report by the external CA is placed before the Management in the meeting of the Hashmi Human Resources Development Society for whetting and rectification, if any. The qualified remarks given by the auditor are taken into consideration in the forth coming years.

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.

The college's major sources of funding are as follows:

- Total fee collected from the students.
- Contributions by M.L.A/M.P from the L.A.D. funds.

Deficit Management:

The college 100% expenditure is borne by the management. Further if there is any deficit on account of recurring & non recurring expenditure, the college approaches the Hashmi Human Resources Development Society.

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Reserve Funds:

The following reserve funds have been available with the college in the last four years:

Financial Year	Reserve Fund available
2011-12	450000 Rs.
2010-11	---
2009-10	300000 Rs.
2008-09	150000 Rs.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Various steps are being taken by the institute to generate additional funds. The college seeks the Contributions made by the M.L.As/M.Ps from the L.A.D. funds. The institution organizes seminars and conferences. The expenditure for the conduct of these seminar and conferences is met by the college itself.

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? If so, mention any significant contribution made by them.
- d. How do students and alumni contribute to the effective functioning of the IQAC?
- e. How does the IQAC communicate and engage staff from different constituents of the institution?

Yes, the institution is having its IQACell. Following is the composition of the same:

1. Dr. Naushaba Parveen- Principal Member
2. Dr. Asif Ali– Teacher Member
3. Dr. Ankur Gupta – Teacher Member
4. Dr. Avneesh Yadav– Teacher Member
5. Dr. Pooja Tyagi– Teacher Member
6. Dr. Mohd. Saleem- Teacher Member

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7. Dr. Siraj Uddin Hashmi- Management member
8. Mr. Nafees Mirza- Management member
9. Mr. Imran Ahmad – Society Member
10. Mr. Taj Uddin Hashmi- Society Member
11. Dr. Sant Kumar Mishra- Co-Ordinator Member
12. Mr. Manoj Kumar- non teaching member
13. Two Student's Member

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. 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 M.J.P. Rohilkhand University, Bareilly, Uttar Pradesh. 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, M.J.P. Rohilkhand University, Bareilly, Uttar Pradesh. and we make 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 not the performance of individual faculty or staff. 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. Tutorials and laboratory hours are fixed. The tutorials and assignments are corrected within a short duration and the marks are entered in work register, which acts as a ready reckoner 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. Counseling is given to slow learners. Parents of such students are called to meet their respective faculty member, if required. 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, quizzes, etc. to monitor the academic progress of each student.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution has evolved a stakeholders' web by forming different platforms like College Advisory Board, alumni, Parent Teacher Meet and various

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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.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

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?

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.

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

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management

The college campus is totally eco friendly. For this the management, the head of the institution and the whole staff is committed and because of their commitment and involvement, the campus can claim to be the first polythene/plastic free zone. This apart, the institution has taken several other steps/initiatives to make the campus eco-friendly:

Energy Conservation:

The college campus is overly warm and overly cold. The college class rooms are so airy and well lighted that they hardly need any artificial lighting. Still the institution has done away with the orthodox lighting system and installed CFLs in the class rooms. This has helped a lot in conservation of electricity.

Use of renewable energy:

The college has five solar systems in campus. The use of sunlight is made to keep the campus lighted.

Efforts for Carbon neutrality:

The college at its own level has taken up certain preventive measures to check the emission of carbon dioxide. 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.

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Plantation

A lot of expenditure is incurred to keep the environment green. For this the college support staff is working very whole heartedly. The trees are planted. The college organizes programmes like Tree Plantation festival to inculcate this tradition amongst its students.

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.

The college has been scaling new heights ever since its inception. The college has made several innovations which have helped smooth out the functioning of the college. These innovations are in academics, administration and other levels of the college working.

Feed back mechanism:

Students give the feedback about the teachers at the end of each session. Students of each department are expected to do so for all the teachers concerned with their class. Besides, informal interaction between the students and the Class Teacher/H.O.D./Principal about issues pertaining to teaching quality is also encouraged. Teachers are counseled by the departmental head and/or principal regarding measures to improve subject understanding and/or teaching skills.

Zero-Balance Accounts:

The college has facilitated its staff as well as the other internal stakeholders, i.e. the students with providing them the facility to maintain a zero balance bank account in the banks- Central Bank of India and HDFC Bank. This has helped the students in a great many ways.

Academic Innovations:

The institution has introduced many new innovative practices to help the students in their pursuit of attaining quality education. The college has introduced Remedial Classes for the students. This has helped them cover up their back log, if any. More than that the students get a chance to brush up their skills further. The college has also started a new innovative technique to help the students revise their syllabi. The teachers introduced the skill of drafting question banks. These questions are formed on the basis of the questions being framed in the last examinations. This has helped ease the burden of the students and improve the pass percentage.

7.3 Best Practices

7.3.1 Elaborate on any two best practices as per the annexed format (see page ..) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core

activities of the college.

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.

Best Practice 1: Introduction of Remedial Classes and Question Banks

1. Title of the Practice

The Introduction of Remedial Classes and Question Banks

2. Goal

The main objective of the institution is to transform the students into well meaning citizens through the committed pattern of instructions based on carefully prepared and well designed curricular aspects. The changing needs of the time are the basis while building a rich corpus of talent. Hence, the main objective of Hashmi Girls Degree College is to transform the students into well meaning citizens through well prepared socially committed patterns of instruction. Hashmi Girls Degree College aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence. The institution aspires to instill scientific zeal and develop skilled human resource to contemporary challenges. The college has been facilitating young adult learners with opportunities to hone their ethics and leadership potential. To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues is also the mission of the institution.

3. The Context

The college in the academic world introduced the technique of remedial classes and preparing question banks keeping in view the examination perspective. The students belonging to the college are given extra coaching free of cost by addressing their problems. Their skills are sharpened and chiseled keeping in view the patterns of the final examinations. They are given a list of important questions prepared by the expert faculty. This has helped them attain their targets in a better way.

4. The Practice & the Evidence of the Success

Similarly, the college was not able to bring out the best out of the students. The dropout rate and the failure rate was scaling heights. The college then introduced the UGC sponsored Remedial Classes. The students were given extra coaching, free of cost, in all the subjects in general. The students were given extra guidance in the subjects like English and maths in particular. The college ensured that the students are provided with the Question Banks framed by the experienced faculty of the college. This action has resulted in a steep downfall in the failure rate. The Question Banks have facilitated the students in such a way that their efforts in the preparation of the final exams have started bearing fruits.

5. Problems Encountered and Resources Required

The college was finding it hard to control the dropout rate and the failure. The remedial classes came as a boon for such students. The students are now finding it easy to combat the problems they were facing. The resources required for the remedial classes were provided by the management by its own resources.

Best Practice 2: Evaluation of Teachers by Students

1. Objective of the Practice

To encourage self-improvement in teaching skills

2. Need Addressed and the Context

Teacher development is not taken seriously because the feedback of stakeholders is seldom obtained. The need addressed, therefore is to provide teachers an opportunity to look at themselves through the eyes of learners.

3. The Practice

Every teacher is evaluated by students based on punctuality, teaching methods, interest in teaching, ability to teach (theory and practical), upgradation of knowledge, response to student problems, participation and co-operation in organizing co-curricular and extracurricular activities, etc. The evaluation is made by means of a questionnaire and the results are statistically analyzed. The Principal of the college discusses the results of the student evaluation of each teacher by meeting the teacher and discussing his/her weaknesses and strengths confidentially.

4. Evidence of Success

The results of the evaluation are not used to victimize the teacher but the Principal and other authorities advise the teacher to improve performance. The teacher also becomes aware of his/her weaknesses and strengths.

5. Resources

Questionnaires for collecting feedback and computer resource to analyse the data

6. Contact Details

Name of the Principal: Dr. Naushaba Parveen

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Name of the Institution: Hashmi Girls Degree College
City: Amroha, Uttar Pradesh
Pin Code: 244221
Accredited Status: Applied For
Phone (O) : 05922-260755 Fax: 05922-260755
Website: www.hashmitrust.com E-mail: collegehashmi@gmail.com
Mobile: +91-9917285040

E. Evaluative Report of the Departments

1	2	3	4	5	6	7	8
Name of the department	Year of Establishment	Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	Names of Interdisciplinary courses and the departments/units involved	Annual/ semester/choice based credit system (programme wise)	Participation of the department in the courses offered by other departments	Courses in collaboration with other universities	Details of Courses / programmes discontinued (if any) with reasons
Hindi	2001	UG	N.A.	Annual	N.A.	N.A.	N.A.
Economics	2001	UG	N.A.	Annual	N.A.	N.A.	N.A.
Sociology	2001	UG	N.A.	Annual	N.A.	N.A.	N.A.
Pol. Sci.	2001	UG	N.A.	Annual	N.A.	N.A.	N.A.
Urdu	2001	UG, PG	N.A.	Annual	N.A.	N.A.	N.A.
English	2001	UG, PG	N.A.	Annual	N.A.	N.A.	N.A.
History	2001	UG	N.A.	Annual	N.A.	N.A.	N.A.
Drawing	2002	UG	N.A.	Annual	N.A.	N.A.	N.A.
Home. Sci.	2002	UG, PG	N.A.	Annual	N.A.	N.A.	N.A.
Education	2002	UG	N.A.	Annual	N.A.	N.A.	N.A.
Psychology	2002	UG	N.A.	Annual	N.A.	N.A.	N.A.
Geography	2002	UG, PG	N.A.	Annual	N.A.	N.A.	N.A.
Home Sci.	2010	BSc	N.A.	Annual	N.A.	N.A.	N.A.
Physics	2012	BSc	N.A.	Annual	N.A.	N.A.	N.A.
Chemistry	2012	BSc	N.A.	Annual	N.A.	N.A.	N.A.
Maths.	2012	BSc	N.A.	Annual	N.A.	N.A.	N.A.
Zoology	2012	BSc	N.A.	Annual	N.A.	N.A.	N.A.
Botany	2012	BSc	N.A.	Annual	N.A.	N.A.	N.A.

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	9			10					
	Number of Teaching posts			Faculty Profile					
1. Hindi Department		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
	Professor	NIL	NIL	Dr. Mohd. Saleem	M.A. Ph. D.	Asst. Professor	Novel , Story	8 Yrs.	NIL
	Associate Professor	NIL	NIL	Dr. Qudasiya Khatoon	M.A. Ph. D.	Asst. Professor	Literature	8 Yrs.	NIL
	Assistant Professor	8	8	Dr. Mithlesh	M.A. Ph. D.	Asst. Professor	Criticism	5 Yrs.	NIL
				Dr. Rajendra Kr. sharma	M.A. Ph. D.	Asst. Professor	Poetry	8 Yrs.	NIL
				Dr. Rekha	M.A. Ph. D.	Asst. Professor	Literature	3 Yrs.	NIL
				Dr. Draksha	M.A. Ph. D.	Asst. Professor	Literature	1 Year	NIL
				Dr. Anil Kr. Sharma	M.A. Ph. D.	Asst. Professor	Story	1 Year	NIL
				Dr. Neelam	M.A. Ph. D.	Asst. Professor	Drama	4 Yrs.	NIL
2. English	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4

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									years	
	Professor	NIL	NIL	Dr. Mujeeb Ur Rehman	M.A. Ph. D.	Asst. Professor	Prose	8 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Shajar Uddeen	M.A. Ph. D.	Asst. Professor	Poetry	3 Yrs.	NIL	
	Assistant Professor	10	10	Dr. Pratibha Sharma	M.A. Ph. D.	Asst. Professor	Literature	8 Yrs.	NIL	
				Dr. Ravi Kant	M.A. Ph. D.	Asst. Professor	Literature	3 Yrs.	NIL	
				Dr. Shabana	M.A. Ph. D.	Asst. Professor	Poetry	5 Yrs.	NIL	
				Dr. Deepika	M.A. Ph. D.	Asst. Professor	Fiction	1 Yr.	NIL	
				Mr. Raj Kumar	M.A. Ph.D. Submitted	Asst. Professor	Poetry	1 Year	NIL	
				Ms. Priti	M.A.	Asst. Professor	Prose	1 Year	NIL	
				Ms. Pinki Diwakar	M.A.	Asst. Professor	Novel	1 Year	NIL	
				Mr. Musahid Husain	M.A.	Asst. Professor	Poetry	1 Year	NIL	
3. Urdu Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Tasneem Fatima	M.A. M.Phil. Ph. D.	Asst. Professor	Fiction	4 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Sadaf Fatima	M.A. Ph. D.	Asst. Professor	Gazal	3 Yrs.	NIL	

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	Assistant Professor	10	10	Dr. Farzana Baby	M.A. Ph. D.	Asst. Professor	Drama	8 Yrs.	NIL
				Dr. Rabab Anzum	M.A. Ph. D.	Asst. Professor	Nazm	8 Yrs.	NIL
				Mr. Nasir Parvez	M.A.	Asst. Professor	Shayari, Naat	2 Yrs.	NIL
				Ms. Nadia	M.A.	Asst. Professor	Prose	2 Yrs.	NIL
				Mr. Ifraheem	M.A.	Asst. Professor	Masnavi	1 Yr.	NIL
				Mr. Shahzad Siddiqui	M.A.	Asst. Professor	Gazal	2 Yrs.	NIL
				Ms. Iram Naz	M.A.	Asst. Professor	Fiction	2 Yrs.	NIL
				Mrs. Shahana Parveen	M.A.	Asst. Professor	Prose	2Yrs.	NIL
4. History Department	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
	Professor	NIL	NIL	Dr. Km. Pankaj Sharma	M.A. Ph. D.	Asst. Professor	Indian History	8 Yrs.	NIL
	Associate Professor	NIL	NIL	Mr. Raj Kishor Ojha	M.A. NET	Asst. Professor	European History	8 Yrs.	NIL
	Assistant Professor	6	4	Mr. Akhtar Hasan	M.A. Ph. D.	Asst. Professor	Indian History	2 Yrs.	NIL
				Mr. Vinod Kumar	M.A. NET	Asst. Professor	Indian History	2 Yrs.	NIL

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5. Psychology Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Musahid Ullah Khan	M.A. Ph. D.	Asst. Professor	Basic Psy.	8 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Naseem Ahmad	M.A. Ph. D.	Asst. Professor	Social Psy.	8 Yrs.	NIL	
	Assistant Professor	6	4	Dr. Sufia Sayeed	M.A. Ph. D.	Asst. Professor	Statistics	3 Yrs.	NIL	
				Dr. Nishat Naqvi	M.A. Ph. D.	Asst. Professor	Experimental Psychology	2 Yrs.	NIL	
6. Sociology Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Rizwana Kulsum	M.A. Ph. D.	Asst. Professor	Indian Society	9 Yrs.	NIL	
	Associate Professor	NIL	NIL	Km. Nahid Parveen	M.A. Ph. D.	Asst. Professor	Crime & Society	5 Yrs.	NIL	
	Assistant Professor	6	6	Dr. Asraf Ali	M.A. Ph. D.	Asst. Professor	--	3 Yrs.	NIL	
			Mrs. Shabnam	M.A.	Asst. Professor	Indian Society	2 Yrs.	NIL		

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				Nigar						
				Mr. Abhay Kumar	M.A.	Asst. Professor	Crime& Society	1 Year	NIL	
				Ms. Preeti	M.A.	Asst. Professor	Indian Society	1 Year	NIL	
7. Pol. Sci. Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Husan Bano	M.A. Ph. D.	Asst. Professor	Public Ad.	5 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Ahmad Shamshad	M.A. Ph. D.	Asst. Professor	Indian Thought	8 Yrs.	NIL	
	Assistant Professor	6	4	Dr. Sanjay Kr. Dubey	M.A. Ph. D.	Asst. Professor	Comperative Politics	3 Yrs.	NIL	
				Mrs. Rajni Kaur	M.A.	Asst. Professor	International politics	4 Yrs.	NIL	
8. Geography Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Naushaba Parveen	M.A. Ph. D.	Asst. Professor	Geomorphology	16 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Fazal Ur Rahman	M.A. Ph. D.	Asst. Professor	Indian Geography	8 Yrs.	NIL	
Assistant Professor	10	10	Dr. Adeem Ahmad	M.A. Ph. D.	Asst. Professor	Geography Thought	7 Yrs.	NIL		

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			Dr. Syed Ali Akhtar Naqui	M.A. Ph. D.	Asst. Professor	Geography & Tourism	5 Yrs.	NIL	
			Dr. Avneesh Kumar	M.A. Ph. D.	Asst. Professor	Agriculture & Population Geogr.	4 Yrs.	NIL	
			Dr. Ved Prakash	M.A. Ph. D.	Asst. Professor	Geomorphology	4 Yrs.	NIL	
			Dr. Azaz Hussain Ansari	M.A. Ph. D.	Asst. Professor	Geography & Tourism	3 Yrs.	NIL	
			Dr. Suhail Ahmad	M.A. Ph. D.	Asst. Professor	Geomorphology	1 Year	NIL	
			Dr. Vinod Kr. Saini	M.A. Ph. D.	Asst. Professor	Geography & Tourism	2 Yrs.	NIL	
			Mrs. Nagma	M.A.	Asst. Professor	Geography Thought	2 Yrs.	NIL	
9. Economics Department	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
	Professor	NIL	NIL	Dr. Nootan	M.A. Ph. D.	Asst. Professor	Indian Economy	1 Year	NIL
	Associate Professor	NIL	NIL	Dr. S. Hasan Qayeed	M.A. Ph. D.	Asst. Professor	Banking	8 Yrs.	NIL
	Assistant Professor	6	4	Mr. Sarfaraj Iqbal	M.A.	Asst. Professor	Statistics	8 Yrs.	NIL
				Mr. Ovais Khan	M.A.	Asst. Professor	Indian Economy	2 Yrs.	NIL

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10. Education Department	Number of Teaching posts		Faculty Profile					
	Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
Professor	NIL	NIL	Dr. Ankur Gupta	M.A. Ph. D.	Asst. Professor	Educational Thought	6 Yrs.	NIL
Associate Professor	NIL	NIL	Mr. Anurag Yadav	M.Ed., M.Sc.	Asst. Professor	Measurement	3 Yrs.	NIL
Assistant Professor	6	6	Mrs. Abha sharma	M.Ed.,	Asst. Professor	Educational Development	8 Yrs.	NIL
			Mr. Arun Kumar	M.A. Ph. D.	Asst. Professor	Guidance	8 Yrs.	NIL
			Mr. Yogendra Kr.	M.Ed.,	Asst. Professor	Psychology	5 Yrs.	NIL
			Mrs. Geeta Devi	M.A. Edu.	Asst. Professor	Philosophy	5 Yrs.	NIL

11. Drawing Department	Number of Teaching posts		Faculty Profile					
	Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
Professor	NIL	NIL	Dr. Anu Mahajan	M.A. Ph. D.	Asst. Professor	Visual Art Western Painting	8 Yrs.	NIL
Associate Professor	NIL	NIL	Mrs. Seema	M.A. NET	Asst. Professor	Indian Art	7 Yrs.	NIL
Assistant Professor	8	8	Mrs. Vinita Devi	M.A. Ph.D. Submitted	Asst. Professor	Indian Painting	3 Yrs.	NIL
			Dr. Narendra Kumar	M.A. Ph. D.	Asst. Professor	Miniature Painting	2 Yrs.	NIL

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			Mrs. Sapna Singh	M.A.	Asst. Professor	Indian Art	2 Yrs.	NIL	
			Mrs. Preeti Gautam	M.A.	Asst. Professor	Indian Painting	3 Yrs.	NIL	
			Mr. Zulfikar Ali	B.F.A.	Asst. Professor	Indian Art	2 Yrs.	NIL	
			Mr. Arvind Kr. Sindhu	M.A. M.Phil.	Asst. Professor	Miniature Painting	2 Yrs.	NIL	
12. Home. Science Department	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
	Professor	NIL	NIL	Dr. Seema Chaurasiya	M.A. Ph. D.	Asst. Professor	Home Mang.	8 Yrs.	NIL
	Associate Professor	NIL	NIL	Dr. Preetam Kumari	M.A. Ph. D.	Asst. Professor	Human Health	6 Yrs.	NIL
	Assistant Professor	14	14	Mrs. Shailley Rathaur	M.A. NET	Asst. Professor	Ecology	5 Yrs.	NIL
				Dr. Mridula Sharma	M.A. Ph. D.	Asst. Professor	Research Methodology	3 Yrs.	NIL
				Dr. Waseem Fatima	M.A. Ph. D.	Asst. Professor	Clothing	4 Yrs.	NIL
				Dr. Saraswati Ghosh	M.A. Ph. D.	Asst. Professor	Consumer Eco.	3 Yrs.	NIL
				Dr. Ms. Puja Nirmaniya	M.A. Ph. D.	Asst. Professor	Child Development	5 Yrs.	NIL
				Dr. Puja Tyagi	M.A. Ph. D.	Asst. Professor	Human Development	3 Yrs.	NIL
				Ms. Shareena	M.Sc.	Asst.	English	2 Yrs.	NIL

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						Professor	Language		
			Ms. Chhavi Gupta	M. Sc.	Asst. Professor	Consumer Eco.	1 Year	NIL	
			Ms. Bhanupriya	M.Sc.	Asst. Professor	Ecology	1 Year	NIL	
			Ms. Jyotsana	M.Sc.	Asst. Professor	Clothing	2 Yrs.	NIL	
			Ms. Ansi Goel	M.Sc. NET	Asst. Professor	Human Development	2Yrs.	NIL	
			Ms. Aliya Ahmad	M.A.	Asst. Professor	Clothing	1 Year	NIL	
13. Physics Department	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years
	Professor	NIL	NIL	Mr. Pushpendra Kumar	M.Sc.	Asst. Professor	Thermodynamics	1 Year	NIL
	Associate Professor	NIL	NIL	Mr. Mukesh	M.Sc.	Asst. Professor	Electronics	--	NIL
	Assistant Professor	1	1	Mr. Suresh	M.Sc.	Asst. Professor	--	--	
14. Che	Number of Teaching posts			Faculty Profile					
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D.

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									Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Sanjeev Kr. Saxena	M.Sc. Ph.D.	Asst. Professor	Organic Chem.	3 Yrs.	NIL	
	Associate Professor	NIL	NIL						NIL	
	Assistant Professor	1	1							
15. Maths. Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Gaurav Agarwal	M.Sc. Ph.D.	Asst. Professor	Calculus	2 Yrs.	NIL	
	Associate Professor	NIL	NIL	Mr. Faisal Ahmad	M.Sc.	Asst. Professor	Algebra	--	NIL	
	Assistant Professor	1	1							
16. Bota	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided	

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									for the last 4 years	
	Professor	NIL	NIL	Dr. Neeraj Pal Malik	M.Sc., Ph.D.	Asst. Professor	Bacteria	2 Yrs.	NIL	
	Associate Professor	NIL	NIL	Ms. Monika	M.Sc.	Asst. Professor	--	1 Year	NIL	
	Assistant Professor	1	1							
17. Zoology Department	Number of Teaching posts			Faculty Profile						
		Sanctioned	Filled	Name	Qualification	Designation	Specialization	Experience	No. of Ph.D. Students guided for the last 4 years	
	Professor	NIL	NIL	Dr. Satendra Kr. Chauhan	M.Sc. Ph.D.	Asst. Professor	Cell Biology	3 Yrs.	NIL	
	Associate Professor	NIL	NIL	Dr. Zubair Ahmad	M.Sc. Ph.D.	Asst. Professor	Genetics	1 Year	NIL	
	Assistant Professor	1	1							

Department	11	12	13	14	15	16
	List of senior	% of lectures delivered	Student-	Number of academic	Qualifications of	Number of faculty with

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	visiting faculty	and practical classes handled by temporary faculty	Teacher Ratio	support staff (technical) and administrative staff; sanctioned and filled	teaching faculty	ongoing projects from a) National b) International funding agencies and grants received
Hindi	Dr. R. A. Shastri Dr. Veena Rustagi	50%	See Point 28 Page No. 17	N.A.	Same as point 10	N.A.
Economics	N.A.	75%		N.A.	Same as point 10	N.A.
Sociology	Dr. Bharat Lal	67%		N.A.	Same as point 10	N.A.
Pol. Sci.	Dr. Ashok Rustagi	75%		N.A.	Same as point 10	N.A.
Education	Dr. Jai Pal Dr. J.S.Verma	33%		N.A.	Same as point 10	N.A.
Urdu	Dr. Sayadat Naqvi Dr. Aslam	50%		N.A.	Same as point 10	N.A.
English	Dr. P. K. Jain Dr. Amit Bhardwaj	50%		N.A.	Same as point 10	N.A.
Drawing	Dr. Anad Lakhtakia	72%		Lab Asst-1	Same as point 10	N.A.
Home. Sci.	Dr. Veenu Nagar Dr. Alka Thakur Dr. V. D. Harpalani	70%		Lab Asst-3	Same as point 10	N.A.
History	Dr. Sumangal Prakash Dr. P. C. Jain	75%		N.A.	Same as point 10	N.A.
Psychology	Dr. Sunil Chaudhary	50%		Lab Asst-1	Same as point 10	N.A.
Geography	Dr. J. P. Gupta Dr. Sanjay Sahi Dr. J. S. Varshney	50%		Lab Asst-1	Same as point 10	N.A.

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Physics	Nil.	50%		Lab Asst-1	Same as point 10	N.A.
Chemistry	Nil.	50%		Lab Asst-1	Same as point 10	N.A.
Maths	Nil.	50%		N.A.	Same as point 10	N.A.
Zoology	Nil.	50%		Lab Asst-1	Same as point 10	N.A.
Botany	Nil.	50%		Lab Asst-1	Same as point 10	N.A.

Department	17	18	19	20	21	22
	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received	Research Centre /facility recognized by the University	Publications	Areas of consultancy and income generated	Faculty as members in a) National committees b) International Committees c) Editorial Boards	Student projects a)% of students who have done in-house projects including interdepartmental/programme b) % of students placed for projects in organizations outside the institution i.e.in Research laboratories/ Industry/other agencies
Hindi	N.A.	N.A.	2	N.A.	Nil	N.A.
Economics	N.A.	N.A.	Nil.	N.A.	Nil	N.A.
Sociology	N.A.	N.A.	2	N.A.	Nil	N.A.
Pol. Sci.	N.A.	N.A.	1	N.A.	Nil	N.A.
Education	N.A.	N.A.	29	N.A.	Nil	N.A.
Urdu	N.A.	N.A.	5+10	N.A.	Nil	N.A.
English	N.A.	N.A.	1	N.A.	Nil	N.A.

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Drawing	N.A.	N.A.	6	N.A.	Nil	N.A.
Home. Sci.	N.A.	N.A.	3	N.A.	Nil	N.A.
History	N.A.	N.A.	Nil.	N.A.	Nil	N.A.
Psychology	N.A.	N.A.	Nil.	N.A.	Nil	N.A.
Geography	N.A.	N.A.	10	N.A.	Nil	N.A.
Physics	N.A.	N.A.	Nil	N.A.	Nil	N.A.
Chemistry	N.A.	N.A.	Nil	N.A.	Nil	N.A.
Maths	N.A.	N.A.	Nil	N.A.	Nil	N.A.
Zoology	N.A.	N.A.	2	N.A.	Nil	N.A.
Botany	N.A.	N.A.	Nil	N.A.	Nil	N.A.

Department	23	24	25
	Awards/Recognitions received by faculty and students	List of eminent academicians and scientists/ visitors to the department	Seminars/ conferences/ workshops organized & the source of funding
Hindi	1	Same as point 11	Departmental Seminar College Funding
Economics	Nil	Same as point 11	Departmental Seminar College Funding
Sociology	Nil	Same as point 11	Departmental Seminar College Funding
Pol. Sci.	1	Same as point 11	Departmental Seminar College Funding

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Education	1	Same as point 11	Departmental Seminar College Funding
Urdu	Nil	Same as point 11	Departmental Seminar College Funding
English	1	Same as point 11	Departmental Seminar College Funding
Drawing	1	Same as point 11	Departmental Seminar College Funding
Home. Sci.	1	Same as point 11	Departmental Seminar College Funding
History	Nil	Same as point 11	Departmental Seminar College Funding
Psychology	Nil	Same as point 11	Departmental Seminar College Funding
Geography	Nil	Same as point 11	Departmental Seminar College Funding
Physics	Nil	Same as point 11	Nil
Chemistry	Nil	Same as point 11	Nil
Maths	Nil	Same as point 11	Nil
Zoology	Nil	Same as point 11	Nil
Botany	Nil	Same as point 11	Nil

Department	26	27
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Self Study Report

	Student profile programme/course wise					Diversity of Students			
	Name of the Course/programme	Applications received	Selected	Enrolled *M *F	Pass percentage	Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
1. Hindi	B.A.I	117	107	107	89.7	B.A.I	100%	Nil	Nil
	B.A.II	60	60	60	98.3	B.A.II	100%	Nil	Nil
	B.A.III	24	24	24	95.9	B.A.III	100%	Nil	Nil
	M.A.I	-	-	- -	--	M.A.I	100%	Nil	Nil
	M.A.II	Nil	Nil	Nil	Nil	M.A.II	Nil	Nil	Nil
2. English	B.A.I	652	635	635	72.8	B.A.I	100%	Nil	Nil
	B.A.II	259	259	259	94	B.A.II	100%	Nil	Nil
	B.A.III	270	270	270	87.4	B.A.III	100%	Nil	Nil
	M.A.I	119	119	119	95.9	M.A.I	100%	Nil	Nil
	M.A.II	106	106	106	91.5	M.A.II	100%	Nil	Nil
3. Urdu	B.A.I	405	392	392	78.6	B.A.I	100%	Nil	Nil
	B.A.II	228	228	228	98.7	B.A.II	100%	Nil	Nil
	B.A.III	231	231	231	91.4	B.A.III	100%	Nil	Nil
	M.A.I	117	117	117	96.6	M.A.I	100%	Nil	Nil
	M.A.II	104	104	104	97.1	M.A.II	100%	Nil	Nil
4.	B.A.I	795	772	772	92.5	B.A.I	100%	Nil	Nil

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Geography	B.A.II	376	376	376	98.7	B.A.II	100%	Nil	Nil
	B.A.III	305	305	305	97.3	B.A.III	100%	Nil	Nil
	M.A.I	111	111	111	61.5	M.A.I	100%	Nil	Nil
	M.A.II	116	116	116	95.7	M.A.II	100%	Nil	Nil
5. Home Science	B.A.I	597	585	585	95	B.A.I	100%	Nil	Nil
	B.A.II	277	277	277	97.9	B.A.II	100%	Nil	Nil
	B.A.III	336	336	336	99.1	B.A.III	100%	Nil	Nil
	M.A.I	120	120	120	92.5	M.A.I	100%	Nil	Nil
	M.A.II	103	103	103	98.1	M.A.II	100%	Nil	Nil
6. Drawing & Painting	B.A.I	82	76	76	84	B.A.I	100%	Nil	Nil
	B.A.II	40	40	40	100	B.A.II	100%	Nil	Nil
	B.A.III	23	23	23	82.6	B.A.III	100%	Nil	Nil
	M.A.I	-	-		--	M.A.I	100%	Nil	Nil
	M.A.II	Nil	Nil	Nil	Nil	M.A.II	Nil	Nil	Nil
7. History	B.A.I	34	23	23	95.7	B.A.I	100%	Nil	Nil
	B.A.II	17	17	17	94.1	B.A.II	100%	Nil	Nil
	B.A.III	14	14	14	100	B.A.III	100%	Nil	Nil
8. Economics	B.A.I	67	63	63	96.9	B.A.I	100%	Nil	Nil
	B.A.II	24	24	24	95.9	B.A.II	100%	Nil	Nil
	B.A.III	18	18	18	83.3	B.A.III	100%	Nil	Nil
9. Pol.	B.A.I	79	75	75	90.7	B.A.I	100%	Nil	Nil

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Science	B.A.II	39	39	39	100	B.A.II	100%	Nil	Nil
	B.A.III	19	1	19	94.8	B.A.III	100%	Nil	Nil
10. Sociology	B.A.I	853	825	825	93.5	B.A.I	100%	Nil	Nil
	B.A.II	395	395	395	96.7	B.A.II	100%	Nil	Nil
	B.A.III	347	347	347	99.1	B.A.III	100%	Nil	Nil
11. Psychology	B.A.I	62	57	57	86	B.A.I	100%	Nil	Nil
	B.A.II	39	39	39	87.1	B.A.II	100%	Nil	Nil
	B.A.III	18	18	18	100	B.A.III	100%	Nil	Nil
12. Education	B.A.I	805	782	782	96.4	B.A.I	100%	Nil	Nil
	B.A.II	345	345	345	95.7	B.A.II	100%	Nil	Nil
	B.A.III	345	345	345	98.3	B.A.III	100%	Nil	Nil
13. B.Sc. Home Sc.	B.Sc. I	72	65	65	96	B.A.I	100%	Nil	Nil
	B.Sc. II	25	25	25	83.3	B.A.II	100%	Nil	Nil
	B.Sc. III	-	-	-	-	B.A.III	100%	Nil	Nil
14. Physics	B.Sc. I	-	-	-	--	B.Sc. I	100%	Nil	Nil
	B.Sc. II	Nil	Nil	Nil	Nil	B.Sc. II	Nil	Nil	Nil
	B.Sc. III	Nil	Nil	Nil	Nil	B.Sc. III	Nil	Nil	Nil
15. Chemistry	B.Sc. I	-	-	-	--	B.Sc. I	100%	Nil	Nil
	B.Sc. II	Nil	Nil	Nil	Nil	B.Sc. II	Nil	Nil	Nil
	B.Sc. III	Nil	Nil	Nil	Nil	B.Sc. III	Nil	Nil	Nil
16. Maths.	B.Sc. I	-	-	-	--	B.Sc. I	100%	Nil	Nil

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	B.Sc. II	Nil	Nil	Nil	Nil	B.Sc. II	Nil	Nil	Nil
	B.Sc. III	Nil	Nil	Nil	Nil	B.Sc. III	Nil	Nil	Nil
17. Botany	B.Sc. I	-	-	-	--	B.Sc. I	100%	Nil	Nil
	B.Sc. II	Nil	Nil	Nil	Nil	B.Sc. II	Nil	Nil	Nil
	B.Sc. III	Nil	Nil	Nil	Nil	B.Sc. III	Nil	Nil	Nil
18. Zoology	B.Sc. I	-	-	-	--	B.Sc. I	100%	Nil	Nil
	B.Sc. II	Nil	Nil	Nil	Nil	B.Sc. II	Nil	Nil	Nil
	B.Sc. III	Nil	Nil	Nil	Nil	B.Sc. III	Nil	Nil	Nil

Department	28	29	30	31	32	33
	How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.	Student progression	Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories	Number of students Receiving financial Assistance from college, university, government or other agencies	Details on student enrichment programmes (special lectures/workshops/seminar) with external experts	Teaching methods adopted to improve student learning
Hindi	Not Available	Not Available	Nil	See Point 5.1.2	See Point 25	See Point 2.4.3
Economics	Not Available	Not Available	Nil			
Sociology	Not Available	Not Available	Nil			

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Pol. Sci.	Not Available	Not Available	Nil			
Education	Not Available	Not Available	Nil			
Urdu	Not Available	Not Available	Nil			
English	Not Available	Not Available	Nil			
Drawing	Not Available	Not Available	d) 1			
Home. Sci.	Not Available	Not Available	d) 1			
History	Not Available	Not Available	Nil			
Psychology	Not Available	Not Available	d) 1			
Geography	Not Available	Not Available	d) 1			
Home Science	Not Available	Not Available	d) 1			
Physics	Not Available	Not Available	d) 1			
Chemistry	Not Available	Not Available	d) 1			
Maths	Not Available	Not Available	d) 1			
Zoology	Not Available	Not Available	d) 1			
Botany	Not Available	Not Available	d) 1			