



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT RAZA POST GRADUATE COLLEGE**

**KHUSHRO BAGH ROAD RAMPUR-244901 (UP)  
244901**

**[www.grpgcrampur.com](http://www.grpgcrampur.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Rampur is a historical city known for its captivating grandeur. Here almost every crumbling wall has a story to narrate. The history of Rampur is endowed with an eventful past, a rich grand architectural legacy, palaces, markets and unmatched crafts. Most of the memorials, impregnable forts and pristine palaces are now housing the Govt. offices and colleges. Govt. Raza Post Graduate College was also housed in one such pristine palace on 16th July, 1949.

The first Govt. Degree College of Uttar Pradesh, Govt. Raza P.G. College, turned 68 in 2017. Sixty-eight years, in the life of the college especially in a city like Rampur which speaks of its rich culture, heritage and glorious traditions in terms of epochs are the fleeting moments in the march of History. The college experienced sixty-eight years as it grew and molded itself to face challenges and bewildering pace of change. Throughout these decades the college never remained static and these decades were rewarding too. It witnessed a long story of the phenomenal success and achievements. This college soared to the new heights of excellence and perfection not only in academics but in every sphere of activities like research, sports and extension activities. Indeed, all this is the outcome of painstaking and unstinting efforts made by a dedicated and sincere team of nation builders-our teachers, employees and of course the disciplined force of our students.

### **Vision**

Offering Higher Education system with a view of producing a manpower of the highest quality to meet the multiple needs of economy and development of the knowledgeable Society.

### **Mission**

To transform the Institution into one of the best Government Institutions of Higher Education in the Country, with the aim of developing citizens, equipped with the knowledge and skills and attitude to be the members of a knowledgeable society, committed to national development, respecting diversities present in the Indian Society, embedded with national and human values and responsive to national and social needs and the power of economic self-reliance.

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

### **Institutional Strength**

College has well defined vision and mission and follows the curriculum of affiliating university. Admission process (widely displayed) is quite transparent (online admission since two years). Reservation is provided to different strata as per rules. Traditional method of teaching is being coupled with audio-visual system.

Faculties are highly qualified and twelve teachers are recipients of awards. The faculty participated in 81 professional development programmes. Seven research projects have been/are being supervised, 65 Ph.Ds.

produced, 169 research papers and 08 books/chapters in books published in last 5 years. The college has organized six national seminars/workshops during last five years. The neighboring communities are benefitted by the extension activities of the college.

The college has a vast area and ample space for further construction. The maintenance grant of college is optimally utilized. The college has adequate facility for sport and cultural activities. One computer block funded by RUSA is nearing completion. Library has 83280 books (many are rare collection).

The academic calendar is followed in due course. College honors to first three meritorious student, the athletics champion and captains of each sport team. There is a long list of cultural activities that are performed on different occasions. The adoption of biometric system and the installation of 16 CCTV cameras are additional features in the campus which enhance the managerial capability in the college. The college has the distinction in performing different acts for promoting the communal harmony and brotherhood in campus and neighboring community.

### **Institutional Weakness**

The college deserves expansion and diversification of the courses being offered (University courses, distance education courses and vocational/add-on-courses) and initiation of skill oriented courses.

The college needs to increase the number of seats allotted by university for different UG and PG programmes. There is a need to formulate a formal mechanism of identifying the slow learners and advance learners.

Having such competent faculty (83% Ph.D. teachers; 14 research centers) the college could have secured more research projects and more publication on the record and the linkages for active researching (with industries and international dignitaries) need to be strengthened.

In spite of having abundant space which can be utilized for further construction (i.e. classroom, multipurpose hall, auditorium, gymnasium, P.G. blocks) the college has not been able to procure grants for construction. The college requires hostel facilities, canteen and health care centre. The Library of the college is located in a very old structure and needs replacement. The Delnet facility and e-content development facilities are yet to flourish. The seminar room (with AV system) is on the verge of completion, but establishment of virtual classroom is awaiting the release of grants from RUSA.

The college needs to increase the student enrollment as per growing demand. The withdrawal of grant for remedial coaching by UGC has hampered the process. College needs to strengthen the mechanism to generate internal resources. Availability of Gymnasium/Auditorium will definitely enhance the performance of students in sports.

### **Institutional Opportunity**

The college has vast amount of land at its disposal and bears potential to allow thriving (diversification/expansion) of courses offered. Financial support from the State will allow the college to achieve more success. There is growing demand for value added and job oriented courses.

The college has adequately qualified staff, well-versed with ICT tools and LMS and proper financial support

for ICT expansion will help for developing it into an incubation centre for innovations in teaching-learning. College has recently established conference room equipped with A/V system and is likely to establish a smart room with the help of RUSA grants. Further release of RUSA grants will allow to furnish its recently built computer block with at least 60 additional PC/Laptops.

All of the P.G. Departments (14) have produced Ph.Ds. and good publication in past and college has potential to develop itself as active research centre. Different wings of NSS, RR and NCC have performed excellent task but establishment of linkage with industries and NGOs will provide more benefit to neighboring communities.

As soon as the RUSA grants are received the automation of library, strengthening of e-resource section, augmentation of computer section, establishment of virtual class room and LMS system is bound to take place. The statistical packages and operating application/software will also be installed. Aforesaid changes are bound to provide boost to ICT in teaching-learning system and will also strengthen the active researching in the campus.

### **Institutional Challenge**

The college has to formulate a long term plan for the expansion and diversification of courses being offered, and in getting sanction for increase in quota of allotted seats and development of inter/multidisciplinary teaching and research.

Shortage of staff (teaching and non-teaching) is bound to create hindrance in college activities. The mechanism of continuous internal evaluation and implementation of CBCS system is bound to be fruitful if affiliating university makes official provisions for the same.

Due to failure of university in conducting regular Ph.D. entrance test and research methodology workshop, Ph.D. enrolment has greatly reduced but due to implementation of API system, the faculty members are now bound to actively involve in researching. The establishment of links with NGO/Industries for extension work and improved documentation of the same will provide better opportunity to the college in establishing its role in benefiting local communities. The budget deficit involved in the maintenance of 68 year old building and the instruments is also a challenge. Thus, continuous persuasion on the matter may bring fruitful results.

Subjects like Sociology, Philosophy and Persian are presently devoid of the teacher. Likewise, non-teaching staff posts are also lying vacant (awaiting appointment at government level). Unavailability of any scheme for professional development of non-teaching staff is also an issue. Non-availability of funds for running career oriented programmes e.g. Remedial Coaching, Tutorials to slow and advance learners, career counseling and placement cells, is also a challenge.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- **Curriculum adopted:**

UG – State level Uniform syllabus

PG – University syllabus (subject wise); 05 Teachers -Members of BOS, University.

Ph.D. – As per U.G.C. guideline

• **Feedback on curricula:**

Interaction with stakeholders (RHEO/DE), Alumni,

Feedback from students and Teachers

• **Courses offered:**

U.G. -20 subjects

P.G. -14 subjects

Ph.D.-14 subjects

Add-on-course-one (Computer Applications)

• **Distance Education**

Certificate courses - 08

Diploma - 04

P.G. Diploma - 07

M.A. - 07

BDC - 03

BPP - 01

B.Ed. - 01

• **Efforts for New Academic Programmes Materialised:**

1. IGNOU activated study centre for MA (4), PG Diploma (3), Diploma (1), PGC(1), C(1)
2. An add-on-course “Computer Application” sanctioned by UGC
3. University made “Physical Education” (1 paper and Practical) compulsory in each UG Class. “Environment” paper is made mandatory (in any one year of UG)

• **Interdisciplinary programme:**

Mainly through courses offered by (IGNOU)

## Teaching-learning and Evaluation

**Admission Process:** Transparent

B.A., B.Sc., B.Com, M.Com, M.A. I - Merit based (online by Univ.)

M.Sc. I & Ph.D. - University Entrance Test

### Admission rules:

- Printed in Admission brochure/displayed on website
- Reservation to SC/ST, OBC - Vertical
- Girls, FF, PD, Ex-serviceman – Horizontal
- Weightage to sportsman, NSS Camp, Awardees

### Teaching Methodology:

Classroom teaching aided by AV(OHP/LCD/PC)

### Teaching up gradation (5 years):

- Wi-Fi system installed at 3 points; 02 broadband connection
- 2 Gensets, 01 UPS acquired online
- Use of PC/LCD/OHP promoted

### Subject Association Activities:

- Debates, Seminars, Quiz, Essays, Chart, Slogan writing

### Additional Teaching:

- Remedial Coaching to SC/ST/OBC/Min.
- NET/SET Coaching to SC/ST/OBC/Min.

### Teacher student ratio 1:101

- Teaching/Non-teaching ratio 1.5:1
- Unit cost of education 120

### Feedback mechanism:

- Feedback from Students/Teachers

### Evaluation of students:

- Mainly exam results,
- Class performance,
- Performance in debates, seminars, essays

**Faculty Recruitment:**

- Through UPPSC(Permanent)
- Through DHE(Adhoc)

**Non teaching staff:**

- through SSC U.P.

**In Job Training(faculty attended)**

- RC/OC - 33
- PD Programmes - 19
- STC - 03

**Faculty Evaluation:**

- Class results – communicated to DE
- Confidential Reports – Self Appraisal Report based on performance in teaching (Result, Researching and Extension activities) – graded (0, 1, 2, 3) first by Principal then by Director/Secretary (HE, U.P.)

**Research, Innovations and Extension****Researching**

- Approved Research centre - 14 (8 Arts, 5 Science, 1 Commerce)
- Approved supervisors - 11 (At Present)
- Ph.D. produced - 65 (Last 5 Years)
- Research papers published - 169 (Last 5 Years)
- Books /Articles in Books published - 08 (Last 5 Years)

**Major research project**

- Completed - 03 (2 UGC, 1 CST, U.P.)
- Ongoing - 02 (1 CSIR, 1 CST, 1U.P.)

**Fellowships**

- UGC RGNF - 01
- UGC MANF - 01
- UGC JRF - 01
- NET/SET/GATE - 06

**Award to faculty**

- State awards - 12
- Society awards - 03

**Conference organized**

- National seminars - 05
- Regional workshop - 01

**Consultancy** - NIL

**Extension activities****Wings**

- NSS - 4 unit (300 boys, 100 Girls)
- RR - 60 boys, 40 Girls
- NCC - 105 cadets

**Infrastructure and Learning Resources****Building****A. Existing infrastructure:**

- Class room - 28
- Laboratory - 20
- Adm. Block - 06 rooms
- Library - 07 rooms
- IGNOU - 03 rooms
- NSS - 02 rooms
- NCC - 01 room
- Rover Ranger - 01 room
- Girls Common Room - 01 room
- Canteen - 01 room
- Cycle Stand - 02 rooms
- Computer Lab - 01 room
- Sports room - 02 rooms

**Residences:**

- 08 Flats (Four Room) -
- 04 Two Room Flats
- 01 Principal Residence
- 05 Servant Quarters
- 01 Over Head Tank

**Audio-visuals:**

- 47 PC
- 04 LCD + 01 Multimedia



- 06 OHP
- 03 Epidiascopes

#### **Power back up:**

- 02 Generators

#### **Library**

- Total no. of books - 83,280
- Journals - 32 titles
- Departmental libraries (PG Deptt.) - 12
- **Reading room** - one

**Computer lab** 22 PCs, 01 online UPS

**Instrumentation in Labs** - Adequate

#### **Student Support and Progression**

##### **Committees**

- Admission Committee
- Women Cell
- Career Guidance Cell
- Scholarship Committee
- Anti Ragging Cell
- Parents Teacher Association
- College Magazine
- Remedial Coaching (NET/SLET) Committee
- Placement Cell
- Samaroh Ayojan Committee
- Sports Committee
- Computer Lab Committee
- Library Committee

##### **College Magazine**

- Published annually
- Carries all information regarding admissions, results and achievements of students.

##### **Privilege to socially disadvantage groups**

- Reservation in admission (as per govt. norms)
- Fee concession
- Scholarship

SC/ST Scholarship, OBC Scholarship; General Student Scholarship (BPL), Minority Students Scholarship; Bidi Shramik Scholarship; Physically Handicapped Scholarship; Rajiv Gandhi Memorial Scholarship To Meritorious Students.

### **Sports Activity**

- Managed by games committee
- Organized annual athletic meet
- Organizes intercollegiate tournament when asked by university
- Varying numbers of students selected in university team in different years

### **Students Achievements**

- Students of different classes occasionally topped university in different years
- 06 students selected in NET/SET
- Meritorious student honoured (trophy and certificate) during Alankaran Samaroh.

### **Health Services**

- Through first aid box
- Local doctor on college gate
- Govt. hospital 3 km away (Quick Ambulance service)

### **Incentives to sportsman**

- Captains of college team, Athletics champion, students selected in University team are given Rs. 1500/- and Tack Suit.
- Winner of each sport event (Annual Athletics) is provided trophy and certificate.

### **Governance, Leadership and Management**

- Efficient inbuilt mechanism of coordination and management – 37 committees
- Official work scrutinized through committees
- Office management equipped with 3 PC, 1 broadband (pay bill, income tax, correspondence)
- Records of admission, exams and scholarship computerized
- Mark sheets, degree prepared by university (sent to college for distribution)
- Recruitment of faculty

Permanent - UPPSC

Adhoc - Director, Higher Education U.P.

NT staff - U.P. Subordinate Service Commission

- Financial procedure - as per Govt. rules

- Admission, Academic calendar - as per Govt. norms
- Faculty performance evaluation
- Annual results - sent to Director, Higher Education UP
- Confidential report (Self assessment based on teaching, researching, extension work) graded (0, 1, 2, 3, 4,) by Principal/DE

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

- Efficient evaluation of faculty:
- Grading of confidential report decides future prospects of a faculty (Faculty securing good marks secure early promotions; those securing poor marks are prevented from promotion)
- Efficient analysis of faculty performance in teaching:
- Annual results evaluated (faculty showing poor result is cautioned)
- **Alankaran Samaroh** is organized to felicitate meritorious students
- **Youth Festival** is organized to promote cultural values
- **Holi/Eid Milan Samaroh** are held to promote communal harmony
- Equal opportunity Centre promotes the welfare of socially disadvantaged students
- Awards to faculty, (12 State Awards, 3 Society Awards)

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT RAZA POST GRADUATE COLLEGE
Address	Khushro Bagh Road Rampur-244901 (UP)
City	Rampur
State	Uttar pradesh
Pin	244901
Website	<a href="http://www.grpgcrampur.com">www.grpgcrampur.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Promod Kumar Varshney	0595-2340111	9412679526	0595-	grpc_rmp10@rediffmail.com
IQAC / CIQA coordinator	Seema Teotia	0595-	9412662929	-	seemateotia73@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	16-07-1949

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Uttar pradesh	M.J.P.Rohilkhand University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-01-1983	<a href="#">View Document</a>
12B of UGC	01-01-1983	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Khushro Bagh Road Rampur-244901 (UP)	Urban	14.69	11412

## 2.2 ACADEMIC INFORMATION

NAAC

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce	36	INTERMEDIATE	English + Hindi	320	280
UG	BEd,B Ed	24	UG	English + Hindi	60	41
UG	BSc,Physics	36	INTERMEDIATE	English + Hindi	320	197
UG	BSc,Zoology	36	INTERMEDIATE	English + Hindi	320	272
UG	BSc,Chemistry	36	INTERMEDIATE	English + Hindi	610	464
UG	BSc,Mathematics	36	INTERMEDIATE	English + Hindi	320	197
UG	BSc,Botany	36	INTERMEDIATE	English + Hindi	320	272
UG	BA,Hindi	36	INTERMEDIATE	Hindi	1360	286
UG	BA,English	36	INTERMEDIATE	English	1360	544
UG	BA,Urdu	36	INTERMEDIATE	Urdu	1360	248
UG	BA,History	36	INTERMEDIATE	English + Hindi	1360	445
UG	BA,Geography	36	INTERMEDIATE	English + Hindi	1360	71
UG	BA,Psychology	36	INTERMEDIATE	English + Hindi	1360	53
UG	BA,Economics	36	INTERMEDIATE	English + Hindi	1360	111
UG	BA,Political Science	36	INTERMEDIATE	English + Hindi	1360	316
UG	BA,Philosophy	36	INTERMEDIATE	English + Hindi	1360	8

UG	BSc,Industrial Chemistry	36	INTERMEDIATE	English + Hindi	30	5
UG	BA,Sanskrit	36	INTERMEDIATE	Hindi	1360	5
UG	BA,Sociology	36	INTERMEDIATE	English + Hindi	1360	725
UG	BA,Persian	36	INTERMEDIATE	Urdu	1360	9
PG	MCom,Commerce	24	UG	English + Hindi	80	80
PG	MSc,Physics	24	UG	English,English + Hindi	12	12
PG	MSc,Zoology	24	UG	English + Hindi	12	12
PG	MSc,Chemistry	24	UG	English,English + Hindi	18	18
PG	MSc,Mathematics	24	UG	English	40	40
PG	MSc,Botany	24	UG	English	12	12
PG	MA,Hindi	24	UG	Hindi	80	22
PG	MA,English	24	UG	English	80	71
PG	MA,Urdu	24	UG	Urdu	80	56
PG	MA,History	24	UG	English + Hindi	80	70
PG	MA,Geography	24	UG	English + Hindi	80	36
PG	MA,Psychology	24	UG	English + Hindi	10	10
PG	MA,Economics	24	UG	English + Hindi	80	38
PG	MA,Political Science	24	UG	English + Hindi	80	32
Doctoral (Ph.D)	PhD or DPhil,Commerce	48	PG	English,English + Hindi	4	1
Doctoral	PhD or	48	PG	English	4	2



(Ph.D)	DPhil,Physics					
Doctoral (Ph.D)	PhD or DPhil, Zoology	48	PG	English	4	3
Doctoral (Ph.D)	PhD or DPhil, Chemistry	48	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Mathematics	48	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Botany	48	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Hindi	48	PG	English, Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil, English	48	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Urdu	48	PG	English, Urdu	4	0
Doctoral (Ph.D)	PhD or DPhil, History	48	PG	English, English + Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil, Geography	48	PG	English, English + Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil, Psychology	48	PG	English, English + Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil, Economics	48	PG	English, English + Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil, Political Science	48	PG	English, English + Hindi	4	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				82			
Recruited	0	0	0	0	7	4	0	11	31	13	0	44
Yet to Recruit	0				0				38			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				56
Recruited	30	8	0	38
Yet to Recruit				18
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	4	0	21	13	0	45
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	8	0	0	8

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		0		1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	2	0	0	0	2
	Others	0	0	0	0	0
UG	Male	1783	0	0	0	1783
	Female	2877	0	0	0	2877
	Others	0	0	0	0	0
PG	Male	355	0	0	0	355
	Female	623	0	0	0	623
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	638	921	600	681
	Female	199	335	466	382
	Others	0	0	0	0
ST	Male	0	28	60	15
	Female	0	6	37	1
	Others	0	0	0	0
OBC	Male	1148	1145	1309	1370
	Female	999	1519	1388	1508
	Others	0	0	0	0
General	Male	1231	1100	1045	741
	Female	1548	1361	1702	1867
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>5763</b>	<b>6415</b>	<b>6607</b>	<b>6565</b>

### 3. Extended Profile

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#### 3.1 Program

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

Response: 80

Number of self-financed Programs offered by college

Response: 1

Number of new programmes introduced in the college during the last five years

Response: 10

#### 3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6565	6607	6415	5763	5186

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

2016-17	2015-16	2014-15	2013-14	2012-13
4234	4234	4204	4204	4204

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

2016-17	2015-16	2014-15	2013-14	2012-13
2013	1887	1633	1319	1473

Total number of outgoing / final year students

Response: 8325

#### 3.3 Teachers

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	74	73	70	71

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

2016-17	2015-16	2014-15	2013-14	2012-13
58	73	72	69	70

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

2016-17	2015-16	2014-15	2013-14	2012-13
93	93	91	91	91

**Total experience of full-time teachers****Response: 567.76****Number of teachers recognized as guides during the last five years****Response: 38****Number of full time teachers worked in the institution during the last 5 years****Response: 100****3.4 Institution****Total number of classrooms and seminar halls****Response: 30****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
23.11988	8.94138	6.93000	7.45085	10.26000



**Number of computers**

**Response: 47**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response: .12019**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response: .00352**

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Being an affiliated Government Post Graduate College, the Institution is bound to follow the curricula proposed by M.J.P. Rohilkhand University. It may be noted that since last seven years the U.P. State Government has launched a “UNIFORM CURRICULA” at under graduate level (applicable in all the Universities of U.P.). At P.G. level the University offers its own curriculum proposed by BOS of each subject.

The teachers / faculty of the college give top priority to deliver the curricula proposed by the University. The heads of each Department distribute the entire syllabus (UG 1 to PG 2) among the departmental colleagues equally. After being assigned a portion of the curricula, the teacher discusses the entire syllabus of the paper assigned to him/her with the student in the class and suggests the relevant books needed for consultation, during his first/second appearance in the class. Thereafter, the question paper pattern is thoroughly discussed and the chapters needing special consideration are specifically discussed. The methodology of preparation of notes is guided from two point of views – firstly for the excellent performance in university exams (descriptive) and secondly from the competitive point of view (objective type). The material available on internet (which can be obtained through net surfing) is further advised.

Subsequent lectures are delivered on the topics of syllabus in the class rooms. The teachers are advised to clear the concept of the students on the respective topics in order to generate the interest. Then the detailed information on the topics is delivered point-wise. The points guided by the teachers (on board / AV system) are noted down by the students. Before completion of the lectures further literature, which could be helpful in preparing detailed notes is also suggested to the students. Vital clues regarding information available on internet are also provided. After the completion of lecture, students are asked to raise questions or any doubts related to the subject matter. The queries raised by the students are promptly attended and clarified by the teachers concerned. Students are advised to indulge in interaction/discussion relating to subject. The students are further stimulated to perform interaction with the teachers outside class during their free periods.

During activities of Subject Associations the students are asked to deliver seminars on important topics of the syllabus, in the presence of teachers, so that these topics are well prepared from the point of view of their exam. The students freely raise queries regarding the topic which is delivered by the speaker. In case the student is not able to clear any doubt the teacher concerned helps by giving additional and detailed information.

After the completion of the syllabus in the class, important questions which are asked in exam frequently are discussed in detail. Important topics of the syllabus are explained to the students with the help of audio-visual aids.

In the practical subjects, all the exercise prescribed by the university is first demonstrated after clearing the concept to the students. Students are asked to perform all the experiments in the presence of the teacher. All the members of the faculty are allotted practical classes for UG and PG.

In several subjects (i.e. Zoology, Botany, Geography) the students perform field trips for survey and collection of samples fauna and flora. The field trips are performed under the supervision of experienced faculty members. During the field trips the students get the chance to observe the natural habitats of animals and plants and heritage of Indian Culture and various geographical domain of our country.

The final year students of U.G. and P.G. classes of nearly all the subjects have to appear for Viva-Voce. They are asked to prepare project (on the chapter of their choice). For the project work entire research methodology is narrated to them for follow up action. Aforesaid project work not only helps them in better performance in viva-voce but also helps in preparation of the theory examination.

Apart from academic exercise the students of the college under take co-curricular exercises and get chance of exposure to career counseling, guidance, placement tips and personality development, addressed by faculty members and outside source. Furthermore, students get chance of exposure to different cultural activities organized by the college during Koumi Ekta Weak, Youth Festival and Annual Function. All such exposure help in building the all round development of students.

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

**Response:** 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	5	1	0	0

#### File Description

#### Document

Details of the certificate/Diploma programs

[View Document](#)

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 19.01

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	2	4	1

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b>	
<b>Response: 5</b>	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 4	
File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>	
<b>Response: 27.08</b>	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 13	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

<b>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</b>	
<b>Response: 1.47</b>	
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years	

2016-17	2015-16	2014-15	2013-14	2012-13
248	132	18	10	58

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

The university curriculum does not provide abundant space for running special course on cross cutting issues. Hence, the certificate, diploma or degree courses are not offered for the purpose. However, college makes every effort to make the students of the college aware on vital issues from different platforms of extension activities. Gender issues (Sex discrimination, women empowerment, sexual harassment, sexual abuse, women rights etc.), environmental issues (hygiene, ozone layer depletion, global warming, water pollution, air pollution, solid, liquid and electronic waste disposal, impact of toxicants etc.), Human values and Ethics (communal harmony, caste disparity, national integration, non-violence, love etc.) and health issues (Polio, AIDS, hygiene, dengue menace) etc. are widely addressed from the platform of NSS, Rover Rangers, Youth festival activities, NCC and National days by the speakers (faculty members, students and outside guest.) Thus, the college does not offer any particular course on the aforesaid subjects but all the students are injected highest level of knowledge on the issues from different platforms.

As far as Environmental issues are concerned, the U.G. students (B.A., B.Com. and B.Sc.) have to clear one paper "Environment" before offering the Degree. Thus, the knowledge on Environment issues is compulsorily offered to U.G. students. U.G. students cannot secure the degree without clearing the subject. Likewise, every U.G. student has to clear a mandatory paper on "Physical Education" (Theory paper and Practical) every year. Thus, education on Environment and Physical education is compulsory for all the U.G. students (as per norms of M.J.P. Rohilkhand University).

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

#### Response: 1

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 1

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 6.55

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 430

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

## 1.4 Feedback System

### 1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2 Feedback processes of the institution may be classified as follows:

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

<b>Response:</b> C. Feedback collected and analysed	
<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 1.37

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

2016-17	2015-16	2014-15	2013-14	2012-13
89	92	83	96	59

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

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

**Response:** 85.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
2588	2924	2801	2692	2560

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

2016-17	2015-16	2014-15	2013-14	2012-13
3174	3174	3174	3174	3174

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

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per



**applicable reservation policy during the last five years****Response:** 80.97

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

2016-17	2015-16	2014-15	2013-14	2012-13
3957	3860	3954	2984	2321

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

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The college has a traditional variety of students ranging from slow performers to advanced learners. Just after admission, the students are subjected to brain storming introductory session followed by general exposure to syllabi and literature. The assessment of the learning levels of students is done by the faculty in the following ways:

- 1.The teachers gain a brief idea about the merit of students thoroughly the scores gained by them in a previous examination. The low scoring and high scoring students are categorized.
- 2.The students are subjected to basic and technical questioning during and after the delivery of lectures on the concept of the topic taught.
- 3.The faculty of the college keeps track of the performance of students as they progress through the course.
- 4.The performance of students is further tracked on the basis of the occasional tests,quiz, seminars and debates organized by the teachers.
- 5.Based on the response, speed of comprehensions,enunciation of ideas and their assimilation and conceptual understanding, the advanced learners are identified.

The slow learners are given extra care by the teachers is the following ways

- Slow learners are given special care by the teachers inthe classroom and asked to interact further outside the classes.
- Slow learners are further pressurized to prepare notes which are thenscrutinized by the teachers
- They are provided special study material and are continuously monitored.
- They are offered remedial programmes for conceptual learning and development.

Likewise, the advanced learners are also given additional care in the following ways:

- The college has a rich library having nearly 83 thousands books. These pertain to syllabus and also contain advanced topics and issues. The advance learners, guided by the teachers are stimulated to consult advanced books and literature.
- Inside the class rooms, teachers pose difficult questions to advance learners so that their interest and intellectual acumen are constantly checked.
- Teachers provide advanced online material to advance learners. They are given additional mentoring in order to motivate them by providing the cutting edge materials in the subject of their study to keep them engaged.
- They are stimulated to engage themselves in project work to exploit their innovative capabilities.
- The meritorious students are further stimulated to proceed further for higher education and research and are offered career guidance and placement tips.

### 2.2.2 Student - Full time teacher ratio

**Response:** 113.19

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

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.11

#### 2.2.3.1 Number of differently abled students on rolls

Response: 7

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

## 2.3 Teaching- Learning Process

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

**Response:**

Experimental mode of learning is frequently adopted by the students of Science (UG/PG), B.Ed. and certain arts subjects (Psychology, Geography etc). It is a form of learning by doing (based on experiences).

It is a process of acquiring skills, valuable knowledge and understanding through direct experiences rather than formal education or training. It contains following elements-reflection, critical analysis and synthesis. It provides greater opportunity for students to engage themselves intellectually, creatively, emotionally and physically. These are the designed learning experiences that included the possibility to learn from the natural consequences of mistakes and success. Students of Science, Education and certain Arts subjects are allotted practical hours daily. Firstly the teachers guide them in detail about the concept, theory, mode of observation, means of analysis, precautions and ways of presentation of results of exercises. Then, students engaged themselves in experimental learning which is monitored by the teacher concerned. In certain subjects, field work is performed by the students for the same task. The experiences gained in the field also help them in learning. The students of aforesaid subject have to appear in exams which are conducted by external examiners. The students are supposed to secure the passing marks (mandatory) otherwise they are not promoted in the higher class.

The participative mode of learning is commonly adopted by the students of distance mode of learning (IGNOU students). The college offers 31 IGNOU courses. This mode of learning is also frequently exercised by B. Ed. Students and occasionally by the students of regular classes. This mode of learning is quite successful at accomplishing a number of learning goals. It encourages dialogues among and between the students. It is helpful in developing speaking skills and gives students the opportunity to practice by using the language of the discipline. The faculties (teachers) merely act as counselors while observing the participative mode of learning.

Problem solving is a routine exercise adopted for teaching most of the subjects. It involves overcoming obstacles by generating hypothesis, testing those predictions and arriving at a satisfactory solution. It involves three basic components- seeking information, generating new knowledge and making decisions. Problem solving presupposes that students can take some of the responsibility for their own learning and take personal action to solve the problems, solve conflicts, discuss alternatives and focus on thinking as a vital element of the curriculum. It provides students the opportunities to use their newly acquired knowledge in meaningful real life activities and assists them in working at higher levels of thinking.

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

**Response:** 58.62

**2.3.2.1 Number of teachers using ICT**

**Response:** 34

<b>File Description</b>	<b>Document</b>
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 113.19

## 2.3.3.1 Number of mentors

Response: 58

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>

## 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Innovation and creativity in teaching-learning is a continuous process. The pedagogy cannot remain unaffected by the changes which are occurring in education, Science and Technology. In ancient days, due to lack of means, cramming used to be an important component of learning. The advent of 'printing' gave an important shift to mode of teaching learning. Later on, in order to make teaching, learning more effective the use of Epidiastope, magic lantern and overhead projector became common. The education technology continued changing and use of slide projectors, LCD and multimedia projectors became common. The "P P T" presentations made the teaching, learning more easy and effective. Continuous change in ICT during the last few years is further changing the scenario of pedagogy. "Mobile" learning is becoming more common and easily accessible. The concepts of e-learning, e-education and e-teaching have become the backbone of modern pedagogy. The concepts of "distance education" (offered by IGNOU, RPD university and many other universities) have started changing the scenario of higher education (education to "anybody" from "anywhere"). The availability/ creation of smart rooms/virtual classrooms in the institution have further added to glory of educational technology. The students get a chance to converse the leading educationists of their subject. Being a government institution (UP State Government College) the college has to depend upon government aid for making necessary infrastructural changes to make use of ICT in the campus. Many of the faculty members of the college are frequently using an audio-visual system for teaching learning. Net surfing and use of educational CDs is also quite common. RUSA has sanctioned a computer block (2 labs, 1 staff room) which is likely to be acquired by the college. As sum of Rs. 27 lacks has been further sanctioned for procuring instruments and the college is bound to procure at least 60 PCs (in addition to 47 PCs, already existing in the college) to provide a boost to education technology. Furthermore, handsome grant has been sanctioned by RUSA for the automation of library. However, the aforesaid grant has yet not been released and the process is bound to start soon. Moreover, the college is likely to acquire one virtual classroom out of the grant sanctioned by the RUSA. Thus, the college is continuously making every effort to adopt modern pedagogy (based on ICT) in order to bring innovations and creativity in teaching learning process

## 2.4 Teacher Profile and Quality

## 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 74.55

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

#### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 84.43

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

2016-17	2015-16	2014-15	2013-14	2012-13
48	62	62	59	58

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 9.79

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 21.93

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	1	5	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response:** 2.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	3	3	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

The college is affiliated to M.J.P. Rohilkhand University. The examinations are held during the month of March and April, every year till the month according to the university examination schedule. The syllabi are unitized at the UG level. The question paper carries objective type question as well as short and long analytical questions. A similar trend is followed in improvement exams which are held during the month of September. The scores obtained by the students in the university exams are important indicators of their performances. Apart from the aforesaid parameters the students are subjected to evaluation in following manner.

**Theory classes:** At the end of lectures relating to every topic the faculty evaluates the students with intensive questioning related to the topics taught. It helps the teacher to assess how much the students have understood and how attentive they are in the class.

**Practical classes:** The teacher conducts similar feedback from students by frequent questioning during the practical classes. It helps the students in preparing for the final exams.

**Class Tests:** The faculty members conduct occasional tests during routine classes. The test papers are then



evaluated by the concerned teachers and scope of improvisation of the student is subsequently suggested.

**Performance in quiz and seminars:** The students are asked to deliver seminars on the topic of their choices during a prefixed time. After the talk, the students are allowed to question the speaker. The concerned teachers help the speaker in clearing the concept and doubts regarding their topic. Likewise, quizzes are also organized occasionally. The performance of students is judged by teachers in such seminars and quizzes.

**Internal evaluation of students in distance education courses:** The internal evaluation is a mandatory component of all the Certificate, Diploma, PG Diploma and PG courses offered by IGNOU in the college campus. The question papers for internal assessment are loaded by IGNOU on the net. The students are supposed to complete assignments within the prescribed framework of time. The concerned counselors evaluate the script and 30% marks are allotted on such evaluation (remaining 70% on annual exams)

**Internal Evaluation of B.Ed. Students:** The internal evaluation is mandatory for B.Ed. Students. The marks given by the concerned teachers are an integral part of evaluation of B.Ed. Students.

**Internal Evaluation of Add-on-course students:** The evaluation of students of add-on-course is completely an internal assessment. Apart from the term end examination (paper is set internally) monthly tests are also conducted to improve the learning outcome of the students

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

### Response:

Evaluation of students of UG and PG is officially dependent upon their performance in the University exams (main exams as well as improvement exam). All the exercises (relating to internal evaluation) performed by the institute are non-mandatory from University results point of view. In other words, the University does not give any weightage to the score sheet of internal evaluation for setting the results of the students. Nevertheless, the college teachers make every effort to perform different exercises relating to internal evaluation, in order to identify the slow and advance learners. All such exercises are mainly aimed to raise the academic standard of the students and to provide them exposure for their holistic development.

The faculty of college has developed the “in class questioning” as regular feature during and after the delivery of lectures. The students are very alert and sensitive during that time. They intend to analyze the answers given by the colleagues (degree of accuracy of answers) and tend to elaborate the answers. Accurate answers given by the teacher in the class is easily grasped by the students and is quite helpful in clearing the concepts about the topic and is helpful in developing their interest in the subject.

Since the results of “class tests”, occasionally conducted by the teachers, are openly communicated in class rooms, the students develop a tendency to exhibit their supremacy of knowledge on the subject. They tend to prepare the topic in advance and try to furnish detailed information on the subject. After the scrutiny of tests, further guidance by teachers provokes them to gather detailed and advanced knowledge about the subject.

The conduction of student seminars on a particular topic of their subject is also a robust exercise in

evaluating the acumen. It is quite helpful in removing the “dais phobia” prevailing in the mind of the students and acts as their confidence booster. Students from the weaker section are hesitant in expressing themselves. When they are asked to come to the “dais” for speaking about a particular topic, they make comprehensive preparation of the subject and tend to analyze and elaborate the suitable means of presentation by using charts, power point presentation etc. Being afraid of being subjected to further questioning by the colleagues, they take extra precaution during preparation of their topic. In case of a non-satisfactory response the immediate guidance furnished by the teacher is quickly grasped by the entire class. Such internal evaluation exercises are helpful for the entire holistic development of the student.

The faculty of college gets more time for interacting with students, for the sake of internal evaluation during the practical sessions. The students are specifically guided for the utility and practical application of their subjects. The experiments are repeated for training them in cognate field. Such exercises are further helpful to their overall development.

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

#### **Response:**

The mechanism of dealing with exam related grievance is quite powerful, time bound and efficient as evident by following the description

1. The student of all the classes (UG/PG) fills the exam form online in a definite framework of time publicized by the university (in the newspaper / university website). There are separate forms for regular, private/ ex and special permission students.
2. Examination schedule is widely publicized (in newspapers/ university website/college notice board) and the students appear in exams accordingly (mostly between 01 March-31 May).

All the answer books of students are sent to university (from all the exam centers) for central evaluation. In university one private agency (hired specifically) is meant for sealing the identity of answer books (bar coding system). Then the evaluation center In-charge, invites the examiner (50% external, 50% internal) for evaluating the answer book lots (consisting of 70 copies). Evaluated answer sheets are returned to center with marks list, and the same is sent to the computer center.

If any student is not satisfied with the score of its answer book, he/she may submit a request (with prescribed fees) for the scrutiny of answer books. His/her answer book is evaluated second time and revised mark sheet is issued by the university.

In case the student is still unsatisfied with his/her performance/score, the university conducts improvement exams (usually in September). The improvement exam forms are also filled online and schedule is publicized. The UG students can appear for improvement in only one subject (all the papers) and PG students can appear in one paper. After the improvement exams revised mark sheet is issued with the candidate and he is granted 10 days time for taking admission in higher classes.

Likewise, if some students fail to appear in practical exams (due to illness or otherwise), the university gives another chance to him. The applications are invited in the month of June and student seeking to



appear in second practical exam are asked to do so in one college (the name of the college, date, time etc. is communicated to student through SMS/Email by the university).

Thus, exam related grievance remain negligible as there is no scope of any partiality/ biased evaluation, as the examiner get bar coded copies for evaluation (no idea about a candidate or exam center). Even if, someone is dissatisfied the provision of scrutiny and improvement exam is there for recovery.

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

##### **Response:**

The academic calendar is prepared by the college by taking into consideration the academic calendar of the university. The leaves declared by UP state Govt. also taken into consideration. The calendar contains complete information regarding the day of teaching, annual sports, cultural activities, probable dates of examination. However, the dates of activity of Career Counselling, Placement tips, remedial teaching, etc. are not shown in the calendar and are publicized from time to time. As far as adherence of college to the academic calendar is concerned, it is subjected to variation in response to dates of the admission examination (main and improvement) which are declared by M.J.P. Rohikhand University. The admission and examination in the college are held as per schedule of the university. Occasionally, some alterations are made keeping in view the weather condition. For instance, open camps of NCC and Rover Rangers are generally avoided on too foggy days. In general the college makes every effort to adhere the academic calendar, but some alteration is made in accordance with the admission and the exam schedule of university and weather condition (for the convenience of students). A copy of the academic calendar of the year 2016-17 is being attached.

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

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

##### **Response:**

The outcomes of all the programs and courses offered by the institutes have been displayed on the website of the college and students are asked to go through it. Nevertheless, in the beginning of the session the faculty members clearly narrate the outcomes of all the courses/options to the students. Furthermore, the aspects are also a subject of discussion on the forum of subject associations.

#### **Course outcomes (English)**

B.A. (English) CO1 'Poetry' contains forms of poetry, stanza forms and representative poet of each age.

B.A. (English) CO2 'Prose' is related with the essayist of different age. Suggestion: forms of essay should be introduced.

B.A. (English) CO3 'Drama' has the following syllabus 1. Othello by Shakespeare. 2. Way of the World, by William Congreve. 3. Candida by Bernard Shaw.

B.A. (English) CO4 'Fiction' has the following syllabus 1. Pride and Prejudice by Jane Austen 2. David Copperfield by Charles Dickens. 3. Return of the Native by Thomas Hardy.

B.A. (English) CO5 (History of English Literature, is described in detail.)

B.A. (English) CO6 (A) Indian writing in English (B) seven steps Around the fire by 'Mahesh Dattani (C) Untouchable by Mulk Raj Anand. Suggestion 'a' part contains only prose and poetry, drama and novel should be added.

B.A. (English) CO7 New literature in English', 3rd paper (a) prose and poetry (b) The Zoo Story (c) Bodily Harm

M.A. (English) CO1 Prose contains the essays written by Francis Bacon, Charles Lamb, Addison and Steele, A.G. Gardiner, William Hazlitt, Aldus Huxley, Thomas Carlyle and George Orwell.

M.A. (English) CO2 Poetry contains the poems written by Chaucer, John Milton, John Donne, Thomas Gray, Spenser, Alexander Pope, Andrew Marvell, William Blake.

M.A. (English) CO3 Drama contains the plays written by Christopher Marlowe, Shakespeare, G.B. Shaw, Webster, Goldsmith, T.S. Eliot and Harold Pinter.

M.A. (English) CO4 Fiction contains novels written by Henry Fielding, Sir Walter Scott, Jane Austen, Charles Dickens, Thomas Hardy, Virginia Woolf, E.M. Forster and J. Conrad.

M.A. (English) CO5 Nineteenth Century English Poetry has the relevant and important poems written by John Keats, William Wordsworth, Tennyson, Robert Browning, P.B. Shelley, S.T. Coleridge, Matthew Arnold and E. Fitzgerald.

M.A. (English) CO6 Twentieth Century English Literature has famous poems, dramas and novels written by T.S. Eliot, W.B. Yeats, W.H. Auden, Philip Larkin, S. Beckett, Graham Greene, W. Golding and D.H. Lawrence.

M.A. (English) CO7 Literary Critics seven critics are prescribed, they are as follows: Aristotle, Longinus, Philip Sidney, Dryden, Wordsworth, Arnold, T.S. Eliot. In new criticism three modern critical theories are prescribed (a) Structuralism (b) Psycho-analytical criticism (c) Construction.

M.A. (English) CO8 (a) part is prescribed, i.e. History of English Literature, it has the survey of English literature from Chaucer to the present day with special focus on ages and movements. (b) In 'American Literature' the following American poets are prescribed: Walt Whitman, Emily Dickinson, Robert Frost, Carl Sandberg, Eugene O' Neill, Arthur Miller, Henry James, Ernest Hemingway and William Faulkner.

## **Programme outcomes (English)**

B.A. (English) PO1 For it, basic knowledge of English grammar and translation are needed and 40% marks should be in the concerned subject English literature and in aggregate also.

M.A. (English) PO1 Formation 45% marks are needed in subject and also in aggregate. These students are also able to apply for most of the jobs as they are related with English skills both oral and written.

## **Programme specific outcomes (English)**

B.A. (English) PSO1 For every job, for every short-term diploma or degree they are mentally prepared as most of the courses are in English. With sentence construction, grammar also enhance their power of correctness in writing C.V., application, essays, précis writing and report writing etc.

M.A. (English) PSO1 They are not only eligible for each competition but are able to get through in most of the competition due to their grasping power in oral and written English. They are able to understand and teach all subjects as their grammar is improved and corrected in B.A. I and II, they know to apply as they have already practiced C.V. Writing etc at B.A. Level.

## **Course outcomes(Physics)**

B.Sc. (Physics) CO1 Mechanics and wave motion: Basic of the mechanical system and understanding of planetary system and wave propagation.

B.Sc. (Physics) CO2 Kinetic theory and thermodynamics: description of thermodynamics systems and black body radiation.

B.Sc. (Physics) CO3 Circuit fundamentals and Basic Electronics: Gives a basic knowledge of semiconductors and semiconductor devices.

B.Sc. (Physics) CO4 Physical optics and Lasers: Gives knowledge of Interference of light, Diffraction of light and polarization of light and characteristics of laser lights and its uses.

B.Sc. (Physics) CO5 Electromagnetics: Gives a knowledge about E-M waves, their composition and their advantages.

B.Sc. (Physics) CO6 Element of Quantum mechanics, Atomic and Molecular spectra in this basic of Q. mech. And basics of atomic & molecular spectra are included.

B.Sc. (Physics) CO7 Relativity and Statistical Physics: Consequence of Einstein theory of relativity and statistical mechanics gives quantum information of thermodynamics.

B.Sc. (Physics) CO8 Solid state and nuclear physics: Gives a knowledge crystal structure and structure of

nucleus, radioactivity, nuclear reactions, accelerators, detectors and elementary particles.

B.Sc. (Physics) CO9 Solid state electronics: Describes the application of solid state electronics, e.g. transistor, LED, Amplifiers etc.

M.Sc. (Physics) CO1 Mathematical physics and classical mechanics: Basic of mathematical physics and classical physics, Language equation; Ha Milton equation.

M.Sc. (Physics) CO2 Spectroscopy and Quantum mechanics: Describe Atomic spectra, molecular spectra, Infrared and Raman spectra, Electronic state and electronic transitions, Zeeman effect and stark effect.

M.Sc. (Physics) CO3 Advanced solid state physics: Describe crystal diffraction, Reciprocal lattice, Crystal binding, point defect, elastic constant and elastic waves photon and Lattice vibration, free e-Fermi gas, magnetism, LASER and MASER NMR, ESR, Mossbauer effect, superconductivity.

M.Sc. (Physics) CO4 Electronics and Electrodynamics: Classify Network theorems semiconductor devices, power supply, power amplifiers, JFET, MOSFET, E-M field equations and electrodynamics of moving charge.

M.Sc. (Physics) CO5 Advanced Quantum Mechanics: Describes time dependent perturbation theory, scattering theory, relativistic equations, occupation number representation and quantization of fields, interacting field and fymann diagrams.

M.Sc. (Physics) CO6 Nuclear Physics and Particle Physics: Describes basic properties of Atomic nucleus, Nuclear models, two body problem and nuclear force, nuclear transformations, accelerations and nuclear reactions.

M.Sc. (Physics) CO7 Advanced electronic: Classify transmission lines, Antenna, propagation of Radiowaves, modulation and detection. TV and radar, High frequency Amplifier, microwaves

M.Sc. (Physics) CO8 Operational and Amplifier microprocessor and Digital Electronics: Describes Op. Amp. Microprocessor, Digital, Flip-Flop, register, counter and memories

## **Programme outcomes(Physics)**

B.Sc. (Physics) PO1 Understand the mechanical system, planetary motion thermo dynamical system, black body radiation and basic knowledge of semiconductor devices.

B.Sc. (Physics) PO2 Communicate the effective knowledge of properties of light, laser and its uses, E-M theory and its uses, and basic of quantum mechanics, atomic and molecular spectra.

B.Sc. (Physics) PO3 Gives a knowledge of Einstein theory of relativity, crystal structure, the structure of the nucleus, radioactivity, elementary particles, detectors and accelerators and application of solid state electronics like LED, Transistor, Amplifier, Oscillator etc.

M.Sc. (Physics) PO1 Communicate the effective knowledge of Lagrange equation, Hamilton equation , Group theory, Atomic & molecular spectra, perturbation theory.

M.Sc. (Physics) PO2 Understand crystal structure, magnetism, LESER and MASER, NMR, ESR Mossbauer effect, superconductivity and semiconducting devices power supply, power amplifier, JFET and MOSFET and Electro dynamics.

M.Sc. (Physics) PO3 Gives a knowledge of scattering theory, Feynman's diagram, Atomic nucleus, Nuclear models, elementary particles, accelerator, transmission lines modulation and detection, T.V., Radar, Op.Amp, Microprocessor, flip-flap and memories.

### **Programme specific outcomes(Physics)**

B.Sc. (Physics) PSO1 Understand the basic physics behind any natural phenomenon.

B.Sc. (Physics) PSO2 Electrical appliances can be maintained by Electrician this course imparts basic knowledge.

B.Sc. (Physics) PSO3 Competitive exam preparation can be done.

M.Sc. (Physics) PSO1 Minimum Qualification of Radiation officer in medical colleges after a course from BARC Mumbai.

M.Sc. (Physics) PSO2 Can apply for NET/SLET/GATE etc.

M.Sc. (Physics) PSO3 Teaching profession is open for all meritorious students.

### **Course outcomes(Botany)**

B.Sc. (Botany) CO1 Diversity of viruses, Bacteria & fungi. This paper includes different types of Bacteria, Fungi & Viruses.

B.Sc. (Botany) CO2 Diversity of Algae, Lichens & Bryophytes. This paper includes study of Algae, Lichens & Bryophytes.

B.Sc. (Botany) CO3: Diversity of Pteridophytes & Gymnosperms- This paper includes study of Pteridophytes & Gymnosperms.

B.Sc. (Botany) CO4 Diversity of Angiosperms: Systematic, Development & Reproduction. It includes flowering plants, classification & Embryology.

B.Sc. (Botany) CO5 Cytology, Genetics, Evolution & Ecology- It includes cell organelles, chromosome, evolution and ecology.

B.Sc. (Botany) CO6 Plant Physiology & Biochemistry- It includes physiology & biochemistry of plants.

B.Sc. (Botany) CO7 Plant resource utilization, Palynology & Biostatistics.- It includes plant importances, pollen details etc.

B.Sc. (Botany) CO8 Molecular Biology & Biotechnology- It includes DNA, RNA Replication, regulation & biotechnology etc.

B.Sc. (Botany) CO9 Environmental Botany & Plant Pathology- It includes pollution of different types, environment, pathology etc.

M.Sc. (Botany) CO1 Phycology & Microbiology- study of Algae & microbes.

M.Sc. (Botany) CO2 Mycology & Plant Pathology- study of fungi & disease.

M.Sc. (Botany) CO3 Bryophyta, Pteridophytes & Gymnosperms- study of Bryophyta, Pteridophytes & Gymnosperms.

M.Sc. (Botany) CO4 Plant Physiology and Crop physiology- Physiology of plant.

M.Sc. (Botany) CO5 Cytology and Molecular Biology- Cell organelles, DNA, RNA, Replication.

M.Sc. (Botany) CO6 Taxonomy, Economic Botany & Morphogenesis- Taxonomy, importance of plants.

M.Sc. (Botany) CO7 Morphology, Anatomy, Embryology & tissue culture- Cellular structure, embryology, tissue culture.

M.Sc. (Botany) CO8 Ecology & Soil Science- Ecology & Soil.

M.Sc. (Botany) CO9 Biochemistry & Photobiology- Biochemistry & Photobiology of plants.

M.Sc. (Botany) CO10 Genetics, Plant breeding & Biostatistics- Genetics, breeding & Biostatistics of plants.

### **Programme outcomes(Botany)**

B.Sc. (Botany) PO1 Understand the plants- Algae, Fungi, Bryophytes, Pterodophytes, Gymnosperms.

B.Sc. (Botany) PO2 Understand Viruses, Bacteria, Mycoplasma and other micro-organisms.

B.Sc. (Botany) PO3 Give knowledge of flowering plants and its importance to human life.

B.Sc. (Botany) PO4 Give practical knowledge of Genetics, Biotechnology, Cytology, Angiospermic plants, Molecular Biology etc.

M.Sc. (Botany) PO1 Communicate the effective knowledge of plant physiological processes- photosynthesis, Respiration, Transpiration, Guttation etc.

M.Sc. (Botany) PO2 Give knowledge of practical of Biostatistics, Bioinformatics, physiological processes, ecological, etc. that very important for industrial job.

M.Sc. (Botany) PO3 Give very detailed knowledge of all types of plants i.e. Algae, Fungi, Gymnosperms, Angiosperms, Pteridophytes, Bryophytes, Viruses, Bacteria, Mycoplasma.

### **Programme specific outcomes(Botany)**

B.Sc. (Botany) PSO1 Many competitive examinations can be done after UG.

B.Sc. (Botany) PSO2 Understand basics of plants and apply in many industries of Agricultures, fertilizers etc.

B.Sc. (Botany) PSO3 Knowledge of Genetics, Biotechnology, biostatistics, Cytology etc can help in many industries.

M.Sc. (Botany) PSO1 Minimum Qualification for Scientists in all over Indian Scientific Institutions related to Plant science/Botany

M.Sc. (Botany) PSO2 Can apply for NET/SLET/GATE etc. Lecturer in inter college etc.

M.Sc. (Botany) PSO3 Can apply for teaching posts in Degree/Inter Colleges/Universities.

### **Course outcomes(Zoology)**

B.Sc. (Zoology) CO1 Habits, morphology, life cycle of important invertebrates; classification, characteristics of important invertebrate Phyla.

B.Sc. (Zoology) CO2 Structure, anatomy of important invertebrates; Basic knowledge about reproduction of common invertebrates.

B.Sc. (Zoology) CO3 Detailed knowledge about cell structure and function; cell division; concepts of genetics; eugenics

B.Sc. (Zoology) CO4 Classification and affinity of different vertebrate Phyla; Habits, morphology of anatomy of important chordate belonging to different Phyla.

B.Sc. (Zoology) CO5 Geological time scale; Geographical distribution of animals; origin of life, evolution of animal; basic concepts of evolutions.

B.Sc. (Zoology) CO6 Elementary knowledge about physiology of digestion, respiration, circulation, excretion; basic concepts of biochemistry.

B.Sc. (Zoology) CO7 Structure and life cycles of important parasites, pest control, basics of animal breeding and culture; wild life of India.

B.Sc. (Zoology) CO8 Basics of biotechnology, genetics, Engineering and immunology; Biological tools and techniques; Elementary biostatistics.

B.Sc. (Zoology) CO9 Concepts of Ecology; Basic microbiology; concepts of animal behaviour; knowledge about pollution and toxicology.

M.Sc. (Zoology) CO1 Classification, characteristics and salient features of different Phyla of chordates; parasites and parasitic adaptation; larval forms of crustacea; economic importance of insects; pest control.

M.Sc. (Zoology) CO2 Detailed knowledge about cell structure and function; concept of genetics; data collection, analysis and uses of biostatistics.

M.Sc. (Zoology) CO3 Physiology of digestion respiration, excretion, osmoregulation, circulation and nerve impulse transmissions; basic biochemistry.

M.Sc. (Zoology) CO4 Knowledge about taxonomic rules, binomial classification; detailed knowledge about ecosystem; ecology, concept of evolution.

M.Sc. (Zoology) CO5 Classification and evolution of different Phyla of chordates; ostracoderms, placoderms; structure and affinity of fishes; gymnophiona, stegocephalia, dentition in mammals, aquatic adaptation; evolution of man.

M.Sc. (Zoology) CO6 Detailed knowledge of gastrulation, cleavage, amniogenesis and placentation, ageing and cellular death; concept of animal behaviour pheromones and their use in evolution.

M.Sc. (Zoology) CO7 Origin, classification and affinity of fishes; fish physiology, fish anatomy; viviparity in fishes; larvivorous fishes.

M.Sc. (Zoology) CO8 Fish breeding and culture, induced fish breeding; fish by products; problems of fish industry; preparation and maintenance of aquaria; Preservation and refrigeration of fishes.

## **Programme outcomes(Zoology)**

B.Sc. (Zoology) PO1 Habit, morphology, reproduction of selected invertebrate belonging to different invertebrate Phyla; structure of cell and cell division; elementary knowledge of genetics.

B.Sc. (Zoology) PO2 Classification, habit, morphology and physiology selected chordates belonging to different Phyla; elementary knowledge of animal distribution and evolution; basics of embryology; basics of physiology and biochemistry.

B.Sc. (Zoology) PO3 Elementary knowledge about structure and life cycles of parasites; vectors and pests; animal breeding and culture techniques; endangered species and wild life of India.

B.Sc. (Zoology) PO4 Basic biotechnology, immunology and genetic engineering. Different biological tools and techniques; concept of animal behaviour, pollution and toxicology.



M.Sc. (Zoology) PO1 knowledge about origin, classification and affinity of different invertebrate and vertebrate Phyla; knowledge about the task of zoologist, taxonomist and taxidermist.

M.Sc. (Zoology) PO2 Basics of physiology and biochemistry; knowledge about biological tools and techniques; knowledge about biostatistics and genetics.

M.Sc. (Zoology) PO3 Specified knowledge about fish culture, breeding, induced breeding; fish by products; fish processing and refrigeration.

### **Programme specific outcomes(Zoology)**

B.Sc. (Zoology) PSO1 Basics of laboratory techniques required for working in pathology. Knowledge required for breeding the animals in artificial medium.

B.Sc. (Zoology) PSO2 Knowledge about animal fauna of India, their habits and life cycle. Observation of animals in natural habitat; wild life of India and endangered species.

B.Sc. (Zoology) PSO3 Knowledge required for in vitro and in-vitro assay of toxicants; techniques required for working in toxicology lab.

M.Sc. (Zoology) PSO1 Knowledge of biological tools and techniques needed for technician in biology lab; techniques in lab of toxicology, immunology and cell biology.

M.Sc. (Zoology) PSO2 Basics training of technique in pathology; identification of blood cells and training for haematologist.

M.Sc. (Zoology) PSO3 Training for Apiculture (bee culture), Lac culture; training for fish farming and fish culture; Knowledge about marketing of fish.

### **Course outcomes (Geography)**

B.A. (Geography) CO1 HkkSfrd Hkwxksy& i`Foh dh mRifRr] egk }hi o egklxjksa dh mRifRr rFkk i`Foh ds LFkye.My] ty e.My] ok;qe.My rFkk tSoe.My dk Kku iznku djuk

B.A. (Geography) CO2 Ekkuo Hkwxksy& i`Foh ij ekuo ds mn~Hko ls ysdj orZeku le; rd ekuo ds fØ;kdykiksa dk Kku iznku djukA

B.A. (Geography) CO3 vkfFkZd Hkwxksy& ekuo dh fofHkUu vkfFkZd fØ;kvksa rFkk ml ds vkS]ksfxd fØ;k dykiksa dks le>kukA

B.A. (Geography) CO4 Hkkjr dk Hkwxksy& Hkkjr ns`k dh HkwxfHkZd lajpuk] tyok;q] feV~Vh] izkd`frd&ouLifr m]ksx /kU/kksa] [kfut lalk/kuksa o tula;k vkfn i{kks dh fo`ys`k.k IEiw.kZ tkudkj nsuk

B.A. (Geography) CO5 HkkSxksfyd fopkj/kkjk& Hkwxksy ds fodkl Øe dks le>kukA

B.A. (Geography) CO6 i;kZoj.k v/;u& ekuo ds pkjksa vksj QSys i;kZoj.k] mlds rRo vkSj i;kZoj.k ds la?kVdksa ds Kku ls ifjfr djukA

B.A. (Geography) CO7 lqnwj iwohZ ,f'k;k& iwohZ ,f'k;k ds egk}hi ds 2 ns''kksa tkiku vkSj phu ds IEiw.kZ HkkSxksfyd Kku ls Nk=ksa dks ifjfr djuk

M.A. (Geography) CO1 i`Foh] egk}hi] egklkxjksa dh mRifRr rFkk i`Foh ds /kjry ij ekStwn fofHkUu LFkyd`fr;k dh fuekZ.k izfdz;k dk IEiw.kZ Kku iznku djuk

M.A. (Geography) CO2 i`Foh ry ij mifLFkr leLr lalk/kuksa ds mRiknu ,oa forj.k IEcU/kh IEiw.kZ Kku ls ifjfr djukA

M.A. (Geography) CO3 i`Foh ij ekuo ds mn~Hko] fo''o dh lexz tula[;k ,oa tula[;k lalk/kuksa dk fo''kn Kku ls ifjfr djuk

M.A. (Geography) CO4 i`Foh ds i;kZoj.k ds fofHkUu la?kVdksa rFkk ikfjflFkfrdh rFkk ikfjflFkfrd ra= esa ÅtkZ izokg] [kk| Ja[yk ÅtkZ fijkfeM] izkd`frd vkink;sa o pje ?kVukvksa dh IEiw.kZ tkudkj nsuk

M.A. (Geography) CO5 Hkwxksy ds fodkl dze dks le>kuk rFkk HkkSxksfyd fof/krU= dh IEiw.kZ tkudkj iznku djukA

M.A. (Geography) CO6 Hkkjr ns''k dh HkwxfHkZd lajpuk] fLFkfr ,oa foLrkj] tyok;q] ouLifr feV~Vh] m|ksx /kU/ks d`f'k] ;krk;kr&lk/ku fons''kh O;kikj o Hkkjr esa fudkysa tkus okys [kfut lalk/kuksa ds fo''knz Kku ls ifjfr djuk

M.A. (Geography) CO7 i`Foh dh tyok;q rFkk tyok;q izns''kksa rFkk egklkxjksa] mPpkop] egklkxjh; Tokj HkkVkj] ?kkVk;s vkSj leqzh fu{ksiksa dk fo''kn Kku ls ifjfr djuk] ekuo&okrkoj.k IEcU/k i;kZoj.k dk ekuo ij izHkko rFkk ekuoh; fØ;kdykiksa dk i;kZoj.k ij izHkkoksa dk Nk=ksa dk Kku djuk

## Programme outcomes ( Geography)

B.A. (Geography) PO1 i`Foh ds tye.My] LFky e.My vkSj ok;qe.My rFkk tSo e.My ds mn~Hko vkSj i`Foh ds /kjry ekuoh; fØ;k dykiksa ds Kku ls ifjfr

B.A. (Geography) PO2 ekuo dh fofHkUu vkfFkZd fØ;kvksa rFkk Hkkjr jk'Va ds IEiw.kZ {ks=h; HkkSxksfyd Kku ls Nk=ksa dks ifjfr djukA

B.A. (Geography) PO3 Hkwxksy fo'k; ds fodkl Øe] i`Foh ds i;kZoj.k la?kVdksa dk rFkk phu vkSj tkiku ns''k dk {ks=h; HkkSxksfyd Kku ls Nk=ksa dks ifjfr djuk

M.A. (Geography) PO1 mRiUu i`Foh dh fofHkUu Hkw&vk d`fr;ksa dh fuekZ.k&izfØ;k] fofHkUu Hkw&xfHkZd dkyksa esa fo''kn Kku iznku djukA

M.A. (Geography) PO2 i`Foh ry ij mifLFkr leLr izdkj ds lalk/kuksa mldh mi;ksfxrk lalk/ku izcU/ku ,oa laj{k.k vkfn dk fo''kn Kku ls ifj; gksuk

M.A. (Geography) PO3 Hkwxksy fo'k; ds ,sfrgkfld fodkl dze] HkkSxksfyd IEiznk; o HkkSxksfyd fof/k rU= vkfn cgqeq[kh Kku ls Nk=ksa dks ifjfr djuk i`Foh ry ij ekuo ds mn~Hko ml ds fodkl dze] ekuo iztkfr rFkk tula[;k lalk/ku izns"ksa dk fo"kn Kku

## Programme specific outcomes ( Geography)

B.A. (Geography) PSO1 lkekU; Kku esa c<+rs HkkSxksfyd iz"uksaRrj esa Nk=ksa dks HkkSxksfyd Kku esa izoh.k o n{k cukukA

B.A. (Geography) PSO2 fofHkUu izfr;ksxh ijh{kk tSls&I.A.S, P.S.C., Railway, SSC. and Banking esa IQyrk gsrq Nk=ksa ds HkkSxksfyd Kku esa vf/kdkf/kd o`f) djuk

M.A. (Geography) PSO1 HkkSxksfyd fof/krU= ds Kku ls ifjfr djkdj Nk=ksa dks "kks/k djus gsrq ekufld :i ls rS;kj djuk

M.A. (Geography) PSO2 usV ¼;wthlh½ o LysV izfr;ksxh ijh{kkvksa ds fy, fo"kq) :i ls rS;kj djuk

M.A. (Geography) PSO3 ekufp=dkj (Cartographer)] losZ{kd tSls inksa ds fy;s vPNs jkstxkj volj gsrq mUgsa ekufp=dyk esa n{k djuk

## Course outcomes (Economics)

B.A. (Economics) CO1 vFkZ"kkL= dk vFkZ] ifjHkk'kk,a] fo'k;&oLrq] ekax] mi;ksfxrk fo"ys'k.k fl)kUr] mRiknu fl)kUr rFkk forj.k fl)kUr

B.A. (Economics) CO2 vFkZO;oLFkk dh izd`fr] fo"ks'krk,a] lalk/ku] tula[;k] fu;kstu] fu/kZurk] xjhch] csjstxkj] d`f`k] m|ksx vkfn

B.A. (Economics) CO3 jk`V`h; vk; dh vo/kkj.k,a] eqnz ,oa cSafdax ds lkFk&lkFk bls lacfU/kr fofHkUu vo;oksa

B.A. (Economics) CO4 jkLto ,oa vUrjkZ`V`h; O;kikj ls IEcfU/kr fofHkUu fl)kUrksa tSls vUrjkZ`V`h; O;kikj fl)kUr] djksi.k vkfn

B.A. (Economics) CO5 vkfFkZd fodkl dk vFkZ mldks izHkkfor djus okys rRo] fodkl"kyh o vYifodflr ns"ksa ls IEcfU/kr fl)kUr] xjhch] csjstxkj vkfn

B.A. (Economics) CO6 LQhfr fu;U=.k] csjstxkj] xjhch fu;a=.k rFkk d`f`k] m|ksx uhfr;ksa dk v/;;u

B.A. (Economics) CO7 vkfFkZd fopkjksa dk bfrgkl ftlesa ik"pkr; vFkZ"kfL=;ksa ds vkfFkZd fopkj rFkk Hkkjr ds dqN izeq[k fo}kuksa ds vkfFkZd fopkjksa dk v/;;u

M.A. (Economics) CO1 ekax fo"ky's'k.k ds fofHkUu fl)kUr] mRifRr ds fu;e] oLrq rFkk lk/kuksa dh dher

fu/kkZj.k ds fl)kUr dk v/;u

M.A. (Economics) CO2 fodkl o mldksa izHkkfor djus okys dkjd rFkk vkfFkZd fodkl ls IEcfU/kr fofHkUu fl)kUr gSA

M.A. (Economics) CO3 MkVk laxzg dh fofHkUu fof/k;ksa] dsUnzh; izo`fRr dh ekis] lg&lEcu/k xq.kkad] lwpdkad] izkf;drk vkfn

M.A. (Economics) CO4 vUrjZ'V<sup>h</sup>; O;kikj ds fofHkUu fl)kUr] O;kikj “krsZ] Hkqxrku IUrqyu IBRD, IMF, WTO vkfn gSA

M.A. (Economics) CO5 Je cktkj] jkstxkj] etnwjh fu/kkZj.k ds fl)kUr o fØ;kUo;u] vkS|ksfxd laca/k rFkk O;kikj lEcu/k gSA

M.A. (Economics) CO6 jk'V<sup>h</sup>; fl)kUr] dhUl fl)kUr] mi;ksx o fofu;ksx Qyu] xq.kd] Rojd] eqnz ifjek.k fl)kUr] C;kt fl)kUr

M.A. (Economics) CO7 yksd foRr dk vFkZ o fo'k; oLrq] ctV] djjkksi.k] yksd O;; rFkk yksd \_k vkfn

M.A. (Economics) CO8 vkfFkZd fodkl vkSj mldk fu/kkZj.k] Hkkjr esa fu;kstu] tula[;k] xjhch] csjstxkj] d`f`k rFkk m|ksx

M.A. (Economics) CO9 vFkZ''kkL= fo'k; ls IEcfU?kr ekSf[kd iz''u

M.A. (Economics) CO10 d`f`k vkSj vkfFkZd fodkl] d`f`k mRikndrk] Hkwfe lq/kkj vkSj uhfr;ksa] xzkeh.k Je iwfrZ] iwath vkSj xzkeh.k “kk[k dh Hkwfe vkfn dk v/;u

## Programme outcomes (Economics)

B.A. (Economics) PO1 ^vkfFkZd fo''ys'k.k dk fl)kUr\*\* vFkZ''kkL= ds fof'k'V fl)kUrksa dk Kku] Hkkjrh; vFkZO;oLFkk ds fofHkUu {ks=ksa ;Fkk d`f`k m|ksx] lsok] O;kikj tula[;k] xjhch vkfn ls IEcfU/kr leL;kvksa dk fo''ys'k.k djus esa n{krk

B.A. (Economics) PO2 ^jk'V<sup>a</sup> vk; fo''ys'k.k eqnz rFkk cSafdax\* fofHkUu vo/kkj.k,a rFkk fu/kkZj.k] eqnz ds dk;Z egRo rFkk bls fofHkUu fl)kUr ,oa cSafdax {ks= ds fofHkUu fØ;k dykiksa dks le>us dh n{krk ^yksd foRr rFkk vUjkZ'V<sup>h</sup>; O;kikj\* yksd O;;] yksd \_k] O;oLFkk ds lkFk&lkFk vUjkZ'V<sup>h</sup>; O;kikj ds fofHkUu fl)kUrksa IUrqyu] eqnz voewY;u vkfn ls IEcfU/kr O;ogkjksa dks le>us dh n{krk

[B.A. \(Economics\) PO3](#) ^de&fodflr ns''kksa dk vFkZ''kkL=\*] vYifodflr ns''kksa dh leL;k,a] ck/kk,a] vkfFkZd fodkl ds fl)kUr] fu;kstu] ^Hkkjr dh vkfFkZd uhfr;ka\* tula[;k] csjstxkj] xjhch mUewyu] d`f`k m|ksx rFkk O;kikj ls IEcfU/kr Hkkjr dh vkfFkZd uhfr;ksa dks le>us esa n{krk ^vkfFkZd fopkjksa dk bfrgkI\* ik''pkr; rFkk Hkkjrh; vFkZ''kkfL=;ksa ds thou n''kZu o muds fopkjksa dks le>us n{krk

M.A. (Economics) PO1 miHkksDrk O;ogkj fl)kUr] mRiknu Qyu rFkk dher fu/kkZj.k ,oa forj.k ls IEcfU/kr fl)kUr dks lao`f) ,oa fodkl ds lkekftd ,oa laLFkkxr n`f`Vdks.kksa ds lkFk&lkFk fodkl ds fofHkUu fl)kUr] vFkZ''kkL= fo'k; esa iz;qDr gksus okys xkf.krh; rFkk lakf[;dh; fof/k;kW vUrjZ'V<sup>h</sup>; O;kikj ds fofHkUu fl)kUrksa] ykHkksa] Hkqxrku IUrqyu] vUjkZ'V<sup>h</sup>; laLFkkvksa ds lkFk&lkFk Hkkjr dh O;kikj] uhfr;kWJe cktkj] jkstxkj etnwjh fu/kkZj.k ds lkFk&lkFk vkS|ksfxd lEcu/kksa dks le>us esa n{krk

M.A. (Economics) PO2 jk'V<sup>a</sup>h; vk;] miHkksx Qyu] fuos''k Qyu] jkstxkj fl)kUr ds lkFk&lkFk ekSf)o uhfr;ksa ,oa O;kikj pdzksa dks le>us esa n{krk} ykds O;:] djkijsi.k] ykds \_k] jktdks'kh; uhfr ds lkFk&lkFk Hkkjrh; ykds for] vkfFkZd fodkl] fu;kstu] tu lEcU/kh fo''ks'krkvksa ds lkFk&lkFk d`f`k m|ksx ekSf)r rFkk ckg~; {ks=ksa dks le>us esa n{krk izkIr djrk gSA bldk prqFkZ iz''u i= vica-voce gS blea Nk=@Nk=kvksa ls vFkZ''kkL= rFkk d`f`k {ks= ls lEcU/kr fofHkUu vkfFZkd fo''ys`k.k

## Programme specific outcomes (Economics)

B.A. (Economics) PSO1 vFkZ''kkL= fo`k; ds lkFk Lukrd mikf/k izkIr djus okys Nk=@Nk=k,a fuEufyf[kr {ks=ksa esa viuk Hkfo'; mTToy dj ldrs gSa%& 01- f`k{kk foHkkx 02-iz''kklfud lsok 03- cSafdax {ks= 04- izcU/ku {ks= 05- LVkd ekdZsV 06- fuft O;olk; vkfnA

M.A. (Economics) PSO1 vFkZ''kkL= fo`k; ds lkFk LukrdsRrj mikf/k izkIr djus okys Nk=@Nk=k,a fuEufyf[kr {ks=ksa esa viuk Hkfo'; mTToy dj ldrs gSa%& 01- Hkkjr vFkZ lsok 02- foRrh; ,oa vkfFkZd lykgdkj 03- fofHkUu foRrh; foHkkxksa esa izeq[k vFkZ''kkL=h 04- izoDrk ,oa izksQslj 05- funs''kd 06- lfpo ,oa izcU/kd 07- cSafdax {ks= vkfnA

## Course outcomes (Hindi)

B.A. (Hindi) CO1 Hkk'kk&izd`fr Lo:i vkSj ,sfrgkfld ifjn''; ¼fgUnh Hkk'kk dk ,sfrgkfld ifjp; ,oa cksfy;ksa ls ifjpr gksuk½

B.A. (Hindi) CO2 O;ogkfjd /kjry ¼fgUnh O;kdj.k dk Kku gksuk½

B.A. (Hindi) CO3 izkphu ,oa e;/dkyhu dkO; ¼fgUnh lkfgR; ds bfrgkl esa vkfndky] HkfDrdky ds dfo;ksa dh tkudkj½

B.A. (Hindi) CO4 fgUnh ukV~; lkfgR; ¼fgUnh x| fo|k ukVd dk ifjp; gksuk½

B.A. (Hindi) CO5 iz;kstu ewyd fgUnh dk Lo:i ¼fgUnh ds dkedkth :i ls ifjpr djuk½

B.A. (Hindi) CO6 fgUnh dk vk/kqfud x| fo/kk,a ¼e| dh uohu fo/kkvksa ls ifjpr gksuk½

B.A. (Hindi) CO7 vk/kqfud fgUnh dkO; ¼fgUnh lkfgR; ds vk/kqfud dky ds dfo;ksa ls ifjpr gksuk½

B.A. (Hindi) CO8 fgUnh dFkk lkfgR; ¼dgkuh vkSj miU;kl ls ifjpr gksuk½

B.A. (Hindi) CO9 v|ru dkO; ¼vk/kqfud fgUnh dkO; esa vk/kqfud ;qx ds dfo;ksa ls ifjpr gksuk½

B.A. (Hindi) CO10 fucU/k ,oa vU; x| fo/kk,a ¼fucU/k ,oa x| dh vU; fo/kk dh tkudkj½

B.A. (Hindi) CO11 {ks=h; Hkk'kk vkSj lkfgR; ¼ns''k dh {ks=h; Hkk'kk vkSj lkfgR; ls ifjpr djuk½

M.A. (Hindi) CO1 fucU/k] dgkuh ,oa vU; x| fo/kk,a ¼fgUnh lkfgR; dh vU; fo/kk,a ds lkFk&lkFk fucU/k ,oa dgkuh ls ifjp; gksuk½

M.A. (Hindi) CO2 izkphu ,oa e/;dkyhu dkO; ¼fgUnh lkfgR; ds bfrgkl ds vkfndky ,oa HkfDrdky lkfgR; ds dfo;ksa ls ifjp; djokuk½

M.A. (Hindi) CO3 fgUnh lkfgR; Hkk'kk vkSj nsoukxjh fyfi dk bfrgkl ¼fgUnh lkfgR; dk bfrgkl ,oa nsoukxjh fyfi dk bfrgkl ij foLr`r tkudkj½

M.A. (Hindi) CO4lkfgR; “kkL= vkSj lekykspuk ds fl)kUr ¼dkO; “kkL= ,oa ik”pk; dkO;”kkL= dk ifjp;½

M.A. (Hindi) CO5 Hkkjrh; lkfgR; ¼fgUnh ds lkFk&lkFk ns”k dh nwljh Hkk'kk dk Kku gksuk½

M.A. (Hindi) CO6 vk/kqfud fgUnh dkO; ¼vk/kqfud ;qx ds dfo;ksa ls ifjp; djokuk½

M.A. (Hindi) CO7 ukVd] ,dkadh ,oa miU;kl ¼Nk=ksa dks ukVd] ,dkadh ,oa miU;kl dk foLr`r Kku½

M.A. (Hindi) CO8 fofu/k fodYi] dchj] lwj] tk;lh] HkkjrsUnq gfj”pUnz] iz;kstu ewyd fgUnh ¼Nk=ksa ds Kku gsrq fdh ,d dfo dk fo”ks”k v/;;u djokuk½

M.A. (Hindi) CO9 lkfgR;d fucU/k ,oa oLrqfu’B iz”u ¼izfr;ksxkRed ijh{kkvksa dh n`f`V ls Nk=@Nk=kvksa dks fucU/k ,oa oLrqfu’B iz”uksa dh tkudkj½

M.A. (Hindi) CO10 ekSf[kdh ,oa izkstsDV ¼lk{kRdkj ,oa “kks/k gsrq Nk=ksa dks rS;kj djokuk½

## Programme outcomes (Hindi)

B.A. (Hindi) PO1 fgUnh Hkk'kk ,oa mldh cksfy;ksa dk Kku ,oa fgUnh O;kdj.k dh tkudkj gksukA

B.A. (Hindi) PO2 iz;kstuewyd fgUnh ds ek/;e ls dkedkth fgUnh dh tkudkjA

B.A. (Hindi) PO3 fgUnh lkfgR; dk bfrgkl] vk/kqfud fgUnh lkfgR; dk bfrgkl ,oa Hkk'kk ds lkFk&lkFk ns”k dh vU; Hkk'kkvksa dh tkudkjA

M.A. (Hindi) PO1 fgUnh lkfgR;] Hkk'kk vkSj nsoukxjh fyfi dk bfrgkl] vkfndky ,oa HkfDrdky dh tkudkj ds lkFk x] dh vU; fo/kkvksa ds lkFk Hkkjrh; lkfgR; dh tkudkj eqgS;k djokukA

M.A. (Hindi) PO2 vk/kqfud fgUnh dkO; ds lkFk gh ukVd ,dkadh] miU;kl vkSj lkFk gh izfr;ksxkRed ijh{kkvksa dh n`f`V ls oLrqfu’V iz”u dh rS;kj lkFk gh lk{kRdkj gsrq ekSf[kd ijh{kk ,oa “kks/k gsrq izkstsDV Qkby dh rS;kj djokukA

## Programme specific outcomes (Hindi)

B.A. (Hindi) PSO1 IQyrk gsrq Nk=@Nk=kvksa dks lkekU; fgUnh ,oa O;kdj.k dk Kku

B.A. (Hindi) PSO2 iz;kstuewyd fgUnh ds ek/;e ls Nk=@Nk=kvksa ds lkeus jkstxkj ds vusd volj tSl& fgUnh vuqoknu] jktHkk'kk vf/kdkjh] fgUnh vf/kdkjh] fgUnh Vad.k] fgUnh mn~?kks’kd] i=dkj] ,adj vkfn jkstxkj ds volj

M.A. (Hindi) PSO1 usV@LysV izfr;ksxkRed n`f`V ls Nk=@Nk=kvksa dks fgUnh lkfgR; dk i;kZIr Kku

gksuka

M.A. (Hindi) PSO2 izfr;ksxkRed ijh{kkvksa dh rS;kjh gsrq Nk=@Nk=kvksa dks rS;kj djuk lkFk gh ekSf[kdh ,oa izkstsDV ds ek;/e ls mUgsa ekufld :i ls “kks/k dh vksj rS;kj djuk

### **Course outcomes (Physical Education)**

B.A. (Physical Education) CO1 It creates awareness about fitness among students

B.A. (Physical Education) CO2 It develops sports culture among students

B.A. (Physical Education) CO3 It brings about changes in the behaviour of students

B.A. (Physical Education) CO4 It makes students learnt to be disciplined in life

B.A. (Physical Education) CO5 It develops competency among students

### **Programme outcomes (Physical Education)**

B.A. (Physical Education) PO1 After completion of programme students shall be able to keep themselves physically, mentally fit and can develop sports culture and competency. Moreover they can create awarness among masses.

### **Programme specific outcomes (Physical Education)**

B.A. (Physical Education) PSO1 Can do B.P.Ed and other physical education related courses and can teach in schools, can give coaching and can act as fitness trainer.

### **Course outcomes (Political Science)**

B.A. (Political Science) CO1 Political Theory: Students get knowledge about govt. formation and functioning. They also acquire sense of rights, equality, justice and democracy.

B.A. (Political Science) CO2 National Movement and Indian Constitution: Students come to know how India won her freedom and what are their fundamental rights and duties.

B.A. (Political Science) CO3 Western Political Thinkers: Various political philosophies are useful for the students, as they get knowledge of state’s emergence, individual and state relation and different political and constitutional norms and values.

B.A. (Political Science)CO4Comparative Governments: Constitutional and political aspects of major countries like USA, UK, France , Swiss are imbibed into the minds of students thereby widening their vision.

B.A. (Political Science) CO5 Public Administration: It orients students to pursue their career in civil services, and private sector both, thus the country is benefited with the service of energetic youths.

B.A. (Political Science) CO6 Indian Political thought: Kautilya, Nehru, Gandhi, Ambedkar, who shaped India's path, are taught to the students preachings of such great thinkers prepare students for discussions, debates and speeches.

B.A. (Political Science) CO7 International Politics: Students come to know about the conflict and cooperation occurring at world arena, this is how a vision for peace emerges, among them.

M.A. (Political Science) CO1 Western Political Thinkers: Various political philosophies are useful for the students, as they get knowledge of state's emergence, individual and state relation and different political and constitutional norms and values.

M.A. (Political Science) CO2 Comparative politics and institutions, Comparative Governments: Constitutional and political aspects of major countries like USA, UK, France, Swiss are imbibed into the minds of students thereby widening their vision.

M.A. (Political Science) CO3 Indian govt. and Politics (As in B.A. I, Ist paper) Political Theory: Students get knowledge about govt. formation and functioning. They also acquire sense of rights, equality, justice and democracy. Students can become leaders, orator.

M.A. (Political Science) CO4 International Politics: Students come to know about the conflict and cooperation occurring at world arena, this is how a vision for peace emerges, among them.

M.A. (Political Science) CO5 Foreign Policy of Major Countries: Students desire the idea of foreign policies of USA, UK, China and India and how these states interact among themselves.

M.A. (Political Science) CO6 International Law: Students become aware with the rules of warfare, terrorism, environment, extradition and these affect the relations among various states.

M.A. (Political Science) CO7 International Organization: global organizations like UNO, ICJ, ILO, UNESCO, UNICEF, FAO, WHO and regional groups SAARC, ASEAN, NAM, G-7, BRICE, inculcate students with the knowledge of these bodies and their utility for mankind.

M.A. (Political Science) CO8 West Asia in World Politics: Oil, (the lifetime of human civilization) has its best source in this region, which also causes tension and strife occasionally. Sectarian violence and genesis of major religion in this region, makes this study very lucrative for the pupils.

### **Programme outcomes (Political Science)**

B.A. (Political Science) PO1 Students know the pros and cons of democracy. In addition they come to know the sacrifices of great freedom fighters and India's constitutional and Political machinery.

B.A. (Political Science) PO2 Inculcation of ethical, moral, philosophical norms and values are done and they become enlightened citizens.

B.A. (Political Science) PO3 Well updated with the General Awareness. Must read newspapers and



magazines, must undergo through debates, discussions and speeches.

M.A. (Political Science) PO1 By completing this course the students become a tool in the process of nation building. Various political institutions, meant for the progress of the country, are known to the students, very well.

M.A. (Political Science) PO2 In addition to above, must read manifesto of political parties and go through political speeches, keenly observe international events.

### Programme specific outcomes (Political Science)

B.A. (Political Science) PSO1 Useful in pursuing the occupation of journalist, advocate, political activist, human right activist and in running N.G.O's.

M.A. (Political Science) PSO1 (As above) In addition, one can indulge in surveys, interviews, field work, project work and related tasks. Sometimes, profession of research associate and teachers also accrue after the post graduation.

### Course outcomes(Sanskrit)

B.A. (Sanskrit) CO1 dkO; ,oa dkO; "kkL=] fdjkrktqZfu;e egkHkkjr ¼oudkO;½

B.A. (Sanskrit) CO2 O;kdj.k vuqokn ,oa laLd`r lkfgR; dk bfrgkl&laKk lfU/k izdj.k

B.A. (Sanskrit) CO3 ukVd x|dkO; rFkk dkO; "kkL=] vfHkKku "kkdqUrye] dknEcjh egk"osZrko`rkUr rFkk "kqduklskins" k lkfgR; niZ.k ukVd y{k.k] dFkk rFkk vk[;kf;dk

B.A. (Sanskrit) CO4 O;kdj.k] fucU/k] x|ukV; lkfgR; dk bfrgkl] y?qqfl]kUr dkSeqnh ¼vtUrizdj.k½ ukVd lkfgR; dk bfrgkl&Hkkl ds ukVd vfHkKku "kkdqUrye] eqnzjk{k[k e`PNdfVde~

B.A. (Sanskrit) CO5 osneU=] vifBrka`k rFkk Hkkjrh; laLd`fr] \_Xosn&iq:`k lwDr] vfXulwDr] "kqDr lwDr] f`ko ladYi ewDr] vFkoZosn&i`Foh lwDrA bZ`kkoL;ksifu`kn] ewyjkek;.k] Jh enHkxorxhkr] Hkzejxh] Hkkjrh; laLd`fr&iq:`kkFkZ prq`V;] o.kkZJe/keZ] laLdkj ,oa iapegk;KA

B.A. (Sanskrit) CO6 ukVd] O;kdj.k] vkSj Nun] mRrjikepfjrekul] y?qqfl]kUr dkSeqnh d`nUrizdj.k o Nun vk;Z] vuq`Vqi] bUnzotzk] miUnzotzk] mitkfr] oa`kLFk] eUnkdzkUr] f`k[kfj.kh vkfnA

B.A. (Sanskrit) CO7 v|ru laLd`r lkfgR;] v|rudfork] f`kojkt fot;e izFke fu`okl] vk/kqfud laLd`r lkfgR; dk bfrgklA

### Programme outcomes(Sanskrit)

B.A. (Sanskrit) PO1 egkHkkjr dky ds jkT; O;oLFkk ds fo`k; esa Kku izkIr gksrk gS rFkk laKk vkSj lfU/k ds Kku izkIr djrs gSaA

B.A. (Sanskrit) PO2 izkphu laLd`r lkfgR; ds ukV; “kkL= dk Kku izkIr gksrk gS rFkk O;kdj.k esa :Ik vkSj gyUr izdj.k ;q`en vLen rn bR;kfn ds fo`k; ij ozgn Kku izkIr gksrk gSA

B.A. (Sanskrit) PO3 osnksa “kkL=ksa dk Kku izkIr gksrk gSA Hkkjrh; laLd`fr laLdkj o.kZvkJe bR;kfn ds fo`k; ij Kku izkIr gksrk gSA laLd`r dk izkphure bfrgkl ds fo`k; esa Kku izkIr gksrk gS rFkk fofHkUu NUnksa ds fo`k; esa Kku izkIr gksrk gSA

## Programme specific outcomes(Sanskrit)

B.A. (Sanskrit) PSO1 laLd`r dk {ks= fo`kky gSA jkstxkj ds fofHkUu {ks= Nk=@Nk=kvksa dks vkefU=r djrs gSa tSls f`k{k dk {ks=} ikf.kMR; dk {ks=} iqjkrRo foHkkx izkphu ,oa vokZphu laLd`r lkfgR; dk {ks=} fofHkUu ns`kksa esa laLd`r vuqoknd bR;kfnA fofHkUu izdkj ds vuq`Bkku rFkk x`g “kkfUr o vU;kU; izdkj dh iwtk vpZuk djkus gsrq ns`k rFkk fons`k esa Hkh fo}kuksa dh egrh vko”;drk gksrh gSA

## Course outcomes(History)

B.A. (History) CO1 Political History of Medieval India (1200-1526 A.D.); knowledge of medieval India sources, rise and downfall of Slave dynasty, Tuglaq Dynasty, Lodhi dynasty, Nature of state, Central & provincial administration, literature and architecture.

B.A. (History) CO2 History of Europe (1450-1789 A.D.); knowledge of Emergence of Renaissance, Nature and Impact, Rise of National states-Spain, France, England and Roman Empire, England and Industrial revolution, Rise of Russia and Austrain Empire, American war of Independence.

B.A. (History) CO3 Political History of Medieval India (1526-1740 A.D.); knowledge of Mughal Emire in India, Later Medieval India

B.A. (History) CO4 History of Europe (1789-1870 A.D.) knowledge of Europe since Napoleon, The Rise of Modern Europe.

B.A. (History) CO5 Political History of Modern India (1740-1946 A.D.) knowledge of Advance History of Modern India, Freedom Struggle, social background of Indian Nationalism

B.A. (History) CO6 History of Europe (1871-1950 A.D.) knowledge of History of Modern Europe, Bismarch, Hitler, Evolution of Modern Italy, A History of War and Peace 1939-65, cold war and its origins.

B.A. (History) CO7 History of India culture knowledge of Indue Valley civilization, Vedic period, Jainism and Buddhism, History and culture of Indian people Religions and Social reforms, India today, our Heritage.

M.A. (History) CO1 Historiography-Theory and Method-knowledge of Historiography, bias in History, Modern trends of History writings, objectivity in History.

M.A. (History) CO2 World History (1453-1870 A.D.) knowledge of decline of feudalism and risen of modern Era, Renaissance, Reformation movement, Rise of states-Spain, France, England etc. Industrial

and Intellectual movements.

M.A. (History) CO3 History of Medieval India and Central Asia (1200-1526) knowledge of medieval India sources, Rise and downfall of slave dynasty, Tughlag dynasty, Lodhi dynasty, Nature of state, Central and provincial administration, art and literature.

M.A. (History) CO4 History of Medieval India (1526-1657) knowledge of Mughal Empire in India.

M.A. (History) CO5 National Movement of India (1857-1947 A.D.) knowledge of Advanced History of Modern India, Freedom struggle, Nationalism

M.A. (History) CO6 World History (1870-1950 A.D.) knowledge of incident happened in World between (1870-1950 A.D.)

M.A. (History) CO7 History of Medieval India (1658-1761 A.D.) knowledge of later Mughal period, Emergence and decline of Maratha Empire.

M.A. (History) CO8 Society, Economy and Culture of Medieval India (1200-1750 A.D.) knowledge of evolution of Indian culture, Vedic period, Religions and social reforms upto Independent India.

### **Programme outcomes(History)**

B.A. (History) PO1 Knowledge of Political History of Medieval India and knowledge of History of Europe (1450-1789 A.D.)

B.A. (History) PO2 Knowledge of Political History of Medieval India (1526-1740 A.D.) and knowledge of History of Europe (1789-1870 A.D.)

B.A. (History) PO3 Knowledge of Political History of Modern India (1740-1964 A.D.) and knowledge of History of Europe (1871-1950A.D.) and knowledge of evolution of Indian culture.

M.A. (History) PO1 Knowledge of Historiography-Theory and Method, knowledge of incidents happened in world between 1453-1870, knowledge of History of Medieval India (1200-1657)

M.A. (History) PO2 Knowledge of National Movement of India (1857-1947 A.D.) knowledge of World History (1870-1950 A.D.) knowledge of History of Medieval India (1658-1761) knowledge of society, Economy and culture of Medieval India (1200-1750 A.D.)

### **Programme specific outcomes(History)**

B.A. (History) PSO1 Students are benefited by acquiring knowledge of Political History of Medieval India and knowledge of History Europe (1450-1789) for competitive exams.

B.A. (History) PSO2 Students are benefited from knowledge of Political History of Medieval India (1526-1740 A.D.) and knowledge of History Europe (1789-1870 A.D.) and prepare themselves for competitive exams.

B.A. (History) PSO3 Students are benefited by acquiring overall knowledge of Medieval, Modern and Europe History and prepare themselves for various competitive exams.

M.A. (History) PSO4 Students get knowledge of Indian and World History and prepare themselves for competitive exams such as I.A.S., P.C.S., NET/SET, Railways etc.

## **COURSE OUTCOMES (Commerce)**

B.Com. CO1. Basic form of communicating ; Communication models and processes. Effective Communication.

B.Com. CO2. Planning of statistical investigation, census and sampling methods, Collection of primary and secondary data.

B.Com. CO3. Meaning and scope of accounting, Book keeping and accounting, Branches of accounting, Accounting principles.

B.Com. CO4. Framework of Indian Business Laws. Laws of contract, Sale of Goods Act, Negotiable Instrument Act, Consumer Protection Act.

B.Com. CO5. Principles of Business Economics, Basic problems, Market Structures Factor Pricing, Marginal productivity, Interest.

B.Com. CO6. Emerging issues in business at the national and international level, Liberalisation, Globalisation, International Environment.

B.Com. CO7. Basic knowledge of the provisions of the Companies Act. Relevant case Laws.

B.Com. CO8. Basic concepts and the tools used in cost accounting. Material, Overheads, Cost Ascertainment, Cost Records.

B.Com. CO9. Basic principles of management, Planning, Organising, Motivating and Leading people at work, Management of Change,

B.Com. CO10. Basics of Income Tax and its implications, Heads of Income, Computation of Tax, Tax Management, Tax administration.

B.Com. CO11. Entrepreneur, promotion of venture, Entrepreneurial Behaviour, Entrepreneurial Development Programmes, Role of Entrepreneur.

B.Com. CO12. Public Finance, Public Expenditure, Public Revenue, Public Debt Financial Federalism under constitution, Budgetary Procedure.

B.Com. CO13. Provisions of the Factories Act relating to Health, Safety and welfare of the workers. Indian

Trade Union Act.

B.Com. CO14. Final Accounts, Valuation of Goodwill and shares, Accounting for Amalgamation, Consolidated Balanced Sheet.

B.Com. CO15. Objectives of Auditing, Audit process, Audit procedure, Audit of Limited companies, Recent trends in Auditing.

B.Com. CO16. Money functions, Role of finance in economy, Indian Banking System, Credit Creation, Development Banks, Reserve Bank of India.

B.Com. CO17. Information Revolution and Information Technology, Fundamental of Computers, Computer based Business Applications, Information system audit.

B.Com. CO18. Financial management, Capital Budgeting, Cost of Capital, Capital structure, Dividend policy, Management of Working Capital

B.Com. CO19. Management Accounting, Financial Statements, Absorption and marginal costing, Budgeting for profit planning and control.

### **Programme outcomes(Commerce)**

B.Com. PO1- Business Communication, Business Statistics, Financial Accounting, Business Regulatory Framework, Business Economics, Business Environment.

B.Com. PO2- Company Law, Cost accounting, Principles of Business Management, Income Tax, Fundamentals of Entrepreneurship, Public Finance, Industrial Law.

B.Com. PO3- Corporate Accounting, Auditing, Money & Financial System, Information Technology & its implications in business, Financial Management, Management Accounting.

M.Com. PO1- Management Concepts and Organisational Behaviour, Indian Economic Environment, Human Resource Management, Statistical analysis, Accounting for managerial Decisions, Marketing Management.

M.Com. PO2- Corporate Financial Accounting, Financial Management, Income tax-Law, Accounts and planning, Advertising & Sales Management, Consumer Behaviour, Marketing Research.

### **Programme specific outcomes(Commerce)**

B.Com. PSO1- Basics of business laws, effective business communication skills, analytical ability, accounting knowledge, principles of Business Economics applicable in business.

B.Com. PSO2-Basic knowledge of Companies Act 2013and principles of management, exposure to tools used in cost accounting, basics of Income tax, return preparation and filing, exposure to entrepreneurial culture and to preparing them to set up and manage their own small units,

B.Com. PSO3- Awareness about Corporate accounting, imparting knowledge about methods of auditing, exposure to the working of money & financial system, familiarise the students with the innovations in information technology, conceptual framework of financial management.

M.Com. PSO1- Acquaintance with management concepts and organisational behaviour, knowledge of Indian Economic environment, knowledge of E-Commerce and Human Resource Management, develop statistical analysis ability, acquaintance with accounting required for managerial decisions, basics of marketing management which helped in Job and business.

M.Com. PSO2- Knowledge of corporate financial accounting, financial management skills, Income tax planning and return filing, Advertising and Sales skills development, marketing research techniques.

## **Course outcomes(Mathematics)**

B.Sc. (Mathematics) CO1 Algebra and Trigonometry including sequence and series, group, rings, complex functions hyperbolic function, Gregory series.

B.Sc. (Mathematics) CO2 Calculus including Rolle's Theorem, Mean Value Theorem, Successive differentiation, Maxima & Minima, Beta and Gamma functions, Areas and Volumes.

B.Sc.(Mathematics) CO3 Geometry and Vector Calculus including Three Dimensional System, Central conicoids, Vector differentiation and integration, Line integrals, Theorem of Gauss, Green and Stokes.

B.Sc. (Mathematics) CO4 Linear Algebra and Matrices including vector spaces and their elementary properties, Types of Matrix, Characteristic equation, Eigen values and Eigen vectors.

B.Sc. (Mathematics) CO5 Differential Equations and Integral Transforms including Types of Differential Equations and Method of their solution, Integral Transforms, Fourier Transforms.

B.Sc. (Mathematics) CO6 Mechanics including velocity and acceleration, SHM, Motion in resisting medium, Rocket motion, common catenary.

B.Sc. (Mathematics) CO7 Real Analysis including real numbers, sequences of real numbers, properties of sequential continuous functions, Riemann Integral, metric spaces.

B.Sc. (Mathematics) CO8 Complex Analysis including functions of a complex variable, Analytic functions, Fourier series, Mapping, Complex Int.

B.Sc. (Mathematics) CO9 Numerical Analysis and Programming in C including Finite differences, Divided differences, Num. Int., Solution of the equations, programmer's model of computer.

B.Sc. (Mathematics) CO10 Linear Programming including Linear Programming problems, convex sets, Transportation Problems, Assignment Problems

M.Sc. I (Mathematics) CO1 Advanced Algebra including Group, Ring Theory, Inner Product Spaces, Canonical forms.

M.Sc. (Mathematics) CO2 Analysis: Real & Complex Properties of the integral, sequences and series of functions, Measure spaces, complex Integral, Evaluation of integrals, Bilinear transformation.

M.Sc. (Mathematics) CO3 Differential Equations Preliminaries, Basic Theorem, Differential Inequalities and Uniqueness, Poincare, Linear second order equation.

M.Sc. (Mathematics) CO4 Advanced Fluid Dynamics Kinematics & Kinetics Irrotational Motion in 3D, Reynold number, Dynamical Similarity.

M.Sc. (Mathematics) CO5 Advanced Discrete Mathematics including semigroups and Monoids, Lattices, Boolean Algebra, Graph Theory, Introductory computability Theory, Grammars and Languages.

M.Sc. (Mathematics) CO6 Partial Differential Equations and Their Numerical Solutions) including Transport Equation, Laplace's Equation, Heat Equation, Wave Equation, Non-linear First order PDE, Representation of Solutions.

M.Sc. (Mathematics) CO7 Operations Research including Linear Programming, Transportation and Assignment Problems, Dynamic Programming, Integer Programming, Non linear Programming.

M.Sc. (Mathematics) CO8 Topology including Topological spaces, Countable spaces, Separable spaces, Compactness connected spaces, Nets and filters, Metrization Theorems.

M.Sc. (Mathematics) CO9 Mathematical Statistics including Probability, Moment Generating and Characteristic Functions and Cumulants, Gamma, Beta distribution functions of  $t$ ,  $F$  and  $z$  test of significance, Theory of estimates.

M.Sc. (Mathematics) CO10 General Relativity and Cosmology including General Relativity, Algebra of Tensors, Riemannian metric, Theory of gravitation, Cosmology-Mach's Principle.

## **Programme outcomes**

B.Sc. (Mathematics) PO1 Basic knowledge of Trigonometry, Tangents, Normals, Quadrature, Rectification, Volumes and Surfaces of solids of revolution, system of conics, Three dimensional system, Two dimensional system and Vectors.

B.Sc. (Mathematics) PO2 Basic knowledge of Velocity and acceleration, Simple Harmonic motion, Motion under the laws of forces, Earth attraction, Rocket motion, Central orbits. Constrained Motion.

B.Sc. (Mathematics) PO3 Basic knowledge of Centre of gravity, stable and unstable equilibrium, virtual work, Forces in three dimensions.

B.Sc. (Mathematics) PO4 Basic knowledge of Transportation Problems, Assignment Problems, Game Theory.

M.Sc. (Mathematics) PO1 Advanced knowledge of Network Analysis, Project planning and Control with PERT-CPM.

M.Sc. (Mathematics) PO2 Advanced knowledge of Flow Through a nozzle, Liquid streaming past a fixed

sphere, stress components in a real fluid, sonic and supersonic flows of a gas.

M.Sc. (Mathematics) PO3 Advanced knowledge of finite state Machines and their Transition, Tabu diagrams, Equivalence of finite state Machines, Graph Theory, Turing Machine.

### **Programme specific outcomes(Mathematics)**

B.Sc. (Mathematics) PSO1 Providing tuitions to Intermediate & UG classes to become as Self Employee.

B.Sc. (Mathematics) PSO2 Eligible for all Civil Services Examinations and Recruitment for Bank's P.O. clerical etc.

B.Sc. (Mathematics) PSO3 All types of job as Technical Assistant in Govt. Sectors as well as private sectors.

M.Sc. (Mathematics) PSO1 Lectures in Govt. Inter College/Aided Inter College.

M.Sc. (Mathematics) PSO2 After competing, CSIR-UGC NET to become Assistant Professors, Researcher etc.

M.Sc. (Mathematics) PSO3 Specific jobs such as Statistical officer, Scientist Data Analyst etc.

### **Course outcome B.Ed.**

B.Ed. CO1 Concept and Process of Childhood Development. Theories of childhood development and their significance.

B.Ed. CO2 Education and Indian society, Heritage: Philosophical and Educational, Education for Transformation, Policy framework for public education.

B.Ed. CO3 Process of knowing and learning, Approaches to learning, differences in individual learners, class room dynamics and role of teachers, teaching as a complex activity.

B.Ed. CO4 Language and Society, language development acquisition, class room discourse, reading, listening and speaking, developing writing skills.

B.Ed. CO5 Disciplinary knowledge, syllabus and content in disciplinary areas, motion of the disciplinary Doctrine.

B.Ed. CO6 Gender issues: key concepts, gender studies, gender power and education, gender issues in curriculum, gender sexual harassment and abuse.

B.Ed. CO7 Reading and Reflecting on text activities related to reading of text, activities related to skills and strategies, activities related to assignment, activities related to observation and discussion, activities related to evaluation and reflection.



B.Ed. CO8 appreciation of arts and crafts, visual art in education, performing art in education.

B.Ed. CO9 ICT in education, Psychological bases of using ICT, introduction to computers, ICT supposed teaching/learning strategies, e-learning and web based learning.

B.Ed. CO10 knowledge generation and child centered education, sociological basis of education, concept of curriculum, determinants and curriculum, textbook evaluation.

B.Ed. CO11 Concept, meaning and overview of assessment and evaluation, approaches to assessment, feedback role in assessment and furthering learning, assessment tool. Examination system, practices and policies.

B.Ed. CO12 Inclusive education concept and nature competencies development for inclusive education. Inclusive education and its practices.

B.Ed. CO13 Basis concept and nature of environment, natural resources and associated problems, biodiversity and its conservation, environmental conservation.

B.Ed. CO14 Concept and relevance of peace, understanding peace as a dynamic social reality.

B.Ed. CO15 Tools in guidance court issues and techniques, career information and training.

B.Ed. CO16 Philosophical bases, yoga, meditation, stress management.

B.Ed. CO17 Planning, Implementation, psychological aspects, teaching of children with special need.

B.Ed. CO18 Educational Philosophy and self development and contradiction management, self expression, self-realization and development of social self.

## **Programme outcomes**

B.Ed. PO1 Study of different methods of understanding child, understanding the specific features of childhood and Adolescence as distinct stages of development.

B.Ed. PO2 Concept of education and history of education, understand the national goal according to Indian institution, understanding diversity of India routine.

B.Ed. PO3 Knowledge and understanding about the learner and the teaching learning process to bring effectiveness in the learning outcomes.

B.Ed. PO4 Sensitivity to the language diversity existing in the class room, Development of listening and speaking activities.

B.Ed. PO5 The nature and role of disciplinary knowledge in the school curriculum, conceptualize the paradigm shift in the nature and disciplines.

B.Ed. PO6 Basic understanding and familiarity with key concepts-gender bias stereotypes, parity, equity, patriarchy and feminism.

B.Ed. PO7 (a) Insight on the meaning and nature of science, developing lesson planning skills.

(b) Teaching and biological science insight on the meaning and nature of biological scene

(c) Understanding nature and scope of Maths, development an insight into areas and objectives.

(d) Development and understanding of nature and scope of Home Science. Understand various subjects included in Home Science.

(e) Teaching of social studies, understanding of pedagogical process and created issues, evolve a national and international perspective.

(f) Teaching of English, Create an warm accepting class room management environment. Understand the nature and characteristics of language and use of English language.

(g) Hkk'kk vkSj mlds fof/k :iksa ls Nk=k/kid voxr gks ldsaxsA Hkk'kk;h dkS"ky ,oa izd`fr ls Nk= ifjpr gks ldsaxsA

(h) Knowledge of Ancient History of Sanskrit, knowledge of teaching method and skills.

(i) To develop a critical understanding about the nature of commerce and its interface with society. To prepare the teacher trainee for managerial role in school.

B.Ed. PO8 Development of capacities as reader, writers and thinkers, when they learn reading and writing together.

B.Ed. PO9 Development of aesthetic sensibilities and learn the use of art in teaching learning. Integration curricular and co-curricular activities for overall development of learner.

B.Ed. PO10 To develop and understanding of the concept of ICT in Education and an understanding of the importance and need of communication through ICT.

B.Ed. PO11 Epistemological and sociological basis of education. Differentiate between difference epistemological terms.

B.Ed. PO12 Critical understanding of issues in assessment and evaluation concepts, such as formative and summative, assessment, evaluation and measurement, test, examination.

B.Ed. PO13 To understand about the concept of environmental education. To develop sense of awareness about the environmental pollution and possible hazards and its causes and remedies.

B.Ed. PO14 Peace Education: Comprehend the concept of peace education, recognized the importance of peace education in national development.

B.Ed. PO15 Understanding of the concept, need and meaning of guidance and counselling, acquaintance with the principle issues, problems and procedure of guidance and counselling.

B.Ed. PO16 The concept of holistic health and various dimensions and determine arts of health.

B.Ed. PO17 Special Education: Knowledge of different perspectives in the area of education of children with disabilities, Reformulate attitudes towards children with special needs.

B.Ed. PO18 Various aspects of his/her own self, Understand the concept of self development and self efficacy.

### **Programme specific outcome (B.Ed.)**

B.Ed. PSO1 Education and professional degree to make good citizen, good knowledge based effective teachers.

### **Course Outcomes (Psychology)**

B.A. (Psychology)CO1The students learn the basic psychological processes e.g. memory, forgetting, motivation, emotion, thinking, intelligence etc.and their underlying mechanisms. Further an understanding of the biological basis of human behaviour including the structure and functions of the nervous system and the sensory organs is also imparted.

B.A. (Psychology)CO2About the scientific method and experimental designs. It also includes statistical analysis e.g. calculation of measures of central tendency and dispersion, correlation and graphical representation of data.It further endeavours to familiarizes the students with computer softwares that aid in statistical analysis.

B.A. (Psychology)CO3Experiments that have been selected in such a way as to ensure the integration of the learning of paper 1 and paper 2.

B.A. (Psychology)CO4Various types of abnormal behaviours including its signs, symptoms, etiology, and treatment.

B.A. (Psychology)CO5Social processes with the focus on the individual. It includes inter alia socialization, perceiving others and groups, attitudes, group dynamics, leadership and helping behaviour.

B.A. (Psychology)CO6The students are taught the skills of test administration which is an important psychological tool for assessing an individual's mental and/or behavioural characteristics.

B.A. (Psychology)CO7Advances the understanding of the students of Psychological Measurement, Research Method and Statistics.The topic of psychological measurement inter alia includes scaling technique, level of measurement, and errors in measurement.The research method section comprises of research design and its types etc.Statistical analysis part consists of hypothesis testing and making inferences, ANOVA, Nonparametric statistics.

B.A. (Psychology)CO8Counselling and guidance, Counselling includes types, processes, skills, phases of counselling etc. It further elaboratesthe nature, goals, and functions of guidance.Testing techniques in guidance e.g. intelligence, personality, aptitude tests etc. have also been included.

B.A. (Psychology)CO9Health Psychology helps the students in understanding the body's physical systems and psychological factors that contribute in maintaining physical health and developing disorders.

B.A. (Psychology)CO10The skills of the students so that they can under expert guidance develop a test/questionnaire, collect data and statistically analyse it.

M.A. (Psychology)CO1Advance level of knowledge in the areas of Research Method and Statistics. The various types of research designs are explained in addition to the different methods of data collection. The section on Statistics incorporates inter alia correlation and regression, two way ANOVA, and nonparametric statistics.

M.A. (Psychology)CO2A detailed theoretical foundation of cognitive processes has been laid in this paper which attempts to integrate the classic works with the modern advances in the field. Topics like Attentional processes, perceptual processes, Memory system, Thinking and Problem Solving, and Creativity among others have been included in this paper.

M.A. (Psychology)CO3Personality theories are one of the most fascinating areas of Psychology. It deals with the individual differences as has been theorized by different philosophers and psychologists. It includes the psychoanalytic approach, neoanalytic approach, humanistic approach, trait theory, type theory to understand the complexity of human personality etc.

M.A. (Psychology)CO4Social psychological processes including the cultural aspects. It incorporates topics like Applied Social Psychology, Cultural Psychology and Cultural Learning besides the conventional topics.

M.A. (Psychology)CO5 Practical skills of experiment designing, data collection, and its interpretation.

M.A. (Psychology)CO6The applied aspect of assessment and measurement of psychological attributes has been discussed in this paper. It includes assessment of general mental abilities, special abilities, and personality etc. It further emphasizes on the ethical and social considerations of testing.

M.A. (Psychology)CO7Human development since inception till death. It covers the socioemotional and cognitive aspects of development including the context of development. Developmental pathologies have also been incorporated in the syllabus.

M.A. (Psychology)CO8Psychopathology, classification system, approaches to psychopathology, and various disorders with a focus on the development of the disorder, their signs and symptoms, and their etiology.

M.A. (Psychology)CO9Theoretical foundation of Psychopathology as it extends the etiology to treatment. It also includes teaching of various psychotherapeutic technique, psychotherapeutic relationship, processes, and issues associated with them.

M.A. (Psychology)CO10Administration and interpretation of psychological tests and project work. The project work stimulates the research potential of students and prepares them for further research work/Ph.D.

## **Programme Outcomes (Psychology)**

B.A. (Psychology)PO1The students would learn the fundamental psychological processes and the statistical operations required in data analysis. It further enhances their understanding of scientific methods and experimentation.

B.A. (Psychology)PO2The learning of this course ensures that the students learn the social psychological phenomenon and understand the problem and causes of abnormal behaviour. They would develop the skills of test administration and its interpretation.

B.A. (Psychology)PO3The syllabus ensures the advance understanding of research method and statistics. It further enhances their understanding of general physical health condition. They develop the skill of counselling and guidance. The project work sharpens their research skills.

M.A. (Psychology)PO1Students acquire in depth theoretical and applied understanding of the experimental psychology, advance research method, statistics, social psychology and abnormal behaviour in addition to the experimentation.

M.A. (Psychology)PO2The programme focuses more on the applied aspect e.g. measurement and assessment, clinical and community intervention. It further harnesses the research aptitude of the students by including project work.

### **Programme specific outcomes (Psychology)**

B.A. (Psychology)PSO1The knowledge of statistics enhances the employability of students for data analysis.

B.A. (Psychology)PSO2The study of social psychology and abnormal behaviour acts as asset which increases the student's understanding of individual behaviour. This knowledge facilitates in the growth of emotional intelligence which is essential for success in business and entrepreneurship etc.

B.A. (Psychology)PSO3The study of health psychology and counselling and guidance combined with improved understanding of research method and statistics increases the desirability of the candidate in the job market.

M.A. (Psychology)PSO1The advance study of cognitive psychology, research method, statistics, social psychology and abnormal behaviour ensures that students perform well in competitive examinations including UGC NET.

M.A. (Psychology)PSO2The applied part of psychology especially clinical and community intervention prepares the students for taking psychology professionally. Further the project work enhances their research skills which is much demanded in marketing etc.

### **Course Outcomes (Chemistry)**

B.Sc. (Chemistry) CO1Study of atomic structure, periodic properties of elements, structure and chemical bonding, Study of s and p block elements.

B.Sc. (Chemistry) CO2 Structure and bonding of organic molecules, Mechanism of organic reactions, type studies of aromatic and aliphatic compounds.

B.Sc. (Chemistry) CO3 Mathematical concepts and fundamentals of computer, physical properties of matters (Gas, liquids, solids, and colloids), Chemical kinetics and catalysis.

B.Sc. (Chemistry) CO4 Study of d and f block elements, complex compounds, Acids, bases and non aq. Solvents.

B.Sc. (Chemistry) CO5 UV and IR spectroscopy, Types studies of alcohols, phenols, esters, carboxylic acids and nitrogen containing compounds.

B.Sc. (Chemistry) CO6 Thermodynamics, thermo chemistry, chemical equilibrium, Electro chemistry and phase equilibrium.

B.Sc. (Chemistry) CO7 Metal Ligand bonding in complexes, Stability of complexes, reaction mechanism, electronic spectra of complex, bioinorganic chemistry, Hard and Soft Acids and Bases and organ metallic chemistry.

B.Sc. (Chemistry) CO8 Nuclear magnetic resonance (NMR) spectroscopy, Organometallic Compounds, Organosulphur Compounds, Heterocyclic Compounds, Carbohydrates, Amino Acids, Peptides, Proteins and Nucleic Acids, Fats, Oils and Detergents, Synthetic Polymers, Synthetic Dyes, Organic Synthesis via Enolates.

B.Sc. (Chemistry) CO9 Introductory Quantum Mechanics, Spectroscopy, Physical Properties and Molecular Structure, Elementary Quantum Mechanics, Rotational Spectrum, Vibrational Spectrum Raman Spectrum, Electronic Spectrum, Photochemistry, Solutions, Dilute Solutions and Colligative Properties.

M.Sc. (Chemistry) CO1 Study of Stereochemistry and Bonding in Main Group Compounds, Metal Ligand Equilibria in Solution, Reaction Mechanism of Transition Metal Complexes, Metal Ligand Bonding, Electronic Spectra and Magnetic Properties of Transition Metal Complexes, Metal  $\pi$  – Complexes, Metal Clusters, Isopoly and Heteropoly Acids and Salts.

M.Sc. (Chemistry) CO2 Nature of Bonding in Organic Molecules, Stereochemistry, Reaction Mechanism Structure and Reactivity, Aliphatic Nucleophilic Substitution, Aliphatic Electrophilic Substitution, Aromatic Electrophilic Substitution, Aromatic Nucleophilic Substitution, Free Radical Reactions, Addition to Carbon Carbon Multiple Bonds, Addition to Carbon Hetero Multiple Bonds, Elimination Reactions, Pericyclic Reactions.

M.Sc. (Chemistry) CO3 Study of Quantum Chemistry, Thermodynamics, Chemical Dynamics, Surface Chemistry, Electrochemistry.

M.Sc. (Chemistry) CO4 Symmetry and Group Theory in Chemistry, Unifying Principles, Microwave Spectroscopy, Vibrational Spectroscopy, Electronic Spectroscopy, Magnetic Resonance Spectroscopy, Photoacoustic Spectroscopy, Xray Diffraction, Electron Diffraction, Neutron Diffraction. (B) Biology for Chemist Cell structure and Functions, Carbohydrate, Lipids, Amino acids, Peptides and Proteins, Nucleic Acids, or (B) Mathematics for Chemists Vectors and Matrix Algebra, Differential Calculus, Elementary Differential Equations, Permutation and probability.

M.Sc. (Chemistry) CO5 (a) Vibrational Spectroscopy, Electron Spin Resonance Spectroscopy, Nuclear Magnetic Resonance of Paramagnetic Substances in Solution and Mossbauer Spectroscopy of inorganic molecules. Ultraviolet and Visible Spectroscopy, Infrared Spectroscopy, Optical Rotatory Dispersion (ORD) and Circular Dichroism (CD), Nuclear Magnetic Resonance Spectroscopy, Carbon13 NMR Spectroscopy and Mass Spectrometry of organic molecules.(b) Photochemical Reactions, Determination of Reaction Mechanism, Photochemistry of Alkenes, Photochemistry of Carbonyl Compounds, Photochemistry of Aromatic Compounds, Miscellaneous Photochemical Reactions.(c) Solid State Reactions, Crystal Defects and NonStoichiometry, Electronic Properties and Band Theory, Organic Solids

M.Sc. (Chemistry) CO6(a) Metal ions in Biological Systems, Na<sup>+</sup>/K<sup>+</sup> Pump, Bioenergetics and ATP Cycle, Transport and Storage of Dioxygen, Electron Transfer in Biology, Nitrogenase. (b) Introduction, Enzymes, Mechanism of Enzyme Action, Kinds of Reaction Catalysed by Enzymes, CoEnzyme Chemistry, Enzyme Models, Biotechnological Applications of Enzymes.(c) Biological Cell and its Constituents, Bioenergetics, Statistical Mechanics in Biopolymers, Biopolymer Interactions, Thermodynamics of Biopolymer Solutions, Cell Membrane and Transport of Ion, Biopolymers and their Molecular Weights, Diffraction Methods.(d) Study of environment, Environment, Hydrosphere, Industrial Pollution .

M.Sc. (Chemistry) CO7 (a) Organometallic Reagents, oxidation, reduction Rearrangements, Metallocenes, Nonbenzeneoid Aromatics and Polycyclic Aromatic Compounds.(b) Disconnection Approach, Protecting Group, Protecting Group, Two Group CC Disconnections, Ring Synthesis, Synthesis of Some Complex Molecules.

CO8 Heterocyclic Chemistry and Chemistry of Natural Products

## Programme Outcomes (Chemistry)

B.Sc. (Chemistry) PO1 Basic knowledge of inorganic, organic and physical chemistry.

B.Sc. (Chemistry) PO2 Basic knowledge of metal, nonmetal, aliphatic and aromatic compounds.

B.Sc. (Chemistry) PO3 Basic knowledge of structure and bonding of transition metal complexes and organometallic compounds.

B.Sc. (Chemistry) PO4 Qualitative and quantitative analysis of organic and inorganic compounds

M.Sc. (Chemistry) PO1 Advance knowledge of organic chemistry, inorganic chemistry, physical chemistry, photo chemistry, Environmental chemistry, Spectroscopy and instrumentation.

M.Sc. (Chemistry) PO2 Advance knowledge of bioinorganic, bioorganic, biophysical and heterocyclic chemistry. Analytic ability to analyze various given samples by different methods. General methods of organic synthesis and preparation of transition metal complexes.

## Programme special outcomes (Chemistry)

B.Sc. (Chemistry) PSO1 Academic value for higher studies and industries, environmental pollution control board, and various competitive exams.

B.Sc. (Chemistry) PSO2 Skill development, practical and theoretical knowledge of chemistry for higher studies and various industries and departments such as pharmaceuticals and food adulteration departments etc.

M.Sc. (Chemistry) PSO1 Advance knowledge of chemistry for various R & D industries of pharmaceuticals, petroleum, Paint, Metallurgy, environmental pollution control board, forensic lab and various other industries such as polymer and plastic.

M.Sc. (Chemistry) PSO2 Education sector, Research and analysis.

### **Course Outcomes (Industrial Chemistry)**

B.Sc. (Industrial Chemistry) CO1 General chemistry I & II Nomenclature of compounds, basic metallurgical operation

B.Sc. (Industrial Chemistry) CO2 Operations and energy balance in chemical industry

B.Sc. (Industrial Chemistry) CO3 Material balance, utility in chemical industry

B.Sc. (Industrial Chemistry) CO4 Unit process in organic chemicals manufacture I (Synthetic applications in synthetic organic chemistry)

B.Sc. (Industrial Chemistry) CO5 Unit process in organic chemicals manufacture II (Synthetic applications in synthetic organic chemistry)

B.Sc. (Industrial Chemistry) CO6 Unit process in inorganic manufacture I.

B.Sc. (Industrial Chemistry) CO7 Chemical process economics and industrial chemical analysis: Study of industrial management and spectroscopic techniques for chemical analysis

B.Sc. (Industrial Chemistry) CO8 Heavy inorganic chemicals and heavy organic chemicals Synthesis and applications of heavy inorganic and organic chemicals.

B.Sc. (Industrial Chemistry) CO9 Applications of catalysts, Industrial solvents, analytical reagents, Common solutions, Essential oils, Biochemical reagents, fine chemicals, coloring agents, Chromatographic materials and HPLC solvents

### **Programme Outcomes (Industrial Chemistry)**

B.Sc. (Industrial Chemistry) PO1 Basic knowledge of various Industrial operations, Metallurgical process Chromatographic separation, and identification of organic compounds.

B.Sc. (Industrial Chemistry) PO2 Synthetic applications of various organic chemicals in chemical industry.

B.Sc. (Industrial Chemistry) PO3 Basic knowledge of industrial management and chemical process for various chemical industry.



B.Sc. (Industrial Chemistry) PO4 Knowledge of Spectroscopic techniques, heavy organic and inorganic chemicals and synthesis.

B.Sc. (Industrial Chemistry) PO5 Knowledge of various environmental pollutions due to industry and prevention methods.

### **Programme special outcomes (Industrial Chemistry)**

B.Sc. (Industrial Chemistry) PSO1 Specific knowledge about chemical industries and skill developments for various posts in chemical and pharmaceutical industries. After completing this courses students can work as Researcher; Technician, Teacher, Analytical Chemist, Lab Chemist, Production Chemist, Chemical Engineering Associate, Biomedical Chemist, Demographer, Technical Writer.

### **Course outcomes (Urdu)**

B.A. (Urdu) CO1 Introduce to Urdu Novel, short story and writers.

B.A. (Urdu) CO2 An introduction of Urdu Poetry (Nazm) some specific poets and their Nazms, learning of critic and description.

B.A. (Urdu) CO3 Learning of articles writing and introduction of some specific articles of authors.

B.A. (Urdu) CO4 Knowledge of Urdu (Ghazal). A special part of Poetry. An introduction of Poets and their Poetic source.

B.A. (Urdu) CO5 Knowledge of Urdu language, developments of language and origins. History of Urdu development.

B.A. (Urdu) CO6 Learn to describe the different poetic branches of Urdu poetry-critics and history of Urdu poets.

B.A. (Urdu) CO7 To learning of translation from Urdu to Hindi, English and Persian and from their language to Urdu-Grammar and other literary terms.

M.A. (Urdu) CO1 An introduction of Naat, Qasidas and Marsias in Urdu those are the special branches of the Poetry.

M.A. (Urdu) CO2 An introduction of Urdu Fiction and the critical analysis.

M.A. (Urdu) CO3 History of Urdu Nazm and Masnavi and their importance in literature. How to describe them.

M.A. (Urdu) CO4 Knowledge of Urdu Poetry (Ghazals) and their Poets specialties and critic writing on Ghazal.

M.A. (Urdu) CO5 Knowledge of Urdu criticism and particular writers and views of different critic schools.

M.A. (Urdu) CO6 Knowledge of whole Urdu literature to know about History of Urdu literature.

M.A. (Urdu) CO7 A special study of any Urdu poets or authors. Iqba, Ghalib, Prem Chand, Meer Taqi Meer, Sir Syed Ahmad Khan and Raza Khan Bralue.

M.A. (Urdu) CO8 Learning of Essay writing.

### **Programme outcomes (Urdu)**

B.A. (Urdu) PO1 Knowledge about History of Urdu short stories and first Novel writer and introduction of Urdu (Nazm) and poems writers also.

B.A. (Urdu) PO2 Knowledge about History of Urdu short stories and first Novel writer and introduction of Urdu (Nazm) and poems writers also.

B.A. (Urdu) PO3 To introduce to history of Urdu literature and some various field of poetry, critic and grammar and translations learning also.

M.A. (Urdu) PO1 Knowledge about various kind of Urdu Poetry, Ghazal, Naat, Qasida, Marsia, Nazm, Masnavi and their poets, Urdu Fiction and fiction writers and the techniques.

M.A. (Urdu) PO2 Knowledge about History of Urdu literature, critic and school of thoughts. Learning of essay writing.

### **Programme specific outcomes (Urdu)**

B.A. (Urdu) PSO1 Knowledge about whole text of Urdu literature, language and their writers techniques.

M.A. (Urdu) PSO1 Knowledge about History, critic and training of writing of essays in Urdu.

<b>File Description</b>	<b>Document</b>
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

The Course Outcomes, Program Outcome and Program Specific Outcomes of different subjects have been

displayed on the website of the institution. The teacher concerned explains the outcome of every paper as well as general utility and practical application of their subject, with respect to the market value and job prospects.

The outcome of every paper and entire subject are mainly measured by the score obtained by students in University exams. Students under low score (in spite of better potential) are advised to appear in the improvement examination. They offer further counselling and provided with more relevant literature. Increased knowledge and renewed interest, provoke the student to gather more knowledge and score better.

The program outcome and Program Specific Outcomes of the subject are very much helpful to students while preparing for competitive exams and for hunting for a job or running their own business. The students are exposed to the utility of the POs and PSOs of subjects during the career counseling session organized by the Department or addressed by faculty of resource persons. After the completion of courses, students are further given placement tips. Unfortunately, many of the students are unable to communicate their placement to the institution, but many of them tend to retain the connection. The measurement of PSOs of the subject is mainly done on the basis of success of students in getting the placement or setting up their own business on the basis of knowledge acquired by them on the subject.

### 2.6.3 Average pass percentage of Students

**Response:** 93.63

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

Response: 2013

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

Response: 2150

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.14

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 19.85

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
5.30567	2.92	.30	6.928	4.397

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

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

**Response:** 20.69

3.1.2.1 Number of teachers recognised as research guides

Response: 12

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

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

**Response:** 0.25

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

Response: 5

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

Government Raza P.G. College, Rampur is one of the oldest institutions of U.P. State Govt. (68 yrs old, established in 1949). It is offering educational facilities at UG and PG level in Science (5 Subjects), Commerce and Arts (8 Subjects PG, 4 Subjects UG) and teacher education (UG). All the teachers of the college are well qualified and recruited by the U.P. State Govt. It is offering educational facilities to students (boys and girls) in an area which was often considered as educationally backward. Since, the district Rampur is Muslim dominated and has a big rural belt having deprived category population. Since, the Muslim community was earlier comparatively reluctant in educating their wards (especially the females). Govt. Raza P.G. College, Rampur has emerged as an institution offering opportunities of education to students mostly from deprived community (especially the females). The courses offered are of course traditional, but the subject knowledge provided is helpful to students in their academic upliftment. Furthermore, the different socio-cultural activities performed in the college (from the platform of NSS, RR, NCC, Youth festival and annual function.) Are helpful in the holistic development of students. Furthermore, the activities of Career Guidance cells (offers placement tip and personality development clues) and remedial coaching further help them in building their career. The overall atmosphere of the college is incubation centric and faculty members make all efforts to transfer their knowledge to students.

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

#### Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	2	1

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

### 3.3 Research Publications and Awards

<b>3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b>	
<b>Response:</b> No	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

<b>3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b>	
<b>Response:</b> Yes	
File Description	Document
List of Awardees and Award details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>3.3.3 Number of Ph.D.s awarded per teacher during the last five years</b>	
<b>Response:</b> 1.68	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 64	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

<b>3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years</b>	
<b>Response:</b> 2.46	
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years	

2016-17	2015-16	2014-15	2013-14	2012-13
66	26	35	25	16

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

### 3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

**Response:** 1.17

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
50	12	8	7	3

<b>File Description</b>	<b>Document</b>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

The institutions, time to time arranges sensitizing programs as NSS camps are mandatory organized in the interior areas, with the help of gram pradhans of the concerned village. The permission to hold NSS camp in a primary school of the interior areas is taken from BSA. An entire schedule of the camp is chalked out, approved by stakeholders of the institution. Primarily two kinds of tasks are performed in the camps. Firstly, in the morning session the campers visit door to door to carry out cleanliness programme to aware the local residents (villagers) about different issue i.e. hygienic condition, benefits of education, gender equality, civil rights, voters awareness, gender sensitivity and women empowerment, harms of tobacco and alcohol usage, bad effects of gambling, health issues (Dengue, Malaria, AIDS, Polio, Cholera, Typhoid, Jaundices), blood donation, conservation of water and electricity, compulsory toilet installation and aspects of cleanliness. After lunch time the local villagers (specially, children are invited to attend the post lunch address by dignitaries. Dignitaries/experts from different field (doctors, dentists, eye specialists, T.B



officer, a pathologist from district hospital; Legal Advisors, chakbandi Adhikari - for local land issues; district food officer (with team); traffic police officer; RTO; BSA; local educationists and social activists are invited to address the students and local residents of the area. After every talk the local residents and students are asked to put queries and doubts, which are then cleared by the speaker. Thus, the local community is highly benefitted by the acts of the institution.

Before setting the camps the college, the students and all the faculty members are asked to donate their belonging (clothes, books, goods etc.) which are donated to needy local villagers. Furthermore, the local children (school going) are invited to participate in different quizzes and other competitions (organized by camper students) and the participating children are given prizes accordingly. So, the local community generally waits for the camps of institution to derive benefits.

Furthermore, the local residents are invited to participate in different cultural and sports activities performed by camper students (under the supervision of program officers). The acts performed on such occasions are quite helpful in promoting communal harmony, brotherhood and nationalism. Moreover, the camper students organize career counselling of school going children of the local community for their holistic development.

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

**Response:** 10

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	6	1	1	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 87

#### 3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last



five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	23	16	12	9

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 80.26

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5003	5756	2735	5700	5002

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 17

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	9	1	0

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

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

**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

In Govt. Raza P.G. College, Rampur (U.P.), there are 55 teachers. (Males 38 and Females 17). The number of Associate Professors is 11 and Assistant Professors 44. There are 5 well maintained and cleaned classrooms. Every classroom has required furniture and facilities for the students (for learning comfortably). Seven departments are having their laboratories which are properly maintained with required equipments for the practical learning of the students. All the seven Departments have a computer facility also. The various laboratories of various departments are.:

- |               |   |                          |
|---------------|---|--------------------------|
| 1. Chemistry  | - | Laboratory of UG and PG. |
| 2. Physics    | - | Laboratory of UG and PG. |
| 3. Geography  | - | Laboratory of UG and PG. |
| 4. Zoology    | - | Laboratory of UG and PG. |
| 5. Botany     | - | Laboratory of UG and PG. |
| 6. Psychology | - | Laboratory of UG and PG. |
| 7. B.Ed.      | - | Laboratory of UG.        |

These laboratories have enough space for accommodating the students in a proper way. There is a fully AC Computer lab which has 22 computers in proper working mode and there is a special course of computer, for all students. The aforesaid departments have computer and internet device. There is a Jio WiFi network, which is available to all students and faculties. Being 68 years old institution every department of Govt. Raza P.G. College, Rampur is equipped with the necessary instrumentation needed for different exercises listed in the curriculum. Moreover, all the 14 PG Departments (Zoology, Botany, Chemistry, Physics, Maths, Commerce, Hindi, English, Urdu, Psychology, Geography, Economics, History, Political Science) are research centers and the faculty members of most of the departments are recognized supervisors. Hence, there is no dearth of instrumentation and literary facilities for conducting active research in cognate fields. Moreover, at present one department (Zoology) has continuously supervised research projects sponsored by UGC, CSIR, DST, CST since last 20 years (6 completed, 2 running). The Research labs of this department has acquired quite sophisticated instruments for working on Phthiraptera and Toxicology.

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

**Response:**

The college has adequate facilities for sports and Physical Education. A games field measuring 320 feet x 120 feet has been provided by the U.P. State Govt. The aforesaid games field is bound by barbed wire from all the side. The sport room of the college comprises 3 chambers (measuring 16 x 19 feet, 10 x 19 feet and 26 x 10 feet). The last chamber is used as a store of sports equipment. All the necessary equipments for Athletics (races, hurdle race, long jump, high jump half step jump, ball throw, discus throw, shotputs – for

boys and girls), outdoor games (cricket, football, hockey, basketball, badminton) and indoor games (Table Tennis, carom, chess etc.) are abundantly available in the sports room. The college has a cemented badminton court (measuring 20 x 44 feet) and a basketball court (measuring 94 x 50 feet). All the athletic events (boys & girls) are organized by college during annual games. The college team for cricket, basketball, hockey, football, badminton, volleyball are selected every year and sent to participate in intercollegiate competition. The captains of every team are provided Rs- 1500/- honorarium. The college has soft court for Volleyball (measuring 296 x 59 feet). However, the college has yet not acquired the gymnasium and auditorium in spite of its best effort (due non receipt of a grant for construction purpose).

The college has adequate facilities for cultural activity. A cemented platform is available in the central ground of the campus. Annual function, youth function and Alankaran Samaroh are organized in tentage built (at the time of the function) in front of the stage. The cultural committee of the college conducts following competitions on the different occasions - singing, dancing, menhadi, Rangoli, flower pot/bouquet preparation in addition to drawing (chart), slogan writing, essay writing, extempore, debates. The participants have to perform their exercise in front of judges appointed for this purpose. The evaluation of judges is used for conferring first, second and third prizes to participants. The winners or cultural activities are offered certificates and mementos for the purpose. In this way, the college spares considerable time and resources to promote cultural activities for the holistic developments of boys and girls.

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

**Response:** 16.67

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

Response: 5

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 57.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
12.22	7.12	4.58	2.88	5.39

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### Response:

The Integrated Library Management Software has yet not been acquired by the college. The college is bound to procure the ILMS soon in the next session.

For the automation of Library software

- LIBCARE (BIPS Limited) has been acquired by the Library.
- The Library has started the automation
- Library is using the aforesaid software since 05/06/2014.
- Till the date 30/12/2017, 1560 books have been listed in the software. It may be noted that RUSA has already sanctioned a sum of Rs. 32.13 lacks for automation of the Library. The college has already procured budget estimate for the automation of all the 83280 books of Library from a state Govt. Agency (UPDESCO). The process is bound to be undertaken. The complete automation will take place as soon as the aforesaid grant is released by RUSA.
- The college has started using shodhganga through IR@INFLBNET and UGC Infonet, since 4 Oct. 2016.
- Rs. 4.06 lacks has been utilized for purchase of library books (sanctioned by RUSA in 2016-17)

Library is under automation using LMS (Library Management Software)- We are using (LIBCARE) LMS software.

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

#### Response:

The library of the college is 68 years old, and harbors a vast collection of important books and literature. There are 83280 books in the college library. Scholars from neighboring institutes often visit the library for completion of their library work. Several books of the library can be listed as rare books. The book bank facility is also provided. Further description of the library may exceed space limit provided in the section, hence the list of rare books on different subjects is being uploaded in the additional information.

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

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

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 1.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.55014	0	0	3.75	.50

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

**4.2.5 Availability of remote access to e-resources of the library****Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 0.68

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

Response: 45

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

- The college has sum of 57 desktops and 6 laptops in the campus out of which the 6 laptops and 41 desktops are working condition. Thus, college has been using ICT for quite long.
- The college is having 4 LCD, 1 multimedia and 7 over head projectors. The aforesaid equipments are being used for teaching-learning.
- The college campus is covered by the WiFi system installed by JIO. Recently, the BSNL has also fitted a Wifi system. Furthermore, the computer room and research lab are fitted with modem of BSNL to avail internet service. Occasionally the SIM of different agencies are also used.

**4.3.2 Student - Computer ratio****Response:** 139.68

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>

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

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response: 5-20 MBPS**

<b>File Description</b>	<b>Document</b>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response: No**

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response: 18.52**

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
6.13	.30	.95	.601	4.20



File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

#### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

##### Response:

The time table of college should be prepared in a manner that every classroom should be occupied and fully utilized. Since the size of classroom of college varies considerably. The time table of the bigger classes should be set in bigger rooms. PG classes having lesser number of students should be allotted in small sized classrooms.

The sport field (main playground, basketball court, badminton court and soft volleyball court) should be used by the desirous players only during free periods. It will remain open for free usage before and after class time. Indoor games will be allowed only during leisure periods. The sport material to be used for indoor and outdoor games will be issued to students accordingly.

The reading room will remain open during the college hours (for boys and girls). The students will be issued reading material (magazines, newspaper, competitive books) only during their leisure periods. The library will issue the books to students by a card system according to the time allotted for the purpose. Clockwise time table (indicating the days and time) for allotment will be displayed on the library gate for the purpose.

In order to ensure the optimal utilization of laboratories batches of students will be prepared clockwise. Timetable (indicating the day and time of batches) will be displayed on the notice board of each department. In case of power failure, supply of electricity and water will be ensured by a backup system. Proper cleanliness and hygienic condition will be ensured inside classrooms, laboratories, library, sport complex, reading room, girl's common room and the toilets.

First priority for the usage of computer room will be given to the students of vocational course and the staff members. The other students of the college may also avail computer and internet services whenever systems are free. A computer specialist (specially appointed for the purpose) will always remain in the room to monitor the usage and to prevent misuse of the net.

The library will remain open for use for teachers during college hours. Visit or register will be maintained in the library.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 46.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
4627	3559	2216	2216	1815

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 1.75

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	87	113	140	167

#### File Description

#### Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

**5.1.3 Number of capability enhancement and development schemes –**

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** C. Any 5 of the above

**File Description****Document**

Details of capability enhancement and development schemes

[View Document](#)

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

**Response:** 0.48

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
29	21	25	34	33

**File Description****Document**

Number of students benefited by guidance for competitive examinations and career counselling during the last five years

[View Document](#)

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during**

**the last five years**

**Response:** 0.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	16	16	06	35

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 1.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
29	21	25	34	33

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 14.06

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 283

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 2.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	36	40	39	36

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	0	2	0

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

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

**Response:**

Govt. Raza P.G. College, Rampur is a Govt. Institution and student union election are held only after the official notification by Govt., in this regard. Last time election were held 5 yrs. ago. Since then, the student union election (on the lines of Lingdoh committee) has not been held.

However, the student's participation is assured in most of the important academic and administrative committees of the college. Prominent student's, are invited for consultation in academic affairs. Captains and athletic champions are included in consultation for various sports activities. Likewise, students having shown considerable interest in extension activities are invited for preparing the activity schedule of NSS, RR, and NCC. Likewise, the student's who excel in cultural activities are assigned responsibilities in cultural programs of the college.

Most of the subjects are having subject associations. The students for each class (UG 1 to PG 2) are selected (by students) as office bearers of subject association and are responsible for conducting quizzes, extempore debates, essay competition, chart and slogan competition as well as student seminars. So, in spite of absence of the elected union the students are given a due share in various academic and administrative acts of an institution.

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

**Response:** 39.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
39	38	43	38	38

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

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

The alumni association is of great importance to any institution. Students gain so much more than just an education from their school and college. So it is imperative that they try to cooperate with the institutions. The alumni play a vital role in the continued development of an institution. If the alumni decide to contribute to their alma mater, it can go a long way to support students. Their regular contribution makes a big difference to their alma mater. Being a government institute cannot take any financial help from them, but their valuable suggestions and advices are always very helpful. Volunteering their time also benefits the college. It's not only about the betterment of the college, but it benefits the alumni as well because when their alma mater continues to remain with popular and prestigious institution, the value of their degree increases as well. Another way alumni can help colleges in a non-financial way is by proposing other alumni for internships or jobs. Hence they contribute to their college by referring the prospective students. They can meet with some of their acquaintances who are on the lookout for student's. Alumni of the institution have a firsthand information about the good and the bad of their institution. Thus, they are the ones who are full of information and suggestions in every aspect.



In our institution, we have an Alumni Association, which meets twice every year to discuss the problems of the students and provides commendable suggestions for their benefit. In the past five years the members of the association have met nearly nine times.

The members of the association were elated and expressed happiness over the news of acquiring the playground for our college. It was a great demerit for our students who wanted to excel in sport activities as we had no playground for their regular practices. The news of acquiring the playground on 24thDec. 16 got a lot of applauding.

In the alumni's view, the administration of the institution is very competent and satisfactory. The students here do not face any problem regarding notorious elements as they are not allowed in the premises. Ragging is taboo and the students here excel in a very healthy and salubrious environment.

The suggestions given by the Alumni are discussed here pointwise:

1. More attention should be paid to the cleanliness of the premises, especially the wash rooms.
2. There should be a proper water supply, especially in the newly acquired playground.
3. The ground needs to be levelled and there should be a place for indoor activities also.
4. New courses should be initiated in the institution, i.e. Library Management, BCA, MCA, BBA, MBA, Home Science, Interior Decoration, Sales Management etc.
5. The focus of the institution should be on job oriented courses so that the future of the students is secure.
6. Digitalization is an 'in' thing in the world of today. Steps should be [taken for the complete digitalization of the campus.](#)
7. Teaching Methodology should be upgraded using more AV systems and ICT.
8. More CCTV cameras should be installed in the campus for the monitoring of the students and their activities in the departments and the playground.
9. Renovation of the Girls common room is required because the present space is not enough to meet the growing number of female students.
10. The students are in a dire need of an auditorium and a multipurpose hall in our institution. As we have a lot of extracurricular activities in each session in our college like Yuva Mahotsav, Annual function and a National Conference are also held every year thus, making the requirement of an auditorium or a Multipurpose Hall a necessity.
11. The world is getting more and more health conscious. Our younger generation is becoming a fitness freak. It would thus be very useful to have a gymnasium in our premises.
12. There is a need for a new and a bigger library automated by LYBSIS software. Apart from the course books it should have some light reading material and fiction too.

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

**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**



**Response:** <1 Lakh

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	1

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The vision, mission and goals of the institution are clearly publicized on the website, and printed in annual magazine and admission brochure.

Effective leadership by setting values and participative decision making process is the key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The vision statement is the institution's destination for the future. It is used to motivate and inspire and is understood to be achievable. The mission statement is simply a purpose explaining what the institution seeks to accomplish, why it exists and what results should be expected?

The effectiveness of leadership in the institution has a dual purpose. On one hand an effective leader has to utilize the right resources for the right task as desired by the level of importance. On the other hand, students can learn from the leaders' actions and this enables them in developing a sense that being effective is not just theoretical. Hence, the incharge of an educational institution needs to be familiar with the theoretical concepts and best practice relating to educational administration.

The leadership of the institution encourages the faculty by developing suitable policy to address the emerging problems in the job market. The institutional leadership reinforces the culture of excellence through creating spiritual forums, literary forums, yoga and mind control programmes, personality development programmes, and academic pursuit through research centers. The governance of the institution encourages the faculty through proper support by developing suitable policy to address the problems of the community through undertaking research activities and inputs and encourages to come up with the solution which best solve the problems. The following procedures are adopted to monitor and evaluate the policies and plans of the institutions-

- a. To transform the students into useful, employable and productive citizens through providing quality education and skills.
- b. To identify, attract, motivate and maintain a team of quality professionals who would play a key role in the building high caliber students.
- c. To train the faculties in order to enhance the teaching ability which is evaluated through appraisal and feedback from the students.

The institutional leadership encourages the faculty through proper support by developing suitable policy to address the need of students such as obtaining admission, attending classes, following curriculum, writing the examination, securing highest marks, preparing for competition, surviving challenges, obtaining placement and prospering in career.

Although leadership is not a magic wand, it plays a key role in affecting significant organizational change

and in improving the educational institution. Hence, leadership effectiveness is very important, as it shoulders dual responsibility. On one hand, the academic leaders are there to develop skilled man power and on the other hand, students cannot learn from just theories, they also learn from how things are performed in their institutions.

Since the Principal is the local stakeholder of the institute and his/her selection by the State Govt. is carried out in accordance with the prescribed norms (senior teachers who have secured high marks in Confidential Report). Govt. Raza P.G. College is a 68 year old institution, its leadership is assigned by U.P. State Govt. to a highly rated teacher selected by Departmental Promotion Policy of Higher Education Department U.P.

### 6.1.2 The institution practices decentralization and participative management

#### Response:

- Decentralization emphasizes on the institution building framework characterized by clear definition of objectives and emphasis on achieving them, establishing criteria of efficiency, optimizing results, making timely decisions and evaluating and learning from experience. The objectives of decentralization in the institution promotes quality, efficiency, equity, pertinence and resource generation. The head of the institution (Principal) has an independent decision making authority with regard to granting study leaves, budget adjustments through transferring funds from one head to the other.
- Decentralizing of the management of higher education becomes desirable as the institution grows in size and complexity. Inadequate opportunity for participation, lack of decision making authority at operational level may lead to poor performance, causing discontent in the administration and resentment among staff and students. The policy statement develops a balanced framework required for the decentralized management of the institution.
- Decision making is also regarded as the most important process among the management process. It is a process of making a choice from a number of alternatives to achieve a desired result. Governments around the world are introducing a range of strategies aimed at improving the delivery of education services. Delegating the decision making authority to parents and local community fosters demand and ensures that institutions provide the social and economic benefits that best reflect the priorities and values of those local communities. Such decision is referred to in the research literature as participatory decision making. In an institution, participatory decision making is based on the idea that active involvement of teachers, parents or community members will lead to improved institutional performance.
- Decentralization of constitutional affairs and the participative management of the Govt. Raza P.G. College, Rampur are reflected in the list of committees formed by the Principal from this point of view. Exact composition of committee is bound to exceed the limit of description (500 words) but names of few committees and their respective coordinators and the number of members are indicated below.

#### Govt. Raza P.G. College, Rampur (U.P.)

#### List of college committee (with name of conveners and number of members)

S.No.	Committees	Convenor	No. of members
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1	<b>Grievance Redressal (PROCTORIAL BOARD)</b>	<b>Dr.Vineeta Singh -Chief Procter</b>	24
2	<b>Campus Maintenance and Beautification</b>	<b>Dr. Vineeta Singh</b>	18
3	<b>Time Table</b>	<b>Dr. Sahdev</b>	5
4	<b>Reading Room</b>	<b>Dr. Kusum Lata</b>	7
5	<b>Women Cell</b>	<b>Dr .Jagarti Madan</b>	5
6	<b>Career Counselling Cell</b>	<b>Dr. Seema Teotia</b>	6
7	<b>Income tax</b>	<b>Dr. Sanjay Baranwal</b>	12
8	<b>Pension Affairs</b>	<b>Dr. Sanjay Baranwal</b>	5
9	<b>College Development Cell</b>	<b>Dr. Sahdev</b>	5
10	<b>Photography</b>	<b>Dr. Brahm Singh</b>	2
11	<b>Scholarship Committees</b>	<b>Dr. Surendra Kumar</b>	39
11a	<b>General category</b>	<b>Dr. Sanjay Baranwal</b>	5
11b	<b>OBC</b>	<b>Dr. Sahdev</b>	9
11c	<b>SC/ST Category</b>	<b>Dr. Kusum Lata</b>	7
11d	<b>Minority Category</b>	<b>Dr. S.M Arshad Rizvi</b>	7
11e	<b>Post Metric Scholarship</b>	<b>Dr. R.K. Sagar</b>	7
12	<b>Anti Ragging Cell</b>	<b>Dr. R.K.Agarwal</b>	10
13	<b>Parents Teacher Association</b>	<b>Dr. R.K.Agarwal</b>	5
14	<b>Rovers-Rangers</b>	<b>Dr. Jagarti Madan</b>	9
15	<b>GPF Maintainance</b>	<b>Dr. S.S Yadav</b>	5
16	<b>College Magazine</b>	<b>Dr. Vineeta Singh</b>	6
17	<b>UGC Committee</b>	<b>Dr. S.S. Yadav</b>	10
18	<b>IQAC</b>	<b>Dr. Seema Teotia</b>	15
19	<b>GPF &amp; Other Deduction</b>	<b>Dr. Hitendra Kumar Siingh</b>	4
20	<b>Remedial Coaching</b>	<b>Dr. Renu</b>	8
21	<b>Placement Cell</b>	<b>Dr. Jagarti Madan</b>	7
22	<b>RUSA</b>	<b>Dr. Baby Tabbasum</b>	4
23	<b>Samaroh Ayojan</b>	<b>Dr. Jagarti Madan</b>	10
24	<b>Sports</b>	<b>Dr. Mujahid Ali</b>	14
25	<b>Computer Lab</b>	<b>Dr. Sahdev</b>	9
26	<b>Purchase</b>	<b>Dr. Sahdev</b>	8
27	<b>Avkash Suchi</b>	<b>Dr. S.S.Yadav</b>	4
28	<b>Pay Fixation</b>	<b>Dr. Sanjay Baranwal</b>	4

29	Service Book Maintenance	Dr. Sanjay Baranwal	3
30	Online Admission	Dr. Baby Tabassum	8
31	Research	Dr. Vinneta Singh	11
32	RTI/Legal Cell	Dr. Vinay Kumar Chaudhary	4
33	Examination	Dr. S.S.Yadav	6
34	Construction & Mantanince	Dr. R. K. Agarwal	7
35	Student Union	Dr. S.S.Yadav	5
36	Library	Dr. Jagarti Madan	8
37	Media Representative/Publicity	Dr. Abdul Lateef	5

## 6.2 Strategy Development and Deployment

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

#### Response:

The strategic development plan of the college has been devised through rigorous deliberations with different academic and administrative bodies, devoted teachers, students and stakeholders. The main objective of the task was to pioneer the college in the area of higher education, research and extension activities.

#### Teaching and Learning

- The college intends to exercise experimentation with teaching and learning in order to ensure effectiveness and excellence.
- The main aim of improvement in teaching and learning in the future is focused on equipping the students to compete in the national and the global scenario. Needless to say, the aforesaid task cannot be accomplished without promoting effective use of technology and ICT with thrust on interdisciplinary and emerging areas, keeping in view the requirement of the job market.
- The teaching staff is being encouraged to use innovative pedagogical methods by adopting effective use of ICT and online measures. Likewise, students will be inspired to interact and use effectively the available resources of ICT.
- The students will be provided all kinds of academic help to indulge in seminars/workshops/debates. Financial support will also be rendered to them whenever possible.
- Reputed national scientists, academicians and environmentalists will be invited to inspire the students and teachers and to expose the former about emerging areas and available resources.
- The college intends to pursue BOS of University to bring more advancement in the curricula in order to inject skill oriented/job oriented features in the syllabi.
- The feedback system of students, teachers, alumni and stakeholders will be more strengthened to make it effective and result oriented.

#### Researching & Development

Active researching is an important component of higher education institute. The college intends to strengthen the research output by adopting following means.

- Stimulation of teachers to secure projects from central (UGC, CSIR, DST, DBT, ICAR, ICMR ICSSR), state agencies (CST) as well as industries.
- Publication of research papers in journal having impact factors listed in UGC notification.
- Promotion of interdisciplinary research.
- Promotion of collaboration with national and international workers.
- Increase the access to online journals, e-books and to develop a Library as a hub of research.
- Organization of seminars/workshops/symposia in college premises and stimulation of teachers to present the papers/articles in national/international seminars / conference.
- Development of Central Instrumentation Lab.
- Publicity of research output of the faculty for community welfare.

### **Community welfare**

The college aims to play active role in the eradication of illiteracy, social evils, economic disparity, religious divide by promoting the engagement of neighboring communities through

- Activities of students/teachers from platforms existing in NSS, RR and NCC.
- Sensitizing communities about the advantages of ICT and hygienic measures.
- Training the local community in various skills
- Mobilizing trends from non-conventional resources, trusts and corporate companies for the support of poor and under privileged sections.

### **Human Resource Planning and Development**

- Developing a mechanism for identifying the human resources required for jobs in different sector.
- Undertaking measures to improve the efficiency of teaching and non-teaching staff.
- Strengthening resources for the development of infrastructure for learning and research.
- Initiating skill development programs.
- Launching training programs for the teaching staff in tune with Academic Staff colleges.
- Designing a short training program (ICT based) to improve efficiency of academic and administrative staff.

### **Industry Interaction:**

- Interaction with industries and corporate sectors in order to spot the emerging areas and invite them to collaborate with college.
- Development of MOU with industries / corporate sector for training / exposure of students.
- Promotion of the role of Career Counselling And Placement Cells.
- Stressing BOS of university to incorporate the chapters relating to skill development needed for entry in emerging industries/startups.
- Initiate the concept of consultancy services by different departments of college.
- Establishing links with a nodal agency for help in placement of final year students.

### **Internationalization**

- Promotion and training of students for global job market.
- Encouragement to teachers for attending seminars/workshops organized by foreign universities and to organize international seminars in the college premises.

### **Campus and infrastructure development**

- Construction of multipurpose Auditorium and Gymnasium.
- Construction of a new library building having a ground floor for books / journals and issuing section, automated at middle floor and e-library and reading room on the third floor.
- Construction of well established virtual classroom.
- Further development of the Seminar Hall.
- Construction of P.G. Labs for Zoology, Botany, Physics, Geography and Psychology.

### **Diversification of Courses**

- Initiation of new courses like Biotechnology, Microbiology, Bio-informatics, Biochemistry, Functional Hindi and Functional English.
- Invitation of more vocational and add-on courses (sanctioned by UGC)
- Invitation of more distance education courses (from IGNOU) i.e. MBA, B.Lib. M. Lib, Marine Fisheries, Honey Bee culture etc.
- Initiation of short term skill oriented programmes.

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

- 1. Organization structure of Institution:-** The Organisational structure of this institution is per U.P. State Govt. Norms.
- 2. Governing body/Committee:-** Being a Govt. College there is no local governing body (committee). The Regional Higher Education Officer, Bareilly Zone has been assigned responsibility are settling urgent matters into consideration. Thereafter, the technical issues are handled by Assistant Director, Higher Education (services), Joint Director (Higher Education) and The Director of Higher Education(UP).
- 3. Administrative staff:** - The college has various administrative staff. The head of this institution is the Principal. There are two senior clerks. 7 Junior clerks and one Daftari in this institution. There are also 22 peon in our institution. There is one post of Office Superintendent but is vacant at present.
- 4. Function of various bodies:** Every staff member of the college has been assigned specific duties in committees which are performed as per guidelines issued by a U.P. Govt/University/Tradition.
- 5. Service Rule & Procedure:** The college follows all the service rules guided by U.P. State Govt. For Assistant Professors and Associate Professors. The clerical and groups D staff of the institution also follows U.P. Government rule and procedure.
- 6. Recruitment:** Teachers (Assistant Professors) posts are filled by U.P. Public Service Commission, Allahabad. The commission advertises the vacancy in many newspapers and on its own website.

The U.P.P.S.C. Organizes a written test for the Assistant Professor and then followed by interview. The qualified candidates are given posting by U.P. Secretariat. Group D and Group C posts filled by Director of Higher Education through U.P. Subordinate service commission.

7. **Promotional Policies:-** U.P. Govt. Has adopted UGC guidelines based on an API system for promotion from Grade pay (for Rs. 6000 to 7000, one orientation and one refresher course is must after four years teaching experience; for Grade pay Rs. 7000 to 8000 only one refresher course is must after 9 years experience and for Grade Pay Rs. 8000 to 9000 only one short term courses is needed with seven years teaching experience.)
8. **Grievance redressed cell:-** The Problems indicated by students are handled by Proctorial board/Grievance redressed cell. In this addition college has an Anti Ragging committee, women cell and female warden to handle the issues raised by college girls.
9. **Uploading organization:** - College staff list is uploaded on the website of the institution.

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

### 6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and



**implementation of their resolutions****Response:**

The college has various committees. Every committee maintains a register with an authenticated number of sheets with the pro-forms regarding the institution work. Scholarship Committee receives scholarship form after the signature of every student in particular pro-forma. The college receives paper pro-forma session-wise. Examination committee also has fully authenticated papers and registers for each shift. RTI and Legal cell committees also maintain an RTI Register as per the RTI Act 2005. RTI committee provides desired information through Registered/Speed Post to the person (Registered/Speed Post receipts are also maintained in dispatch register). RUSA, new education policy, remedial coaching committee, Library committee, and Income Tax committee also maintain various documents connected with their annual activities. The annual function committee publishes invitation cards to invite dignitaries and the college magazine is also published. The Admission Committee maintains the record of students of different U.G. and P.G. classes of the institution. During the admission process, the committee takes a hard copy of the admission form with online admission. The admission committee also maintains a register of the student's record. In this register committee records the student name, father's name, address, contact no., subject and other related information.

It will become beyond prescribed limits (500 words) to provide a complete description of all the committees. Hence, list of committees indicating the name of the convener, is being furnished herewith.

**Govt. Raza P.G. College, Rampur (U.P.)****List of college committee (with name of conveners and number of members)**

S.No.	Committees	Convener	No. of members
1	Grievance Redressal (PROCTORIAL BOARD)	Dr. Vineeta Singh -Chief Procter	24
2	Campus Maintenance and Beautification	Dr. Vineeta Singh	18
3	Time Table	Dr. Sahdev	5
4	Reading Room	Dr. Kusum Lata	7
5	Women Cell	Dr. Jagarti Madan	5
6	Career Counselling Cell	Dr. Seema Teotia	6
7	Income tax	Dr. Sanjay Baranwal	12
8	Pension Affairs	Dr. Sanjay Baranwal	5
9	College Development Cell	Dr. Sahdev	5
10	Photography	Dr. Brahm Singh	2
11	Scholarship Committees	Dr. Surendra Kumar	39
11a	General category	Dr. Sanjay Baranwal	5
11b	OBC	Dr. Sahdev	9

11c	SC/ST Category	Dr. Kusum Lata	7
11d	Minority Category	Dr. S.M Arshad Rizvi	7
11e	Post Metric Scholarship	Dr. R.K. Sagar	7
12	Anti Ragging Cell	Dr. R.K.Agarwal	10
13	Parents Teacher Association	Dr. R.K.Agarwal	5
14	Rovers-Rangers	Dr. Jagarti Madan	9
15	GPF Maintainance	Dr. S.S Yadav	5
16	College Magazine	Dr. Vineeta Singh	6
17	UGC Committee	Dr. S.S. Yadav	10
18	IQAC	Dr. Seema Teotia	15
19	GPF & Other Deduction	Dr. Hitendra Kumar Siingh	4
20	Remedial Coaching	Dr. Renu	8
21	Placement Cell	Dr. Jagarti Madan	7
22	RUSA	Dr. Baby Tabbasum	4
23	Samaroh Ayojan	Dr. Jagarti Madan	10
24	Sports	Dr. Mujahid Ali	14
25	Computer Lab	Dr. Sahdev	9
26	Purchase	Dr. Sahdev	8
27	Avkash Suchi	Dr. S.S.Yadav	4
28	Pay Fixation	Dr. Sanjay Baranwal	4
29	Service Book Maintenance	Dr. Sanjay Baranwal	3
30	Online Admission	Dr. Baby Tabassum	8
31	Research	Dr. Vinneta Singh	11
32	RTI/Legal Cell	Dr. Vinay Kumar Chaudhary	4
33	Examination	Dr. S.S.Yadav	6
34	Construction & Mantanince	Dr. R. K. Agarwal	7
35	Student Union	Dr. S.S.Yadav	5
36	Library	Dr. Jagarti Madan	8
37	Media Representative/Publicity	Dr. Abdul Lateef	5

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Since GRPGC, Rampur is a Government institution governed by U.P.State Government, all the welfare schemes provided to the state employees are admissible to the college staff. Some of the schemes are listed below

- College employees (teaching and non-teaching) can get a sanction of 75% of the amount deposited by them in their GPF account for constructing house/education of ward/marriage of the ward or during illness.
- The college employees enjoy full medical reimbursement facility. After being hospitalized in a Government or Private hospital, they bear all the expenses from their own purse. After recovery they file the medical reimbursement form (with all the vouchers of hospitalization and other expenses). The reimbursement bill is then endorsed to the Chief Medical Officer, Rampur by the Principal of the college, for approval. The CMO then sanctions the medical expenses on the guidelines of U.P. Government. The amount approved by CMO is then reimbursed by the Principal through the Treasury of Rampur to the concerned employee.
- All the employees of the college (teaching as well as non-teaching) are covered under Group Insurance Scheme of U.P. State Government and their families receive compensation sum in case of eventualities. Furthermore, in case of eventuality the ward of the deceased employee is offered a job (as per their qualification) in the college as per Government rule.
- The University deducts 5% of the sum of total remuneration of exam copies evaluated and the same is deposited in the Teacher Welfare Fund. In case of long illness, injury or death of an employee the ward of the employee/teacher is granted a handsome sum from the Teachers Welfare Fund.
- The female employees (teaching/non teaching) are liable to a sanction of maternity leave of six months in case of pregnancy. Furthermore, female employees are sanctioned 2 yrs. of Child Care Leave (CCL) at their own disposal. This leave can be availed by them at their own convenience.
- U.P. Government also offers loan facility to its employees for buying of a house or vehicle. Although the same task is being done by several banks so the employees usually prefer the latter, for the sake of their convenience.
- Being a Government servant, the employee of the college is liable to transfer (non-teaching in the same commissionary and teaching in the entire state). In case of transfer they are paid TA/DA and disturbance allowance. Furthermore, whenever any employee is sent to another place on duty the college pays TA/DA as per rule.

Lastly, being a U.P. Government employee the pension is granted to those, who joined before 2005. Such employees are given gratuity, leave encashment and commutations. For those employees who have joined after 2005, separate scheme is in operation.

### **6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 0

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 26.24

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
41	09	15	10	09

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

1. Government Raza P.G. College, Rampur is a college of U.P. state Govt. There is a very effective system for the appraisal of performance of staff.

The results of all the classes taught by all the teachers of different subjects are submitted to the Directorate of Higher Education, U.P. (through respective heads of Deptt. and the Principal) in a mandatory manner. The results include the numbers of each student appeared in exam (paper wise), the number of students passed and the number of students who secured 60% or above marks. The result of teachers is scrutinized in the Directorate of Higher Education and teachers performing below average are instructed for categorical improvement.

1. All the teacher of the college is compulsorily asked to fill Annual Confidential Report (ACR) in the month of April every year. A detailed account of all the activities performed during entire session has to be furnished by the teacher concerned. For instance complete details of teaching activity (Number of periods allotted class wise, the number of lectures taken, class results, type of teaching methodology adopted, extra teaching conducted etc.) have to be furnished by the teacher in a tabular manner. Likewise, the role played by the teacher in the supervision of extension activities like NSS, Rovers Rangers, NCC, Eco restoration Club and extra-curricular activities (organization of sports, cultural activities, annual function, youth festival, National days celebrations, plantations and campus cleaning activities) have to be categorically listed on ACR form. Furthermore, the role of Administrative tasks like Proctorial board, Grievance Redressal cell, Admission committee, Examination committee, Verification committee, Remedial coaching, (career counselling, Placement cell etc. is summarized point wise). Moreover, the role played in developmental activities (IQAC, NAAC, RUSA, UGC, DCF II, (AISHF), running of vocational/add on the course / organization of seminars, workshops/supervision of career guidance/placement activities) has to be specifically mentioned in ACR.

More importantly, the entire contribution of teachers in active researching (Topic of research, numbers of Ph.D. scholars being supervised or produced, numbers of research papers accepted or published, number of seminars/workshops/conferences attended, details of research projects being supervised, number of awards and patents filed etc. has to be listed in the ACR. The account of performance enhancing course attend (Orientation course, Refresher course, Personality development course, Training or Short term course) is to be listed by the teacher in the ACR.

The aforesaid ACR is firstly forwarded by the concerned head of the department and then evaluated by the Principal. On the basis of all round performance, the teacher is given Grade 3 (excellent), 2 (very good), 1 (good) or 0 (normal). Teachers not falling even in 0 category are given a “bad entry”. The ACR graded by the Principal of the college is sent to the Directorate of Higher Education, Allahabad. The ACR

endorsed by the Director is communicated to the Secretary, Higher Education U.P. During Annual Promotion of teachers to the post of the Principal, last 10 years ACR grading is taken into consideration. In 2017 teachers securing above 21 (out of 30) were promoted as Principal. In 2017, only 02 teachers of the college could secure the promotion and the rest were discarded.

U.P. State Govt. confers two awards on 5th September (Teachers day) every year to 9 teachers (3 Saraswati Samman and 6 Shikshak Shri Samman). Entire contribution of teacher in teaching, extension works, researching and developmental work is taken into the consideration in the format of the application form. Award winning teachers are given cash award of Rs. 3,00,000 for Saraswati Samman and Rs. 1,50,000 for Shikshak Shri), a memento, a certificate and a shawl along with 2 years of extension of service by the Ministry of Higher Education. One teacher of the college was conferred with Shikshak Shri in 2010 and Saraswati Samman in 2012. Another teacher of college was conferred Shishak Shri in 2011.

In a similar manner the non teaching staff of the college has to file the Annual confidential report, which is then endorsed with remarks by the Principal of the college. Non teaching staff, i.e. IIIrd class and IV class, are denied promotion in the case of the non satisfactory performance report. In case of a bad entry by the Principal they are not sanctioned annual increments and in case of gross misconduct the staff is liable to transfer from the Institution.

Thus, the foolproof performance Appraisal system of the college is very useful in maintaining of the academic environment of the college with high level of administrative efficiency.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

- The purchases in the departments are made through Head of the departments. For other purchases the college has a Purchase Committee.
- In the month of March, the Principal of the college, appoints a three member committee for each Department (one from the same department and two from another department) for Annual Verification of stock register. The committee verifies the entry of each item and its bill in the stock register the balance of check stock (both non-consumable and consumable) is also done. The verification committee writes its report on the last page of the register that “All the items purchased during the year have been entered in the stock book and the balance items are physically present”. The aforesaid report is then countersigned by the Principal.
- The purchase committee of the college is responsible for all the items purchased in the college. All the quotations/tenders are opened in presence of at least 5 members. All the members sign on the “envelops” and the “quotations/tenders” mentioning “opened before us”. The comparative table indicating the prices of different item quoted by vendors is further signed by members of the purchase committee. Lowest rate quoted by vendors is encircled by red ink. Likewise the bills of each firm are also signed by incharge of Deptt. Before being presented for payment.
- Grants received and used by the college from other agencies (central/ state) are audited firstly by Chartered Accountant.
- Regional auditor of State Government (Moradabad office) conducts auditing of accounts every

year.

- Audit team from the Directorate of Higher Education U.P. Visits occasionally to perform sample auditing.
- Audit party from auditor general (Central- Allahabad) visits the college regularly and conducts sample auditing.
- Grants relating to RUSA are monitored by RUSA committee and from UGC by the UGC Committee. The college has a separate committee for monitoring building work (Building Committee)

#### **6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

#### **6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

**Response:**

- The finance committee consisting of Principal, senior teachers and IQAC coordinator, monitor the effective use of financial resources. After the receipt of funds the committee monitors its distribution and expenditure to ensure the optimal utilization of financial resources.
- IQAC stimulates the staff members to secure funds from different funding agency (UGC, CSIR, DST, CST etc.) in the form of projects. Funds obtained from RUSA are monitored by RUSA committee and from UGC by UGC committee. All the financial documents are verified and the audited income/expenditure report and utilization certificate are sent to concerned agencies.
- The purchase committee of the college ensures the norms and quality of purchases made in the college.
- In order to mobilize funds from outsources, cycle stand is run by contract by a private agency. The contracts of sale of fruits (mango, litchi etc.) from trees present in the college are given through auction. Likewise, contract of honey (from bee hives of trees) is also given.

## **6.5 Internal Quality Assurance System**

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes**

**Response:**

IQAC plays important role in defining, planning and monitoring quality assurance and quality enhancement. It is an integral part of the institutional system and makes an attempt in developing a vibrant and a continuous mechanism to promote culture of excellence in the system.

IQAC are responsible for conducting annual academic audits in the different departments. Each department submits information regarding the performance of students, research activities of the faculty members (publication/communication of research papers, publication of books/ chapters in books, participation in a seminar / workshop/ conferences, achievement of award/recognition, submission/progress on major/minor research projects etc.), role in improvising curricula (as a member of the board of studies otherwise as membership of academic bodies.)

The admission of research scholars and the progress of their works are also taken into consideration by the IQAC. The students' response to teaching and learning are analyzed and communicated to concerned teachers.

The planning and execution of the extension activities performed by different wings are also monitored by IQAC. The IQAC stimulates the cultural activities performed on different functions including youth festival to promote cultural heritage and communal harmony.

IQAC promotes formation and activities of different subject associations (run by different departments). Most of the departments have a departmental association (15 member, student body - President from PG II, Vice President from PG I, Secretary from UG III, Joint Secretary from UG II, Treasurer from UG-1 plus one CR boy and one CR girl from each class). The research scholars and teachers are also the members of the association. The subject association is responsible for conducting quiz, essay competition, extempore, debates, seminars, chart competition related to the subject. Reports of departmental association are also published in the college magazine.

IQAC are responsible for publicizing the vision, mission, goals, code of conduct, core values and admission policies of the college through advertisement, admission brochure, college magazine and website.

The IQAC stimulates department using AV and ICT in teaching methodologies. The activities of the career counselling cell, placement cell, the alumni association are also guided by IQAC. Special attention to weaker students and the students from deprived community are also guided by IQAC. Remedial coaching and NET/SET coaching to the deprived community are also stimulated by IQAC.

Financial assistance to needy students in the form of scholarship is an important task of IQAC. Although scholarship offered by central and state government are ultimately sanctioned by the department of social welfare but IQAC monitor the online process of scholarship application form and renders all kind of help (through a committee of teachers) so that none of the desiring candidate fails to apply for it.

IQAC are ultimately responsible for preparation of the developmental plan of the college and timely submission of AQAR to NAAC. IQAC conduct SWOC analysis to explore the possibility and realize the challenges of present higher education scenario.



### **6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

#### **Response:**

The revival of teaching learning process and methodology of the college is the prime task of IQAC. The IQAC of the college comprises of the Principal, senior teachers, one teacher coordinator, office superintendent, Librarian and at least four external experts who are noted academicians. One of the external expert is the Ex-Director of Higher Education, U.P. Student friendly pedagogy is adopted on the advice of IQAC. The assessment of learning outcomes at periodic intervals is also performed by IQAC with the help of departmental members. The external members of IQAC and faculty representatives provide guidelines for assuring quality and excellence in teaching and evaluation.

#### ***Example 1: Verification of PBAS Performa of teachers for promotion under CAS by the IQAC.***

After the implementation of new guidelines by UGC for career advancement of teachers (UGC regulation 2010) U.P. The State Higher Education Department issued Annual performance Board appraisal cum ACR performa for career advancement (Grade pay 6000-7000; 7000-8000; 8000-9000). The teacher has to fill all the information regarding teaching (time table, assignment, examination results, class room teaching, tutorials, practicals, outside class room interaction, project/field work supervision), evaluation (invigilation/supervision, question paper setting, moderation, evaluation of answer scripts), Teaching innovations (use of innovative pedagogy, ICT tools; preparation of new teaching learning material; feedback on quality teaching), co-curricular/extension related activities (supervision of field work/study visit/student seminar/career counseling; role in cultural activities, sports, NSS, RR etc; public lectures, popular writings, TV/Radio talks); administrative responsibilities (role as Head/Incharge/Nodal officer; help in RUSA/AISHE/IQAC/UGC tasks; participation in BOS/Administrative committees and contribution to collective corporate life of college). In addition, teachers have to file complete information regarding researching (publication of research papers/books/chapters in books; monitoring of research projects; supervision of Ph.D. scholars; participation in seminar/conferences/workshop; filing of patents; receipt of award). The aforesaid Performa duly filled by the teachers for his career advancement is forwarded by the Principal, to the Director, Higher Education U.P., only after its verification by the IQAC. IQAC plays a very important role of scrutinizing the information related to teaching. It has created a great impact on the measure of academic excellence as the quality teaching has become linked to career advancement of teachers. From all the above points of view, students are a major beneficiary of this exercise.

#### ***Example 2: Role in Academic Audit of teachers.***

In 2016 U.P., the State Higher Education commission has launched another bold step to bring academic excellence in an institution. Each and every teacher will have to file an “Academic Audit Performa” (online) on the website. [www.academicauditup.in](http://www.academicauditup.in). The teachers have been assigned a ‘password’ to open its window. As indicated in the previous paragraph (relating to PBAS performa of career advancement) the teachers have to give their complete data related to teaching activities, evaluation work, teaching innovations, co-curricular/ extension related activities, administrative task performed and research work. The teachers have to upload the data as well as supporting evidence on the website of the portal. The aforesaid data of teachers are first of all verified by the IQAC and then okayed by the Principal.

The IQAC as well as the Principal of the college have been allotted separate passwords for the purpose. The academic audit performa will be filled every year by all the teachers and then verified by IQAC on the basis of supporting documents uploaded by teachers on the website. In the long run the scheme is bound to produce a fruitful result and will definitely result in academic excellence of the institution.

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

**Response:** 1.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	2	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

#### Response:

- 1. Shifting towards more transparency in admission process:** Earlier the college was adopting routine admission process, based on merit wise enlisting of admission forms filed by the concerned students, followed by their interview, before admission. In 2016, the college adopted online admission policy for first year UG (B. A. / B. Sc. /B. Com.) and P.G. (M.A., M.Com) students. However, admissions in second year U.G./P.G. And third year U.G. were done through the routine method of admission forms. In 2017, University introduced an online admission system for UG I year students and the college adopted online admission system for IInd and IIIrd year students also. The admission in M.Sc. first year and B.Ed. were already being done on the basis of an entrance test conducted at the university level. The responsibility of admission at Ph.D. level has already been taken up by the University, on the basis of entrance test. Thus, college has shifted completely towards paperless admission policy in all courses offered. Needless to say it will bring more transparency in admission process as the rules of admission and the reservation policy (vertical as well as horizontal) are displayed on the website of the college. The students have to apply online and receive all the information relating to merit, date of interview, fee transaction etc. through the website of college.
- 2. Progress in establishment of more elaborate computerization in the college:** The college had a small computer lab having a capacity of holding 30 computers (in a three rows) located in the Chemistry Department. In 2015, RUSA sanctioned a sum of Rs 70 Lacs for construction of a computer unit (having 2 large room, 1 staff room, 1 enclosed verandah and a toilet). First installment of the grant amounting to Rs. 39 Lacs has already been released. The building is more or less complete (except furnituring, electrification, sanitation etc.). Moreover, RUSA has further sanctioned a sum of Rs. 27 Lacs for computer systems, which will be released in the forthcoming year. It will enable the college to acquire at least 60 more computer systems in addition to the already existing ones. Thus, in the forthcoming year the college will have a big sized computer unit capable of holding at least 90 computer systems and will increase the computer training facility, nearly 3 times to the existing one. The college will be in position to start a few more computer related courses (certificate, degree and diploma) for the students of the college. Furthermore, the computer training courses offered by the IGNOU center (already existing in the college) will also be started.
- 3. One step forward in creation of virtual room and seminar hall at the college:**

One of the biggest shortcoming of the college was the lack of virtual class room, auditorium and a seminar hall. RUSA has sanctioned a sum of Rs. 29 lacs for renovation purposes. It is proposed to convert one room (presently called as an IGNOU class room) into a virtual classroom by acquiring the virtual instruments needed for projection, audition and video conferencing and shutting down the constructed windows. The furniture needed for the purpose will be acquired from the other grants. Furthermore, one room situated near the main gate of college is being converted into a seminar hall having a capacity of 100

delegates. For the above purpose, the quotations for an oval shaped tabular sitting, followed by chairs in the second row has also been invited. Both the tasks (setting of the virtual classroom and a seminar hall) will be accomplished as soon as the grants for renovation purposes are received from RUSA. The state government of U.P. is also emphasizing on an early establishment of virtual classroom as they are trying to start state level online classroom policy. The seminar hall of the college will be appropriately equipped with audio-visual system (Projector system and mike system).

### **1. Better monitoring of college activities by installing CCTV:**

After the second cycle of re-accreditation (in Jan. 13) the college has taken one more step towards the better management techniques. Sixteen cameras have been installed at various points in the college campus to observe the activities of students during the non-teaching periods. The main TV unit with monitor system of the cameras have been installed in the office of the Principal of the college. Thus, any foul incident committed by the students is immediately sensed by the Principal or other staff member present in office and action is taken immediately. In the forthcoming years, the college plans to install cameras in the classrooms and laboratories too.

The new state government of U.P. has made it mandatory for all the institutions to install Biometric system in the office. The system has been installed in July 2017. The staff of the college (teaching as well as non teaching) is bound to arrive at 09:45 AM and leave at 4:00 PM. It will greatly help the college administration as the entire staff has become bound to remain in the college premises for at least six hours.

### **1. Campus deploys full coverage of Wi-Fi**

Net surfing facility has emerged as a boon to advance pedagogy. When the peer team visited the college premises in 2012 there were only 12 nodes for internet services (10 in the computer lab, 01 in the office and 01 in the research room of Zoology Department). Last year the college approached BSNL to provide an estimate for making the entire campus Wi-Fi because net facility is needed in all the faculties of the college (Art, Science, Commerce and B.Ed.). The BSNL people failed to provide necessary documents and estimates needed to pursue the matter. However, the college approved the RELIANCE group to make the campus Wi-Fi. They planted nodal modems in all the buildings of the college and connected them by underground wiring. The main equipment (monitor/regulator), has been installed in the office of the college. The system is working efficiently and the entire college has been covered by Wi-Fi including the library. Any students of the college can avail net facility from any computer system/mobile system in the college. The aware students of the college are utilizing the facility for upgrading their knowledge through the newly acquired net facility of the college.

### **1. More improvised net facility in the library and one step forward towards automation:**

The library has acquired three computer systems, one LED and one operating system to provide facilities for viewing different programs offered by UGC. The systems have been installed in the library of the college. Since the entire campus of the college has become Wi-Fi and one modem of Reliance has been installed in the library, the net facility is always available in the college for the students and staff.

Last year RUSA had sanctioned a sum of Rs. 19 lacs for the automation of the library. The UPDESCO, an electronic purchasing organization of U.P. Government, was approached to provide estimates for the purpose. One person was specially sent by UPDESCO to demonstrate entire software which will be uploaded for the online accession of the library. The college library has 83280 books. Every book has to

be catalogued digitally. The library staff received preliminary training of the entire data. However, the RUSA could not release subsequent grant for the purpose and the matter is pending, but the aforesaid tasks will be undertaken on priority as soon as the grants are released by the financing body, the RUSA.

### **1. More emphasis on cleanliness of the campus and facility to students.:**

The college has a vast campus area at its disposal and has already undergone massive plantation at appropriate points. Even then, on every national day mass plantation drive is undertaken to make the atmosphere more natural and healthy. For the last two years, in accordance with the cleanliness program of the central and state government, at least ten green painted drums have been placed at various points to help the students and staff to dispose of garbage and waste at proper place. All the staff members of college have been specially instructed to remind the students regularly in classroom, laboratory to make the campus clean and eco-friendly, thus making the “Swachta Abhiyan” of the Central Government, a reality in the campus. Due to the active persuasion of the staff and awareness of students, the campus remains quite clean and eco-friendly.

Furthermore, there is a girls common room in the college but there is no other common room for boys to pass their free time in the campus. Hence, cemented benches have been built at the college to allow the students to sit on them and use their free time in constructive activities to make their future bright.

### **1. The college acquires GAMES FIELD to strengthen the sport activities:**

One of the greatest shortcomings of the college was a lack of a sports field/games field. The college had to send the students to Physical College ground and Rampur stadium ground for outdoor exercises (racing, jumping, throws, hockey, football and cricket). Even the Annual Sports Meets of the college were being organized in the field of Physical College or stadium. On 17 January, 2016 a big field (measuring 320x120 feet, bounded by wall from three sides) was transferred officially in the name of Govt. Raza P.G. College, Rampur by U.P. State Govt. The process had started nearly two years ago and ended on January 17, 2016 the Minister of Urban Development of U.P. Hon. Mohd. Azam Khan specially arrived for the handing over ceremony and officially inaugurated the handing over ceremony of the sports field. The newly acquired sports field has been immediately bordered by wire fencing and a gate was also put up with a sign board showing Sport field –GRPGC, Rampur. The acquirement of the sports field of the college is a big development and is likely to boost the outdoor sports facility on the campus.

### **1. Improvement in the water supply of the campus:**

The peer team recommended the need for the improvement in the water supply of the campus. The water cooler was immediately installed outside the greenhouse. Another R.O. system with cooling machine has been installed outside the Chemistry Department. Moreover, the water tank with a capacity 25000 liters which was already built in the college but was not functional because of the failure in the water pumping system has been brought to the functioning condition. The system is working properly and all the departmental tanks have been connected to the main tank. Even the connection has also been given to all 12 staff quarters located besides the boundary wall of the college premises. Moreover, the abundant water supply of the college has enabled the college gardener to irrigate the entire plantation of the college, thus making the premises greener. On the other hand, the newly acquired R.O. with a cooling system has proved to be an asset to all the students' as they are getting pure and cool water. One year ago a portion of the boundary wall of the college fell down due to heavy rain. The State government generously provided grants for its repair and it has been repaired seven months ago.

### **1. Implementation of Academic Audit system in the College:**

The API system was implemented by the State government in pursuance of the policy guidelines of UGC in 2009. The entire data of teaching, conduction of seminars, project supervision, field work, other departmental activities, extra curricular as well as co-curricular activities (time spent on activities of NSS, RR, NCC, cultural activities and sports) and researching (paper publication, attending seminars, guidance of Ph.D. students, supervision of projects etc.) was provided by young teachers for getting the highest grade (7000/-, 8000/- or 9000/-). In order to acquire the needed API score for obtaining the grade, all the concerned teachers have seriously engaged themselves in active researching. A few months ago the academic audit was made compulsory for all the teachers. The performa of academic audit is nearly the same (adopted for career improvement system). All the teachers of the college have uploaded the duly filled academic audit form online. The form is then approved by IQAC of the college and then by the Principal. Lastly, it is taken into consideration by a higher official of Higher Education Department. So, implementation of the annual academic audit system in college has further stimulated the academic culture in the campus.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	3	3

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

- As per rules of U.P government, females are given 20% horizontal reservation in all the admissions(in every category i.e. SC/OBC/ General)as well as appointments in teaching and Non teaching)
- The college has female warden and a committee to tackle atrocities on women.Women cell deals with issue of safety, security and counselling of female students and staff.
- Gender sensitization programs are conducted every year from platforms of NSS/RR/Youth festival to create awareness about their rights and privileges in the work environment. Feedbacks from female students on their needs and opinion are frequently sought and taken into consideration.
- There is a separate room for girls (Girls common room) with open space equipped with benches in its premises. The GCR is equipped with two toilets and a TT table. So, in spare time female students need not wander here and there in the campus. The reading room of the library is also frequently used by females.

**7.1.3 Alternate Energy initiatives such as:****1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 3.29

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 1800

7.1.3.2 Total annual power requirement (in KWH)

Response: 54708

**File Description****Document**

Details of power requirement of the Institution met by renewable energy sources

[View Document](#)**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 86.96

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

Response: 12000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 13800

**File Description****Document**

Details of lighting power requirements met through LED bulbs

[View Document](#)**7.1.5 Waste Management steps including:**

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

**Response:**

The college maintains hygienic condition in the campus. Awareness programs are very frequently organized through different platforms (NSS, RR, Eco-club). Flexi-banners are posted to make them aware about the issue. The college has installed plastic drums (painted green) in stands on 8 places, bearing the slogan “Use Me”. These drums are scattered in the campus and all the students are asked to drop the solid



waste in such drums. The solid waste is finally collected from such containers and disposed off in the municipality vehicle.

The liquid waste from batteries, chemical and laboratory pipes is properly disposed and never allowed to mix with general water.

The e-waste (computer parts-mother board, chips and capacitor) are often given to students for study purpose or returned to agencies to reduce the waste. In other words e-waste is not allowed to be accumulated on campus.

### **7.1.6 Rain water harvesting structures and utilization in the campus**

#### **Response:**

The college has yet not developed the method of collection and storage of rain water into natural reservoirs or tanks (roof top harvesting) but the college has a vast campus having several pits which help in recharging ground water level.

The college, sensitizes both students and the public about the need to conserve and appropriately use the water. The aspect of phytoremediation of waste water by using herbaceous plants is also emphasized during the extension work, specially NSS and RR camps.

### **7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### **Response:**

- Most of the students of the college are using bicycles for attending the college. The college has a big cycle stand besides the college gate which is handled by a private agency. The students and the staff of the college are stimulated to use bicycles and avoid fuel consuming vehicles. The girls who do not use bicycle come to the college by public transport, which is usually battery operated rickshaw.
- Inside the campus, students and staff use pedestrian road for walking to different locations. The college has a vast campus, having a network of pedestrian roads.
- In order to keep the campus plastic free the students are instructed not to use plastic bags and rely on paper bags or bags made up of jute or eco-friendly paper material.

The vast campus of the college is loaded with greenery. Several trees like Ashok, Mango, Litchi, Cotton

and various flowering plants are already planted on campus. Every year on National days, i.e. 26th Jan, 15 Aug, and 2nd October) and environment days, plantation drives are organized in order to further improve the greenery. The college has a botanical garden inside the campus to its credit. Monitored by the Botany Department entire campus is frequently made scrapping free due to continuous efforts of staff and students engaged in social services

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

**Response:** 0.11

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.01	.01	.01	.01	.01

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 55

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	13	12	7	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 55

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	13	12	7	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>

<b>7.1.12</b> <b>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</b>	
<b>Response: Yes</b>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: No</b>	
<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b>	

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

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

**Response:** 11

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

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

**Response:**

Being a State Government Institution the college is officially bound to celebrate the birth and death anniversaries of renowned dignitaries of India. Some of the special celebrations were made on the following dates in 2017:

- 24 Jan - Karpoori Thakur Birthday.
- 10 Feb - Saint. Ravi Das Jayanti.
- 05 April - Mahavir Kashyap and Guha Jayanti
- 09 April - Mahavir Jayanti
- 11 April - Hazrat Ali Jayanti
- 14 April - Dr. Bhim Rao Ambedkar Jayanti
- 17 April - Chandra Shekher Jayanti
- 06 October - Maharishi Balmiki Jayanti
- 02 October - Gandhi Jayanti and Lal Bahadur Shastri Jayanti
- 04 November - Guru Nanak Jayanti
- 23 December - Chaudhary Charan Singh Jayanti

In addition, the celebrations on 5 Sept., Teachers day (Birth Anniversary of Dr. Sarvopalli Radhakrishnan), 14th Nov. -Children's day (Birth Anniversary of Pandit Jawahar Lal Nehru) also deserve mentioning. Apart from these the birth and death anniversary of several dignitaries are celebrated on the Campus. On such occasions various activities like debate and group discussions of students are organized to promote the thoughts of the noted dignitaries of India

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

#### Response:

- Being a government Institution the college maintains complete transparency in all the spheres of work. The online system has been adopted for the admissions and examination. The fees are deposited by students electronically directly in the bank. Most part of the fees (tuition) fee etc. are deposited in the treasury while the rest remains in the bank account for utilization as per rules of government. The salary of the teaching staff, non-teaching staff, income tax etc is also disbursed online through SBI and treasury. Most of the correspondence/communication to stakeholders (Directorate of Higher Education, Regional Higher Education Officer, Secretary of Higher Education, U.P.) takes place through e-mail, followed by hard copies. Much of the information regarding the college is displayed on the notice board/website college and maintained separately department wise. The record of auxiliary functions like extension activities (Sports, NSS, Rover-Ranger, Cultural activities, Youth festival, Proctorial board etc.) are maintained by the respective committees. Finances and staff related documents are maintained systematically by the office of the college.

## 7.2 Best Practices

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

#### Response:

#### BEST PRACTICE - 1

1. **Title of the Practice:** Organization of “**Alankaran Samaroh**” in the campus.
2. **Goal:** To encourage the meritorious students and to felicitate their families.
3. **Context:** The University toppers of each course are honoured by VC (often in presence of Governor) during the university convocation. However the student who fail to appear in university merit but remain first, second and third rankers at college level need appropriate boost for their efforts. Hence, during the Alankaran Samaroh the toppers and the second and third position holders of each class are honoured by the Principal often in the presence of Chief Guest, usually Regional Higher Education officer, Bareilly. Felicitation of college rankers also stimulate other students to do more efforts and get a chance of being honoured in similar fashion.
4. **The Practice:** The college releases a list of teachers given responsibility of preparing the class wise merit list by the examination cross rolls. The list of topper, second and third position holders of each class is handed over by the concerned teachers to the master of ceremony of Alankaran Samaroh. The reception committee of samaroh is given responsibility of inviting the ranker students along with his/her parents by issuing an invitation letter. Moreover, the ranker students are telephonically informed about the event. The reception committee is also given responsibility of inviting a chief guest, usually Regional Higher Education officer, Bareilly and other dignitaries of the city. Mass publicity is given to the event for awareness of general student. The cultural committee of college selects cultural items when include songs, dance, acts etc. for the programme every ranker student is given a trophy along with a certificate for his/her achievement. At the end of

event all the students are provided refreshments. The college does not feel any constraint in organizing the programme except the financial burden which occurs in erecting the pandal, flower decoration, banners, mike system, fooding and photography. The event was overwhelmingly applauded by dignitaries, students as well as their parents.

5. **Evidence of success:** The glowing faces of mentions students boys as well as girls and their craze for getting a group photo with their subject teachers itself show, their dept affection towards the college for organizing the event. Every trophy and certificate delivered is applauded by the house indicates the utility of the event. After the event the students with trophy in their hands make a glorious moment for them. Entire sequence of event which took place on the 'Alankaran Samaroh' day is recorded on camera. The album labeled with Alankaran Samaroh 2016 is placed in the Principal office.
6. **Problems Encountered and Resources Required:** A committee of teachers 2 for arts, 2 for science, 2 for commerce and 1 for B.Ed. is required for preparing a merit list of college. Same committee was given responsibility of inviting toper students and their parents for the event. The reception committee invited the Chief guest and dignitaries. Selected members of organizing committee were give responsibility of setting of Pandal, Stage decoration, Trophy distribution management. Master of ceremony conductes the proceedings of the samaroh. Nearly one lac rupees were spent on the event last year. No problem was encountered during the organization of event.
7. **Notes (optional):** Not needed
8. **Contact detail:**

Name of Principal: Dr. Pramod Kumar Varshney

Name of Institution: Govt. Raza P.G. College

City: Rampur

Pin Code: 244901

Accreditation status: 2nd Cycle-"B"

Work phone: 0595-2340111

Website: [www.grpgcrampur.com](http://www.grpgcrampur.com)

Mobile: 07906694376

## BEST PRACTICE 2

1. **Title of the practice:** Organization of "Youth festival in the campus".
2. **Goals:** To identify and promote cultural talent among the students.
3. **Context:** Many of the students have instinctive talent in various cultural fields. Due to heavy schedule of teaching and learning their talents in fields other than academic and sports remain suppressed and deserve exploitation. Keeping in view the aforesaid aspect, the college organizes a three day function to allow the boys and girls to participate and express their talents in as many as 15 cultural activities. All the events of the function are widely publicized and entire programme is communicated to students in tabular manner. The victorious students are honoured by the college on closing day of function.

4. **The Practice:** The college organizes competitions on at least 15 activities i.e. group discussion, self made poetry recital, extempore debate, slogan writing, cartoon making, rangoli, mehendi, quiz (written), bouquet, fancy dress, solo singing, nukkad natak, story writing, essay writing and memoir writing. A committee of 2-3 teachers is framed for registering the participants of each activity. Students are allowed to perform rehearsal in the presence of teachers. A committee of selected teachers is appointed as judges to evaluate the performance of participating students. After the completion of competitive event, the result of this event is communicated to apex community by the judge. On third day, closing event is organized in presence of chief guest. In 2017, sub divisional Magistrate, Rampur and CO city were invited as chief and special guests. Cultural events are also organized to amuse the guests and students in big pandal erected for the purpose. The first three victorious students of each event are provided trophy and certificate by the chief guest.
5. **Evidence of Success:** Mass involvement of students as participants and spectators of events organized in youth festival is itself a evidence of success. As many as hundred students were awarded trophy by chief guest and special guest in 2017. Full house clap to award receiving students after delivery of trophy is itself a evidence of success of function. Watching the glowing faces of students with trophies in their hands were too pleasing moments. Entire sequence of events which took and place during organization of cultural event and the prize distribution ceremony has been snapped by the photographer. Entire album of festival labeled Youth Festival “Year” is placed in college office.
6. **Problems Encountered and Resources Required:** The committee for organization of each activity of youth festival was responsible arranging the material required for the function. Internal resources were mobilized for the purpose. The responsibility for setting the pandal, stage decoration and trophy distribution was given to separate committee, specially trained for the purpose. Nearly Rs. one lakh was spent on the event. All the students who participated or witnessed the closing function were offered lunch packets by the college. No problems were encountered in organizing the event.
7. **Notes (optional) :** not needed

NAME OF PRINCIPAL: DR. P.K. VARSHNEY

NAME OF INSTITUTION: GOVT. RAZA P.G. COLLEGE, RAMPUR

CITY: RAMPUR

PIN CODE: 244901

ACREDITATION STATUS: 2ND CYCLE

WEBSITE: [www.grpgcrampur.com](http://www.grpgcrampur.com)

MOBILE NO.: 9412679526

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



### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

**Response:**

The college is a 68 year old institution located in an educationally backward Rampur district, which has 70% Muslim population. Moreover, the population of the neighboring areas of Rampur is quite economically weak. As per tradition the Muslim community is reluctant in educating their wards, especially the females. Hence, after its establishment the college has taken the lead in bringing a traditional, educationally and economically deprived sector, of the population in the main national stream. The Muslim community is now happily encouraging their wards in being educated at the college is continuously disbursing scholarships. Several pass outs of the deprived community, have acquired prestigious positions in various sectors and others are being engaged in local services. Numerous opportunities have created a stimulus in the deprived community. Thus, the college has a credit of serving the standard education to the wards of economically and educationally backwards population of the area and in playing a leading role in promoting the cause of communal harmony.

## 5. CONCLUSION

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### Additional Information :

#### Specific objectives linked to SWOC analysis

1. To further promote “equal opportunity” in the campus by encouraging students from weaker sections of society (SC/ST/OBC/Minorities/PH/Females) and to increase employability of students.
2. To further enhance availability of computers to students in campus and promoting full utilization of available internet services and Wi-Fi system.
3. To increase the Library holdings and complete automation of Library (with availability of e-content development facility).
4. To strengthen the career counselling cell, placement cell, and campus placement activities.
5. To promote research activities by stressing upon publication of papers in UGC listed journals, Ph.D. production (coupled with digitalization of Ph.D.), research project supervision, organizing and participating in seminar, symposia, and establishing linkages with other institutes, industries for better research.
6. To modernize and strengthen the laboratories and class rooms.
7. To make effort for acquiring building for PG block, new library, multipurpose hall, hostel, auditorium, gymnasium.
8. To improve student support facilities (canteen, common room, reading room, health centre and drinking water system etc.).
9. To encourage and monitor various faculty development programs, in job training and further education.
10. To increase the available job oriented course options (regular, vocational, distance mode) for students.
11. To strengthen virtual classroom and the availability of e-learning resources in the campus.
12. To stress upon faculty appointment (for filling the vacant post and thereby increasing student-teacher ratio) and making provisions for visiting professors.
13. To establish MOU with industries/institutes.

### Concluding Remarks :

College began to function in a spacious building of Khushro Bagh Palace of Nawab of Rampur from July 16, 1949. The institution has facility to teach the students in twenty disciplines in four faculties at U.G. level and fourteen disciplines at P.G. and Ph.D. level. One vocational course “Industrial Chemistry” and an add-on-course “Computer Application” have also become operational at degree level.

Admissions are done by college/University (online merit based). Evaluation of students is done on the basis of performance in annual and improvement exams. The teachers are recruited by UPPSC and placement(transferrable) is provided by Government. Effectiveness of teaching and different activities is ensured by the Principal. Moreover, the teaching results, research work and extension activities of teachers are evaluated by the Principal every year and communicated to higher authority. Teachers performing unsatisfactorily are poorly graded and suffer during subsequent promotions.

Two Major Research Projects are being run in the college. Three projects have been completed during last 5 years. Sixty five research scholars have been awarded Ph.D. degree. Four units of NSS(3 boys and 1 girl), two units of NCC(105 cadets) and 350 Rover Rangers are trying to fulfill the social commitments of the college

The college has abundant land and has recently acquired a big games field. A computer block built through RUSA grant is nearing completion. A seminar hall (equipped with A/V system) is nearing completion. There are sufficient infrastructural and equipment facility. Library holds 83,280 books, 32 journals, Lybsis software and automation has started.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships            Answer before DVV Verification : 394            Answer after DVV Verification: 430</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3282</td> <td>3304</td> <td>3207</td> <td>2881</td> <td>2593</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3957</td> <td>3860</td> <td>3954</td> <td>2984</td> <td>2321</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3282	3304	3207	2881	2593	2016-17	2015-16	2014-15	2013-14	2012-13	3957	3860	3954	2984	2321
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2016-17	2015-16	2014-15	2013-14	2012-13																	
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2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls            Answer before DVV Verification : 7            Answer after DVV Verification: 7</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT            Answer before DVV Verification : 36            Answer after DVV Verification: 34</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors            Answer before DVV Verification : 56            Answer after DVV Verification: 58</p>																				
3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p>																				

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
55	12	8	7	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
50	12	8	7	3

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
27	23	16	19	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
27	23	16	12	9

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
18	3	10	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	9	1	0

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 5

## 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4627	3561	2600	2216	1815

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4627	3559	2216	2216	1815

Remark : Data mismatch for 2015-2016 and 2014-2015 with the supporting documents attached.

**2.Extended Profile Deviations**

ID	Extended Questions
1.4	Total experience of full-time teachers Answer before DVV Verification : 553.74 years Answer after DVV Verification : 567.76 years
1.6	Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 97 Answer after DVV Verification : 100