



# **SELF STUDY REPORT**

**FOR**

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

**ISMAIL NATIONAL MAHILA P. G. COLLEGE**

**BUDHANA GATE, NEAR HANUMAN MANDIR  
250002**

**[www.inmpgcollege.org.in](http://www.inmpgcollege.org.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### About the college

Established in 1909 by the esteemed writer, philosopher, and educationist Mohd. Ismail 'Meerathi', Ismail National Mahila (PG) College stands as a beacon of women's higher education in Meerut. Since its inception, the college has been a bastion of learning and empowerment, embodying a legacy of over a century dedicated to nurturing the intellect and aspirations of its students.

The genesis of Ismail National Mahila (PG) College traces back to its humble beginnings as a primary school, a testament to Mohd—Ismail 'Meerathi's' visionary commitment to women's education during a time fraught with challenges. Over the years, the institution evolved, mirroring the progressive spirit of its founder. From its elevation to a high school in 1940 to its subsequent transformation into an intermediate college in 1952, and its attainment of degree college status in 1962 under the auspices of Agra University, milestones of academic advancement have marked the college's journey.

In 1984, Ismail National Mahila (PG) College achieved another significant milestone by transitioning into a Post Graduate College, affiliated with C.C.S. University, Meerut. This transformation heralded a new era of academic excellence, propelling the college into the forefront of higher education for women in the region.

The accolades bestowed upon Ismail National Mahila (PG) College bear testimony to its unwavering dedication to academic distinction. Accredited with a B+ grade in April 2007 and recognized as a College with Potential for Excellence in 2010, the college's crowning achievement came in 2015 with an 'A' grade accreditation from NAAC. This distinguished recognition underscores the college's steadfast commitment to delivering exceptional educational standards.

Presently, Ismail National Mahila (PG) College offers a diverse range of undergraduate and postgraduate programs in the arts and commerce and science faculties, catering to the educational needs of over 2585 students. Under the guidance of experienced and well-qualified faculty members, alongside dedicated teaching and non-teaching staff, the college endeavors to uplift students academically, morally, and socially.

With nine departments offering Ph.D. programs in the Arts faculty and a robust assessment framework encompassing classroom tests, half-yearly exams, and departmental seminars, Ismail National Mahila (PG) College ensures continual evaluation and enhancement of student performance.

In essence, Ismail National Mahila (PG) College remains steadfast in its mission to empower women through education, creating an environment where dreams are realized and aspirations are nurtured, all while honoring the visionary legacy of its founder, Mohd. Ismail 'Meerathi'.

### Vision

Our Vision is to become one of the top-ranking colleges at the state level by achieving the highest standards in education, research, and other related activities, Ismail National Mahila PG College envisions the

empowerment of women especially the marginalized and weaker sections through academic excellence and value-based education for global competency and strength of character.

## **Mission**

The Mission of Ismail National Mahila PG College is to educate, inspire, transform, and empower young women of diverse community. We emphasize student-centric education that prepares our students for a life of service to the Nation and community.

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

### **Institutional Strength**

#### **Strengths**

- The institution has a team of mutually supportive, experienced, sincere, dedicated, qualified, and skilled faculty and staff backed by progressive and cooperative management.
- The college has a strong focus on co-curricular and extra-curricular activities for the holistic development of the students.
- All classrooms, laboratories, conference halls, and seminar are ICT- enabled and supported by a suitable power backup system.
- Regular workshops, seminars, conferences, and webinars on important topics like Research Methodology, NEP 2020, Application of Statistical Tools in Social Science research and many others have been conducted.
- The institution encourages faculty members to participate in different FDPs relating to the latest pedagogical tools, and developments in their respective fields.
- The college has organized significant outreach and extension activities such as cleaning drives, tree plantations, asset creations, and awareness programmes on health and sanitation.
- Library with a good collection of books, journals, magazines, reference books, manuscripts, INFLIBNET & Reprography facility.
- Remedial, academic and moral support for socially underprivileged and for slow learners. Challenging works given to advanced learners for calibrating their academic skills.
- More than 58 percent of the students are awarded scholarships.
- Faculty members who are members of official bodies like Academic Council and Board of Studies of the affiliating university, State Level Quality Assurance Cell, etc.
- Toppers in merit list of C.C.S. University, Meerut at PG level.
- Eco-friendly Campus based on green energy initiatives.
- The college is equipped with solar energy and certified by ISO.
  
- The administration of the college is highly transparent and UG/PG admission invariably follows government rules and every decision making is under the purview of RTI Act.
- An excellence geographic location that enables to provide local and regional service.
- Transparency and accountability in administration.
- Timely and authentic conduction of internal assessment strictly according to affiliating university norms.
- De centralization power from authority to various committees.

- Successful implementation of outcome-based education in curriculum.
- Implementation of government schemes Unnat Bharat Abhiyan, Swachh Bhart Abhiyan, *Beti Bachao Beti Padao* & Mission Shakti.
- IQAC regularly hold meetings as per UGC and NAAC requirements, maintains records.

### **Institutional Weakness**

- Campus is a vertical building in a busy market area of Meerut. Hence, space constraint for expansion.
- Entry level communication skills of the students are low, where more time is being spent which could have been used for improve their core skills.
- Hectic semester system and vast curriculum impede more activities with stake holders.
- Lack of collaboration with the advanced professional institutes.
- Problems to find sufficient alternative sources of revenue.
- Income generation from consultancy, courses etc. doesn't exist.
- Passive recruitment policy of government, number of teaching and non-teaching post are lying vacant.
- Less academic autonomy in the existing affiliating system.

### **Institutional Opportunity**

- Being in the heart of the INM PG College is blessed with several unique strengths. The college is well connected by road and rails.
- More extra income generating courses and value-added courses can be started.
- ICT based technology up-gradation can be done.
- Securing autonomous status.
- The city provides the students adequate opportunities to earn while studying through part time employment.
- One big opportunity is to bring full e- governance at all levels of university functioning.
- Alumni resources need to be tapped as an opportunity for generating endowments etc. through their emotional bond with the Alma Mater.

### **Institutional Challenge**

- Availability of land for future development of the college is the most important challenges faced by the college. As the college is situated in the heart of the city no piece of the land can be made available for the use of the college.
- Parents and guardians of the students do not give much importance to higher education as they are not conscious about it.
- Orientation of rural parents about the relevance of higher education and career opportunities.
- Overcome hesitation of students particularly girls to accept job offers and campus recruitments due to distance and lack of readiness to take risks.
- Arrangement of sports field for the students.
- Increasing the number of MoUs for institution-industry linkage and collaborative research programmes.
- Lack of adequate government funding is adversely affecting the attempts to continuously raise research quality to national and international levels.

- The students of the college who complete programmes on fundamental or basic branches of knowledge find it difficult to get a placement matching their qualification as markets are not generating knowledge intensive jobs.
- The competition from other institutions which have more diversified programmes and resources for students.
- Students are first generation learners and have to face several challenges.
- Students come from economically and educationally underprivileged families and have little family support with limited access to sufficient number of books.
- To protect students from negative use of social media and to maintain healthy mindset through education.
- Due to tight schedule of semester system lack of time for research and extension activities.
- Attracting the employers especially multinational companies for conducting campus recruitment drives.
- Entry of Private colleges with better infrastructure leading to intense competition encroaching upon the catchment area of students traditionally belonging to Aided colleges.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college is affiliated with CCS University Meerut and follows its curriculum to meet national and local requirements. The curriculum aims to provide flexibility and wide course coverage for holistic student development and job market compliance. The institute offers various UG, PG, program, certificate, and value-added courses along with several skill development courses to enrich the students outside the curriculum for diverse learners. The college prepares the academic calendar for the upcoming year in June. At the start of the academic year, the college plans the semester, including the timetable, teaching plan, internal exams, and study tours. As an affiliated college, they follow the university calendar and exam schedule.

The institution has well-structured action plans for effective implementation of the curriculum with the assistance of the members of the teaching faculty. The activities are planned to achieve the program outcomes (POs) and course outcomes (Cos). Regular meetings are conducted to review the effectiveness of course delivery.

The college has initiated various steps for effective curriculum delivery. The institution ensures that students should have options from a variety of combinations of subjects offered to them as envisaged in the CBCS curriculum. The institution focuses on continuous internal assessment (CIA) of students, which is accomplished through internal examinations, assignments, class activities, presentations, group discussions, and remedial sessions for slow learners & advanced learners.

The curriculum of INM PG College deals with cross-cutting issues like gender, environment, human values, and professional ethics as per the syllabus prepared by the university. The institution also deals with cross-cutting issues through add-on courses and organizing various programs to create awareness amongst the student community. The institution encourages active participation in experimental learning like fieldwork, internships, project work, and industry visits so that they can achieve excellence.

The college has a well-organized feedback system, through which it can obtain feedback, which is indispensable for quality enhancement. Suggestions and responses are always invited from the stakeholders so that the issues can be resolved accordingly.

## **Teaching-learning and Evaluation**

The core of activities of INM PG College are teaching, learning and evaluation. The college has a diversified student base with representation from all reserved categories. The district in which the college is located has a high concentration of Muslim minority categories, which is reflected in student data. Adequately good student-teacher ratio facilitates smooth running of the teaching-learning process and effective mentoring. The majority of the teachers have qualified NET. A sizeable section holds Ph.D./M.Phil. or equivalent degrees.

Experiential learning, participatory learning, and problem solving are intermingled in the student-centric learning process at INMPG College. This successfully caters to the need of a diversified learner group. Field survey, laboratory experiments, project work, educational trips. Seminars, group discussions, and various innovative exercises by the students enhance their learning ability and knowledge base. ICT tools are being increasingly adopted to support the above-mentioned learner-centric process. Infrastructure (like smart classrooms, projectors, Wi-Fi facilities, etc.) is being gradually developed to support the ICT-enabled teaching and learning process.

The college follows all guidelines and norms set by the affiliating university (CCS University) regarding the assessment of the students. The mechanism of internal and external assessment is transparent, and the grievance redressal system is time-bound and efficient. Apart from the mandatory assessments as per university rules, regular and continuous internal evaluation is an ongoing process. Different innovative modes are adopted along with regular home/class assignments. Students are also given development-inducing feedback.

The college website displays program outcomes (POs) and course outcomes (COs) of all programs offered by the institution. Evaluation of COS and POs is also done to enhance the effectiveness and efficiency of the teaching and learning process. Learning outcomes are reflected in the high success rate of our students in the final university examination.

## **Research, Innovations and Extension**

The college have five research projects ongoing, one funded by the Research Development, U.P. Government and for funded by industry in interdisciplinary fields. The institution's teaching activities are further enhanced by the research activities of the teachers. The institution always encourages faculties to carry out research work. A significant number of teachers have completed Ph.D.s during the last few years. The institution has conducted more than 60 workshops/seminars/ Value added course/ Add-on on different issues of research, IPR, Indian Knowledge System and entrepreneurship during the last 5 years.

The institution has established an innovation cell to conduct sessions with students on the identification of key aspects of entrepreneurship, converting ideas into feasible business plans, developing leadership and team-building skills.

In the last five years, there have been several academic achievements in the form of research papers published in UGC Care list/Peer reviewed reputed journals, publications in conference proceedings, books and chapters in edited volumes/books, and papers in national and international proceedings. The innovative ecosystems have also led to the filing of patents.

The college has laid emphasis on various extension activities undertaken within or outside the campus through

which awareness on various social issues and community needs has been focused. Various Extension activities have been conducted during the last 5 years. The college has an enviable record in organizing and implementing activities like women empowerment programs, gender equality activities, and visits to orphanages to reach the needy. NSS units sensitize students and village communities about Swatchtha and lake restoration during the 7-day NSS camp. Hundreds of saplings are planted and distributed on Vana mahotsava day annually. Health and social awareness programs on hygiene and sanitation, AIDS awareness, awareness of drug abuse, first aid training, women and child care, financial planning, waste management, traffic awareness, and cancer awareness are planned and executed by NSS units, cells, committees, and departments of the college.

The institution has 32 MOUs, 15 collaborations and 4 linkages with NGOs, other institutions, and industries to organize activities, programs, internships, and student development programs. The departments also take students on industrial and field trips to enhance their knowledge.

### **Infrastructure and Learning Resources**

Ismail National Mahila PG College spans an area of 2467.47 square meters. The three-story building has modern amenities including a lift, fire extinguishers, and a medical room. The college boasts 32 classrooms, 2 smart classrooms, 13 laboratories, a computer lab, an English language lab, and a fine arts lab, to support the teaching and learning process. The institution has an air-conditioned seminar hall and a 200-seat ICT-enabled auditorium. Seventeen classrooms have overhead roll-down projectors, showcasing the college's strong ICT infrastructure.

The auditorium and open spaces are used for various cultural activities. The Music Department is well-equipped with harmoniums, tablas, synthesizers, octopads.

The college offers a gymnasium for students and teachers and hosts annual sports events.

The college library is located on the ground floor. It is partially automated with the E-LIBS 2.0/3.0 Integrated Library Management System (ILMS). The N-LIST facility of INFLIBNET provides remote access to e-journals, theses, dissertations, and e-books. The college also offers DELNET access, which includes the COnCour Portal, Language Learning Portal, Manuscripts, Rare Books & Archival Material, E-Books, Biographies, Audio Books, Dissertations, E-Newspapers, and E-Journals.

The library houses over 44,585 books, 1,183 copies of offline journals, 40 CDs, and 5 DVDs, providing ample resources for teaching and learning. Accession registers track library usage. The library features a specialized 'faculty corner' and an 'online search section.' The affiliated Ch. Charan Singh University provides a plagiarism-checking service through Turnitin at a nominal fee.

The college has 129 desktop computers equipped with Wi-Fi/LAN facilities. The ICT infrastructure is used to computerize college records, and the campus is fully Wi-Fi enabled with an internet speed of 100 Mbps. Students and faculty members have unsecured access to Wi-Fi. Teachers utilize Zoom, Google Meet, and Google Classrooms for online teaching.

ICT facilities are crucial to the college's infrastructure and the teaching and learning process. The college maintains a well-organized procedure for expanding and maintaining its infrastructure through various committees. The Principal and Management Committee play key roles as stakeholders, ensuring that defined

norms and procedures are followed for any purchases, repairs, or maintenance under the strict supervision of the Management Committee.

### **Student Support and Progression**

INM PG College makes an extreme effort to provide the necessary support for the students to attain positive experiences for learning on campus and to facilitate their holistic development and progression. Despite not having a formal system for monitoring student progression, the college has achieved academic excellence, with UG and PG students boasting an average success rate exceeding 93% for the last five years. Some students have attained ranks in CCS University merit in PG as well as UG examinations during the last five years.

Various scholarships are available to students, including those for SC, ST, minority, OBC, and general students. Also, the management provides financial (scholarship and freeships) assistance to the students' who are economically and socially challenged. Beyond curriculum, various programs such as soft skills, communication and language skills, life skills, and computing skills are organized. The college magazine 'Aayam' exhibits the creative art and writings of the students. Well-defined grievance redressal, anti-ragging and anti-drug cell 'Prahari Club' and internal compliant committee are working towards zero tolerance. If any complaint is recorded, it is rectified based on the policies. Yoga and personal counselling sessions help students in excel in academic performance and personality development. The college also gives great importance to indoor and outdoor sports and games to ensure the holistic development of the students who regularly participate in inter-college sports competitions. The college observes important occasions and dates to enhance social awareness amongst the students.

The College Alumni Association conducts alumni meetings every year to elicit support and share their experience. The alumni support the students by delivering guest lectures, career counselling, and guidance to progression for jobs and to get exposed to the current needs of industries in various fields.

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

The management consistently encourages staff involvement in enhancing and developing the college's quality assurance through roles in bodies like the Internal Quality Assurance Cell (IQAC), as In-charges of department, cells and committees. Collaborative efforts between management, the principal, college committees, and teaching and non-teaching staff foster a conducive academic atmosphere. Transparency in operations and decision-making is a priority, with regular communication maintained with all stakeholders, including faculty, students, and the wider community. Students actively engage in seminars, conferences, sports events, cultural competitions, and other activities.

Under the guidance of the management committee, various college committees are coordinated through the Principal. This oversight extends to the appraisal and promotion systems for both teaching and non-teaching staff, ensuring quality in teaching and learning, administrative efficiency, resource mobilization and utilization, and the appraisal of the Principal.

The IQAC and NAAC Committees, chaired by the Principal, play pivotal roles in college functioning. Non-statutory committees, such as the Innovation cell address students' skill sets in alignment with industry requirements. Financial support is provided for organizing seminars and conferences by different college departments.



Teaching staff are encouraged to pursue their Ph.D. and mentor research scholars. Both teaching and non-teaching staff are provided with computer systems, Wi-Fi facilities, and printers. Regular medical check-ups and blood donation camps are organized for staff and students. The library has a dedicated 'faculty corner' for research and development activities.

Leave benefits are extended to both teaching and non-teaching staff. The management committee and college administration efficiently mobilize and utilize resources, including funds generated from self-financed courses. Tender/quotation processes prioritize efficiency, ensuring quality equipment and services at minimal costs, and promoting financial prudence in budgeting and fund utilization.

The IQAC aims to enhance the quality of the teaching-learning process, guiding and observing day-to-day and long-term college affairs. Emphasis is placed on e-governance in college administration. IQAC designs and implements its policies and processes.

## **Institutional Values and Best Practices**

### **Institutional Values and Social Responsibility**

INM PG College prioritizes the safety and security of all students and staff through CCTV surveillance and security staff. The college promotes gender equity through various events and activities, with gender discrimination and equity topics discussed in the syllabus. Sensitization is incorporated into the teaching-learning framework of the institution to promote women empowerment and gender equity. INM PG College utilizes renewable energy sources to partially meet its power requirements. The college has installed solar power panels, rainwater harvesting, sustainable waste management, and conducts green audits to establish a green campus. The NSS, Eco club, departments and committees also plant trees on various occasions, involving guests in the process. To conserve electricity, electrical equipment such as fans, lights, computers, and printers is switched off or unplugged when not in use. The college also provides facilities such as lifts, ramps, wheelchairs, and Divyang-friendly toilets for differently-abled students. INM PG College encourages students to participate in national and commemorative events as a way to promote awareness of contemporary issues, nationalism, and Gandhian values. This helps in shaping the minds of students towards becoming responsible citizens who are aware of the challenges faced by the nation and are committed to upholding its values.

### **Two Best Practices:**

The institute aims to create a positive and innovative academic environment for all stakeholders, while also promoting social responsibility among students. To achieve this, the college has implemented two practices focused on

#### **1. Empowering young women through employability and entrepreneurial skill**

#### **2. Fostering community awareness for social responsibility**

### **Institutional Distinctiveness:**

An institution's uniqueness is determined by its student-focused multidisciplinary approach to education, which includes practical education, creative education, community service education, and environmental education that goes beyond the standard curriculum.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ISMAIL NATIONAL MAHILA P. G. COLLEGE
Address	Budhana Gate, Near Hanuman Mandir
City	Meerut
State	Uttar pradesh
Pin	250002
Website	<a href="http://www.inmpgcollege.org.in">www.inmpgcollege.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anita Rathi	0121-4303100	9837789140	0121-430044 3	inpgcollegemeerut@yahoo.com
IQAC / CIQA coordinator	Deepti Kaushik	0121-9897000923	9897000923	0121-430044 3	deeptikaushikmeerut@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-10-2015	<a href="#">View Document</a>
12B of UGC	14-10-2015	<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
NCTE	<a href="#">View Document</a>	23-07-2005	9999	one time recognition is granted by the NCTE hence the maximum accepted value has been put in the validity tab of the portal

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
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	Budhana Gate, Near Hanuman Mandir	Urban	0.609725	6868.23

## 2.2 ACADEMIC INFORMATION

<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	BA,English,	36	Intermediate or equivalent	English,Hindi	240	240
UG	BA,Hindi,	36	Intermediate or equivalent	Hindi	240	240
UG	BA,Sanskrit,	36	Intermediate or equivalent	Hindi,Sanskrit	160	140
UG	BA,Urdu,	36	Intermediate or equivalent	English,Hindi,Urdu	160	122
UG	BA,Sociology,	36	Intermediate or equivalent	English,Hindi	160	160
UG	BA,Political Science,	36	Intermediate or equivalent	English,Hindi	240	240
UG	BA,Economics,	36	Intermediate or equivalent	English,Hindi	160	159
UG	BA,Psychology,	36	Intermediate or equivalent	English,Hindi	160	159
UG	BA,Drawing And Painting,	36	Intermediate or equivalent	English,Hindi	160	143
UG	BSc,Physics,	36	Intermediate or equivalent	English,Hindi	54	9
UG	BSc,Chemistry,	36	Intermediate or equivalent	English,Hindi	53	9
UG	BSc,Mathematics,	36	Intermediate or equivalent	English,Hindi	53	9

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UG	BA,Music,	36	Intermediate or equivalent	English,Hindi	80	77
UG	BA,Physical Education,	36	Intermediate or equivalent	English,Hindi	80	80
UG	BCom,Commerce,	36	Intermediate or equivalent	English,Hindi	80	78
UG	BA,Home Science,	36	Intermediate or equivalent	English,Hindi	80	79
UG	BEd,B Ed,	24	Graduation	English,Hindi	100	100
PG	MA,English,	24	Graduation	English	60	26
PG	MA,Hindi,	24	Graduation	Hindi	60	24
PG	MA,Sanskrit,	24	Graduation	Hindi,Sanskrit	60	11
PG	MA,Urdu,	24	Graduation	Hindi,Urdu	60	31
PG	MA,Sociology,	24	Graduation	English,Hindi	60	42
PG	MA,Political Science,	24	Graduation	English,Hindi	60	26
PG	MA,Economics,	24	Graduation	English,Hindi	60	25
PG	MA,Psychology,	24	Graduation	English,Hindi	20	11
PG	MA,Drawing And Painting,	24	Graduation	English,Hindi	20	6
PG	MA,Music,	24	Graduation	English,Hindi	20	9
PG	MCom,Commerce,	24	Graduation	English,Hindi	60	33
Doctoral (Ph.D)	PhD or DPhil,English,	36	Post Graduation	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Hindi,	36	Post Graduation	Hindi	2	2
Doctoral	PhD or DPhil	36	Post	Hindi,Sanskrit	1	0

(Ph.D)	,Sanskrit,		Graduation	it		
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	36	Post Graduation	English,Hindi	2	2
Doctoral (Ph.D)	PhD or DPhil,Political Science,	36	Post Graduation	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil ,Economics,	36	Post Graduation	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil ,Psychology,	36	Post Graduation	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil ,Drawing And Painting,	36	Post Graduation	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil,Music,	36	Post Graduation	English,Hindi	1	0

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				79			
Recruited	0	1	0	1	0	0	0	0	0	53	0	53
Yet to Recruit	0				0				26			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				37			
Recruited	0	0	0	0	0	0	0	0	0	37	0	37
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				32
Recruited	21	0	0	21
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	15	6	0	21
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				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
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>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	1	0	0	0	0	0	1	0	2
Ph.D.	0	6	0	0	1	0	0	33	0	40
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	11	0	11
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	5	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	32	0	32
UG	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/LLD/DM/MCH	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
UG	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>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	2173	0	0	0	2173
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	412	0	0	0	412
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	559	582	614	564
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1436	1424	1400	1350
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	793	726	722	671
	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>2788</b>	<b>2732</b>	<b>2736</b>	<b>2585</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Ismail college has made considerable efforts in incorporating multidisciplinary education in tune with NEP 2020 guidelines. The college is affiliated to Chaudhary Charan Singh University, Meerut and adheres to the curriculum designed by the university for various programmes. However, the college takes proactive measures to meet the requirement of the changing times and has been in offering new opportunities to the students for holistic education. As part of the college preparedness to NEP, various measures are taken such as offering Certificate Courses and value-added courses that provide skill-based training and the opportunity to engage with cross-cutting disciplinary subjects. Local chapter for</p>
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	<p>NPTEL/SWAM courses, MoUs with academic institutions promote the academic ambience and flexibility in learning. The integration of interdisciplinary approach is highly encouraged in student and research projects and the outcome is reflected in various interdisciplinary publications. Inter disciplinary conference, talks and workshops are encouraged. Yoga, meditation and value education are given to promote holistic education. In addition, the university curriculum offers a set of multi-disciplinary courses in which the students have choices to select any course from any discipline. The students can also chose any subject from related discipline. Thus the academic system in our college provides the existence of both multi-disciplinary and inter-disciplinary pattern. The final semester students of both UG and PG undertake collaborative projects with Multidisciplinary/ Interdisciplinary aspects. Faculty members from disciplines of great diversity work independently on common problem, looking at it form their own perspectives. The finding from each discipline is supplementary to each other. There is knowledge sharing among various faculties and departments, bringing different perspectives to bear on each other. The students of different disciplines shall also be encouraged to collaborate in carrying out field projects and publishing research papers. The management has sponsored seed money to the teachers for four minor research Projects that are interdisciplinary in nature.</p>
2. Academic bank of credits (ABC):	<p>College has implemented Academic Bank for College and University Students of Uttar Pradesh (ABACUS-UP) which is a student centric academic service portal established and managed by Higher Education Department of Government of Uttar Pradesh. It paves the way for seamless student mobility amongst and within degree granting Higher Education Institutions (HEIs) of U.P., through a formal system of credit recognition, credit accumulation, credit transfer and credit redemption, with the view to promote distributed and flexible teaching-learning. The institution is yet to register under the ABC. But already awareness has been created among the faculty members through initiatives like taking part in workshops, training etc. The college will make arrangements to aware students about ABC, how can they open ABC</p>

	<p>account, how can avail multiple options for entry and exit in colleges or universities. All these initiatives will help them to know about choosing multidisciplinary, skill-based and flexible curriculum to promote flexibility, equality, quality in higher education.</p>
<p>3. Skill development:</p>	<p>NEP 2020 envisages integrating Vocational education in all higher education institutions in the next ten years. INM College believes in the holistic development of students. As NEP proposes to integrate vocational courses with regular degree programs, the college is positively ready to take a step to develop students' vocational capacities and academic capacities. We believe in not only nurturing the intellectual capabilities of our students but also aiming at their holistic growth by providing them with an ecosystem which helps in developing them as well-rounded individuals. We plan to offer vocational education in partnership with industry or NGOs. Presently, the college is offering various add on courses on soft skills, domain knowledge and leadership development to bridge the gap between academia and industry. The institution offers a wide range of courses dealing with core disciplines, generic elective papers, skill enhancement and value-addition courses under the National Educational Policy 2020, which would equip students with better understanding of the professional ethics and human values to face the personal and professional challenges. Skill Enhancement Courses currently offered by the college include courses on Embroidery and Handicraft, Communication, Creative Writing, IT Tools, Digital literacy, Entrepreneurship Development, etc. In addition, the Value Addition Courses dealing with Constitutional Values and Fundamental Duties, Ayurveda and Nutrition, Ethics and Culture, would not only empower youth with essential attributes of logic, reasoning, analytical-thinking, but also foster values, ethics, integrity, courage, as well as a sense of responsibility towards the Nation. The college conducted workshops on Skill Building. The objective of conducting these workshops was to make the participants aware of the techniques of developing various skills that go together in creating the leaders of tomorrow. Sessions on Resume: A Pathway to Career Building, Effective Time Management, Digital profile building,</p>

	<p>Mastering Interview Skills, Campus to corporate, Corporate Manners and Etiquette, and Decoding Group Discussion were conducted by the college Career Counselling and Placement cell to enhance the skills. Sessions on Vedic Mathematics were arranged. The sessions enlightened the students about the origin of Vedic Mathematics and how it helps solve examples in Mathematics. Workshops like Financial Literacy, Sharpening Vital Skills and Understanding Self &amp; Others are conducted for college students. Various committees and department including the, Debating Society, Activity club, Music Department, NSS, Rangers, , SC/ST Cell, Women cell, Career Development Cell, encourage students to reach out at national level and globally to prove their skill and talent. The college through its outreach activities and extension plans, such as the Unnat Bharat Abhiyan towards creating awareness and sensitivity towards uplifting of the underprivileged sections of society, also provides opportunities to students and staff members to participate and connect to society, collaborate with industries, government and non-government organisations for holistic development. The college is committed to imparting skills to students in order to acquire level of competency in accordance with the objectives of the Chief Minister's Apprenticeship Promotion Scheme introduced by Government of Uttar Pradesh.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy (NEP- 2020) recognizes India's traditional knowledge's richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions. INM College is committed to promoting multilingualism, fostering regional languages, and mother tongue. The college library houses a rich collection of books, journals and e-resources on Indian Knowledge System and our literary traditions through the ages. There are a number of initiatives at the college in this regard. To begin with, the college follows the course and syllabus of the University focusing on several aspects of the Indian Knowledge system, from the study of Indian mythologies, religions, philosophy, literature, to its rich history and culture are incorporated in the syllabi of several subjects. As part of structure, a number of papers are being offered that</p>

	<p>includes Indian art and culture, Aurveda and Nutrition, Vedic mathematics, E-Tourism, Yoga Philosophy and Practice, Ethic and Culture, etc. Several workshops and seminars are organized on topics pertaining to Sanskrit Literary Traditions, Hindi Language Enhancement, and Letter Writing in Regional Languages and celebration of various Indian festivals focusing on enhancing Indian knowledge system in the form of different culture. Further, at the college level, sincere efforts are initiated to make available the reading material in Hindi for students who have chosen Hindi language as their optional medium of study. This is particularly important for students belonging to Arts and Commerce. The preservation and promotion of India's cultural wealth like arts and crafts, folk dance, and folk music is also of primary importance. The UG curriculum has incorporated topics related to Indian culture like Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines, Metallurgy, Indian religion, mathematics, philosophy, cuisine, languages, dance, music, Niti Shastra and Script which help the students know about the cultural wealth of India. In this regard, it is worth mentioning, to communicate in the vernacular and Indian language like Sanskrit. Classroom lectures are delivered in bilingual mode as per the requirement of the students. Further at the college level, we organised national seminar on Indian Knowledge System and add on courses related to Indian arts, culture and traditions like 'Sanskrit Sahitya mein Natik Siksha', vibhinn vaidye yantra avam kathak kalao ka prastutikaran, Vedic Mathematics. Hindi Debate, Quizzes, programs are being organized wherein fostering Indian knowledge system is the main focus. Apart from this, various programs and seminars are held by different departments on regular basis, under the aegis of IQAC, to make the Indian knowledge system pertinent under NEP. Fairs, festivals and exhibitions Udymita Parv, Azadi ka Amrit Mahotsav, Ganga Yamuna Mahatamya, Srijan Srishti exhibiting the art, craft and other cultural traits of different communities help in the preservation of our heritage.</p>
5. Focus on Outcome based education (OBE):	The basic principle behind the outcome-based curriculum planning, development and delivery, as proposed by the UGC and the National Education

	<p>Policy, 2020, is the achievement of outcomes expressed in terms of academic standards of knowledge, understanding, skills, attitudes and values. Accordingly, the college had initially started with the preparation of the expected learning outcomes at the programme levels as early as in the year 2019-20, though there is limited scope for the development of the curriculum at the college level under the Chaudhary Charan Singh University. To begin with, programme and course learning outcomes were prepared by the departments, in tune with common minimum syllabus for all U.P State universities and colleges and circulated through the college website and institutional, as well as, departmental orientation programmes. These learning outcomes are circulated among the students and have been uploaded on the college website for the reference of all stakeholders. At the beginning of every academic session and semester, the students are made aware of the POs through the general orientation programme. The COs are explained by the departments in the Induction and Departmental Orientation Programmes and also later through the programmes. From academic session 2020-2021, the departments have started to track and assess the attainment of the outcomes. Feedback questionnaires on POs and COs are prepared by the departments, and circulated among the students at the end of the programmes. The attainment levels are then measured through direct and indirect methods with the help of the feedback and performance of students in formative (internal) and summative (end semester) assessments to ascertain the achievement of target levels. The departments then decide on the course of action subsequent to the analysis of the outcome assessment related data. The data thus processed is subsequently forwarded to the HEI and the IQAC for necessary action and uploaded on the college website. The assessment of the learning outcomes, therefore, has, over the last three years, been gradually developed and integrated to the very system of curriculum planning, delivery, quality assessment and enhancement. The college is, therefore, adequately prepared for the OBE, as envisaged by the NEP 2020</p>
6. Distance education/online education:	<p>There is no provision in the statutes of the parent university for the conduct of distance / online courses by affiliated colleges. INM PG College has Open</p>



University study centres like Rajshree Tandon University, for providing open and distance education to a large population providing Graduate and Post Graduate courses. Online platforms were being used for those students specially during the Covid-19 pandemic. Students enrolled in open and distance programmes of the college study centre are also being trained to use online platforms like Zoom, Google Meet, Google Classroom, YouTube etc. through short videos, power point presentation, preparing assignments etc. After the onset of the Covid19 pandemic, the institution made a smooth and rapid transition towards online education, within a few days of the enforcement of Lockdown with an increased use of digital platforms for taking classes, conducting conferences and meetings. The new normal has redefined education with the rupture of geographical bounds, paving way for interaction between teachers, students, experts across the globe. After the reopening of educational institutions, the institution continued with the hybrid mode of education. Several courses, seminars and workshops were conducted in the hybrid mode. Blended education became part and parcel of the academic culture of the college. Almost all departments have started preparing e-modules. Regular training and retraining programmes for teachers and non-teaching staff keep them updated on latest developments in educational technology. Cloud based storage of student related data, including results, has lent strength to the institutional digital culture. In order to have smooth functioning of various academic works, INM PG College has created official WhatsApp group for teaching and non-teaching staff. Moreover, every department has its own WhatsApp groups for the respective students and faculty members.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it has been setup on October 30, 2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' coordinator and coordinating faculty members are appointed by the college. Yes, ELC is functional. Yes, the ELC is representative in character. The Electoral Literacy Club of INM

	<p>College has been formed with the following faculty members and student representatives : 1. Prof. Anita Rathi (Advisor), Principal 2. Dr. Ekta Chaudhary (Faculty Coordinator) 3. Prof. Deepti Kaushik Coordinator, IQAC 4. Ms. Nikhat Umaira, (Faculty Member) 5. Tanya, M.A. I (Student Coordinator) 6. Garima Chauhan (Student Member) 7. Tanisha (Student Member)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Camp on Voter ID Card on November 08, 2021 2. Oath taking ceremony on voting awareness on December 12, 2021 3. Human Chain on Voting Awareness on Dec 12, 2021. 4. Street paly on voter awareness from November 22, 2023. 5. Wall painting on voter awareness on January 01, 2024. 6. Mock drill on how to cast vote before General Election on January 11, 2024 7. Awareness Programme on New Voter Registration. 8. Establishment of Voter Registration room in college. 9. Signature Drive on Voter Awareness.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC is dedicated to undertaking projects that hold social relevance, particularly in the context of election- related matters. These projects encompass a spectrum of activities such as awareness campaigns, content creation, and publications of materilals, all of which underscore the club's unwavering commitment to fortifying democratic principles and fostering active engagement in political processes. The Student Welfare Committee of the college undertakes several programme like Youth Day, and Constitution Day to imbibe awarness among students. The college also celebrates Independence Day, and Republic Day including all stakeholders to commemorate democratic values and patriotic feelings among all.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voters' registration drive is conducted in the college after regular span of time by ELC for undergraduate students of first and second year, who are above 18 years of age. So that they are enrolled as voters in the electoral roll. The ELC has organized 'Voters Enrollment Drives' under SVEEP and enrolled 240 students as voters who have attain the age of 18 years. The College offers its campus premises for providing election training to polling officers. The staff of the college participates in election duties and also performs the duty of instructors to give training to the polling officers as master trainers.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2585	2736	2732	2788	2627

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

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 127

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

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
82	82	75	88	87

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
71.82	44.84	13.41	73.71	71.58

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

- Ismail National Mahila (P.G.) College is affiliated to Chaudhary Charan Singh University, Meerut. It follows the curriculum designed by the University. The curriculum of all UG and PG programs is effectively delivered as per the Academic calendar of the university which is announced at the beginning of every academic year. Some faculty members of the institution who are the members of BOS in the university contribute in designing of curriculum of their subjects.
- The institution follows the Choice Based Credit System (CBCS) pattern of the syllabus provided by the CCS University, Meerut with the commitment to outcome-based education (OBE) and academic excellence. At the beginning of each academic year, the IQAC meets to plan the years' academic and student support initiatives at a college level followed by the departmental action plan. The college designs its own academic schedule, aligning it with the university calendar. The College level-timetable and workload comply with UGC Regulation and are approved by the respective In-charge and the Principal. In addition to the planning regarding a co-curricular and value-added activities are carried out for the enrichment of the curriculum and is submitted to the Principal.
- The delivery of curriculum starts at individual teacher's level. In the first lecture with students, the complete information about syllabus, examination pattern, teaching methods, co-curricular and extra-curricular activities is given to the students.
- The teaching and learning process at Ismail National Mahila (P.G) College adopts a student centric approach, incorporating a blend of traditional and creative methods to cater to the diverse learning styles and abilities of students. Collaborative learning, experience learning, flipped classrooms, demonstrations, modelling and project-based learning are employed to encourage active engagement. ICT-enabled teaching and learning are integral to the institutions.
- The performance of the students is continuously monitored to assess the attainment of course outcomes. At the college level the evaluation of students is made by conducting units tools. Internal examinations are scheduled well in advance, ensuring students receive two weeks' notice and continuous internal Assessment is carried out through a variety of methods such as tests, assignments, projects, seminars, and presentations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 24

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 55.09

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1710	1340	114	2099	2156

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

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### Response:

The College offers UG and PG programs and a wide range of certificate and additional courses, focusing on values that promote professional ethics, environmental awareness, social responsibility, and more. Different committees, cells, and clubs address aforesaid crosscutting issues.

#### Professional Ethics:

- Various academic disciplines like Commerce, Economics, Psychology, Sanskrit, B.Ed. and English include different aspects of professional ethics in their curriculum.
- To instil a sense of professionalism among students, the College provides certificate courses like "Ethics in Sanskrit Literature", "Goods and Service Tax" etc.
- The College also organizes workshops and seminars on 'Intellectual Property Rights', 'Cyber Security' and Ethical Hacking. These programs are designed to enhance student's knowledge and skills in various professional fields and help them develop a sense of responsibility and ethics.
- The college Code of Conduct provides guidance to all employees, on the strict adherence and maintenance of professional ethics in the workplace.

#### Gender Sensitization:

- The curriculum of various academic disciplines, including English, Hindi, Sanskrit, Economics, Political-Science, Sociology, B.Ed and Physical Education, incorporate topics related to gender.
- The College also offers a certificate course on "Fundamentals of Gender Studies".
- To promote students' health and self-protection, the College provides training programs like Yoga and Self-Defence.
- The College collaborates with different departments, committees, and cells, as well as other professional bodies to organize programs and activities such as Women Education, Female Hygiene, Poster Campaigns, Special Lectures, on Gender issues to raise awareness.

- The College has signed MoUs with industries, institutions, and organizations to provide exposure and training to students. Under the aegis of "Mission Shakti" the College organizes various activities and programs in the college campus and surrounding areas to spread awareness about gender issues.

#### Human Values:

- The curricula of various academic disciplines, including English, Sanskrit, Hindi, Psychology, Political-Science, Economics, Physical Education, and Sociology, B.Ed cover various aspects of human values.
- Apart from the curriculum, the college takes extra efforts in inculcating the values through add-on or value-added courses and various club activities.
- Despite having no instances of ragging, the Anti-Ragging Cell is active in promoting human values.
- Through community outreach programs, students are taught to empathize and contribute to human values and social welfare.

#### Environment and Sustainability:

- The College is committed to promoting environmental consciousness and sustainable coexistence.
- The College incorporates different aspects of Environmental Studies in the curricula of Economics, Sociology, Political Science, Chemistry etc.
- In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, cleanliness drives, awareness campaigns were organized by NSS/Rangers for students.
- Students participate actively in celebrations like Environment Day, Earth Day, and World Water Day every year.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 42.13

#### 1.3.2.1 Number of students undertaking project work/field work / internships



Response: 1089

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

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.57

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1062	1074	990	1164	1148

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1518	1520	1520	1520	1520

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 75.02

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
566	557	518	598	581

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

2022-23	2021-22	2020-21	2019-20	2018-19
751	752	752	752	752

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 31.52

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

At I.N.M (P.G.) College, we prioritize a student-centric approach to education, complemented by the integration of ICT tools. Our aim is to create an engaging, interactive, and personalized learning experience that caters to needs and interests of our students. These methods move away from traditional, lecture-based teaching and instead promote active participation, collaboration and personalized learning experiences. The departments implement student-centric methods of enhancing the lifelong learning skills of students. Faculty members make efforts in making the learning activity more interactive by adopting following student-centric methods.

**Active Learning**

Active learning involves strategies that engage students in the learning process directly. This includes group projects, discussions, case studies, and problem-based learning. In group projects, students work collaboratively, which not only enhances their teamwork skills but also allows them to learn from each other. Case studies and problem-based learning encourage students to apply theoretical knowledge to real-life scenarios, developing critical thinking and problem-solving skills. Interactive class activities such as debates, role-plays, and peer teaching can further stimulate students' interest and involvement.

**Blended Learning**

Blended learning combines traditional classroom teaching with online educational resources. This approach allows students to learn at their own pace and revisit materials as needed. The flipped classroom model is a popular example of blended learning, where students review lecture materials at home and engage in interactive, hands-on activities during class time. This method ensures that classroom time is used effectively for deepening understanding through discussion and application.

**Experiential Learning**

Experiential learning emphasizes learning through experience. This can be facilitated through internships, industry projects, field trips, and educational visits. Internships and industry projects provide students with hands-on experience in real-world settings, bridging the gap between theoretical knowledge and practical application. Field trips and visits to relevant industries or research institutions expose students to new environments and experiences, broadening their understanding and perspectives.

**Personalized Learning**

Personalized learning tailors the educational experience to meet the unique needs and interests of each student. Faculty tries to develop individual learning plans to cater to different learning styles and paces. Mentorship programs play a crucial role in personalized learning, with mentors providing guidance, support, and advice tailored to individual students. This approach helps in addressing specific academic and personal development needs.

**Technology Integration**

College integrates technology into the learning process to enhance engagement and accessibility. Learning Management Systems (LMS) like Moodle or Blackboard help manage course materials, assignments, and communication. Educational apps and tools can support various aspects of learning,

from interactive simulations to organizational aids. Technology can provide diverse and dynamic learning experiences, catering to different learning preferences.

### **Extracurricular Activities**

Students are encouraged to participate in extracurricular activities, such as clubs and societies, provides opportunities for students to explore their interests and develop new skills. Workshops, guest lectures, and seminars can further enhance their learning experience by exposing them to new ideas and expertise.

In conclusion, student-centric methods in higher education create a dynamic and engaging learning environment that supports holistic student development. By focusing on active participation, personalized learning, collaboration, and continuous improvement, these methods prepare students for both academic success and real-world challenges.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

#### Percentage of full-time teachers against sanctioned posts during the last five years

**Response:** 94.09

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
88	88	88	88	88

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 66.91**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	52	64	56

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The college follows a fair and transparent internal and external assessment process. The INM PG College, which is affiliated with C.C.S.University Meerut, corresponds to the academic calendar, examination, and evaluation procedures established by the University for all programs. The college Examination Committee, led by IQAC, review the university portal on a regular basis and post the examination schedule on the college notice board for the benefit of staff and students.

**Internal Examination:**

At the common order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The principal holds meetings with internal examination committee and directs them to ensure effective implementation of the evaluation process.

**Continuous Evaluation:** Students are evaluated continuously through assortments, quizzes, mid-term exams, practicals, and projects.

**Transparency:** Marks for internal assessments are displayed on notice boards or online portals. Students have the right to view their evaluated answer sheets and seek clarification.

**Feedback Mechanism:** Teachers provide constructive feedback to help students improve.

**External Assessment:**

**University Examinations:** End-semester exams are conducted by the university. These exams are designed to evaluate the comprehensive understanding of the subject.

**Question Paper Setting and Evaluation:** External faculty members are often involved in setting question papers and evaluating answer scripts to maintain impartiality.

**Result Declaration:** Results are published on the university's official website. Students can access their results using their roll no.

**Grievance Redressal System:**

During the examination, the committee deals with grievances submitted about matters like issuance of admit card, wrong subject mentioned in the admit card, revised date sheet, incorrect 'misprinted statements. After the examination, the committee deals with various issues related to delay in result declaration such as Result Awaited, RLR, RLF, absent, correction of name and address in DMC etc.

**Grievance Submission:**

**Online and Offline:** Grievances can be submitted both online through the college/university portal & offline through a designated grievance cell or office.

**Grievance Boxes:** Physical grievance boxes may be placed at strategic locations within the college campus for students to drop their complaints.

**Grievance Redressal Committee:**

**Constitution:** A committee is constituted with representatives from faculty, administration, and student body.

**Regular Meetings:** The committee meets regularly to discuss and resolve grievances. Special meetings can be convened for urgent issues.

**Time-bound Process:** Each grievance is addressed within a stipulated timeframe, generally ranging from a few days to a month, depending on the complexity of the issue.

**Investigation and Action:** The committee investigates the grievance, gathers facts, and takes appropriate action. The complainant is kept informed of the progress.

**Appeal Process:** If the complainant is not satisfied with the resolution, they can appeal to higher authorities within the college or the university.



**Feedback :**

**Feedback Mechanism:** After resolution, feedback is sought from the complainant to ensure satisfaction and identify areas for improvement.

**Policy Review:** Regular review of the grievance redressal policy to incorporate best practices and address any shortcomings.

This systematic and transparent approach ensures that the assessment process is fair and that student grievances are handled efficiently and effectively.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

The College offers twelve Undergraduate (UG) Programmes, ten Postgraduate (PG) Programmes and seven Doctoral Degree Programmes. Imparting of skills, expanding the knowledge level, creation of the spirit of enquiry, employability, acquiring of moral and ethical values, intellectual competency, etc are the general outcomes of programmes offered by the College.

Programme Outcomes (Pos), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are the basic skills, knowledge, competency and values acquired by the students on the successful completion of a specific programme/course.

Basic skills and competency in the relevant subject are the programme outcomes defined by the University for Undergraduate Programmes.

Specialisation in the subject, ability to reflect deeply, conceptual clarity, motivation for further studies and research etc. are the specific outcomes of Postgraduate Programmes.

The curriculum and syllabus of UG, PG and course work of the Ph D Programmes are set by the affiliating university (Chaudhary Charan Singh University). The Board of Studies (BoS) for each programme having experts from colleges of repute prepares the syllabus and defines programme outcomes, specific programme outcomes and course outcomes. On the commencement of the academic year, the Programme Outcomes, Programme Specific Outcomes and Course Outcomes are

communicated to the students, faculty and also to the parents in the Opening Assembly. The POs, PSOs and COs are also communicated through the following instruments.

1. University Website: - The Programme Outcomes, the Programme Specific Outcomes and the Course Outcomes of the Programmes and Courses offered by the University are stated and displayed on its website (<https://www.ccsuniversity.ac.in/syllabus-nep-2020.php>).

2. College Website: - The College Website (<https://inmpgcollege.org.in/pos>) provides POs, PSOs and Cos of all the UG, PG and Doctoral Degree Programmes offered by the College. The students, faculty and other stakeholders can access the information from the College website.

3. Orientation Programmes: - The College as well as the Departments organise Orientation Programmes for the Freshers during the beginning of the academic year. The details of the Programmes such as nature, scope and application, syllabus, Programme Outcomes and the expected skills are communicated to the students.

4. Subject Associations: - At the inaugural meeting of the Subject Associations, students are informed of the expected outcomes of their Programmes of study.

5. General and Department Staff Meetings: - In the General and Department level staff meetings, Programme Outcomes, Specific Programme Outcomes and Course Outcomes are discussed. Faculty members are encouraged to devise the teaching methodology, and arrange Curricular and Co-Curricular Programmes to derive the expected programme outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Programme outcomes are general guidelines, whereas Course Outcomes are specific to the course and subject. The syllabus of the University clearly gives the learning outcomes for each course. The teachers use these learning outcomes as a guide to plan their teaching-learning process. Teachers collect information for measuring attainment of outcomes by using both direct and indirect attainment.

**The Methods of measuring attainment:**

**Direct Method**

Direct attainment of the Course Outcomes is studied by doing result analysis. Result analysis is based on the university examination where we are bound by the regulations of the CCS University, Meerut which incorporate a 75:25 split for internal assessment and end-semester examination under Choice Based Credit System. For PG programme a 50% threshold is set for IA (internal assessment) and 50% for end-semester examination to compute CO&PO attainment. The system of internal assessment provides us with some flexibility with respect to the exact manner of evaluation and method of assessment employed. Assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. Students are also assessed and evaluated throughout the year at college level through presentation, laboratory work and project work. The performance of the student is analyzed for assessing the attainment level of course outcomes. The attainment of each course outcome is determined by using internal as well as external assessment. The course outcomes are translated to Programme Outcomes. PO attainment is determined from the attainment values obtained for each course outcome related to that PO.

**Indirect Method**

Indirect attainment of Course Outcomes are obtained by studying other parameters that help the college to determine the success of the education imparted. The college encouraged the students to take part in seminar, workshop, research and literary activities to help them achieve the learning outcomes in a holistic manner.

Indirect attainment of Programme Outcomes is obtained by analysing the data of student progression, Placement, Surveys & Feedback. The Placement Cell has been on a steep upward trajectory with its performance being impressive on numerous parameters. Our students also benefit from the activities of the Entrepreneurial Cell, becoming self-employed individuals with impressive startups. Student progression is another measure of outcomes. Our alumni and students who opted for higher education and employment also indicate the attainment of learning outcomes. Course exit survey and alumni's feedback reveals the gaps and issues faced by them. Immediate redressal furthers the effective attainment of programme outcomes.

Regular incharge meetings with IQAC attempt to identify and rectify any problems in specific courses.

The result analysis helps teachers to formulate their teaching methodology to achieve greater success with the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 93.15

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
752	813	863	830	779

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
823	933	911	862	805

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.73**

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 1.78

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.78	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

An Eco system for innovation provides a conducive environment for collaborative activities between academia and industries through industrial need-based Research and Development activities. I.N.M.P.G. College Meerut has created an eco-system highly favorable for research innovation and entrepreneurship by organizing different types of activities.

#### **Indian Knowledge System (IKS)**

Indian Knowledge System is an innovative cell under ministry of Education (MoE) at AICTE New Delhi. The NEP 2020 recognizes this heritage of ancient and eternal Indian knowledge and thoughts as a guiding principle. The Indian Knowledge System is comprised of Jnana, Vignan and Jeevandarshan that have evolved out of experience, observation, experimentation and rigorous analysis. The Indian Knowledge System strongly emphasises holistic development, incorporating arts, sports and extra-

curricular activities into the educational fabric. This integration ensures students cultivate a well-rounded Skill yet beyond academic excellence. We are adhering to disseminate and popularize authentic IKS knowledge to develop confidence citizenry. Our 40 courses on under graduate and post graduate level are based on Indian Knowledge System. Various Departments of Ismail National Mahila PG College Meerut organise different types of activities to inculcate values and IKS heritage.

### **Intellectual Property Right (IPR)**

IPR Cell of Ismail National Mahila PG College Meerut conducts workshops, seminars, awareness program to sensitize students and faculty for their Intellectual Property Rights. IPR Cell collaborated with the National Intellectual Property Rights Mission (NIPAM) to spread IPR awareness among students and faculty. Physics Department has 03 patents for the creation. IPR Cell provides and differentiates trade mark, patent, design patent, copy right etc. IPR Cell provides registration links and contact details to students and faculty members for their registration and patent.

### **Entrepreneurship, Start-up cell and incubation centre (SCIC)**

Entrepreneurship for the students of Ismail National Mahila P. G. College Meerut has a vision to boost the spirit of employability. It aims to facilitate startups by providing quality and affordable services and mentorship to students. Under the mighty banner of AICTE, Minister of **Education, Institution's Innovation Council** (IC202216314) is established in the campus during the academic year 2021-22. Except it, INMPG College's Start up Cell and Incubation Centre is alliance of C.C.S. University Meerut campus. Startup Cell and Incubation Centre of INMPG College Meerut aims to mentor budding entrepreneurs to ideate, innovate and support their start up ideas by providing exposure to market dynamics and offering mentorship assistance to them. Job fair, Trade fair, Exhibitions, industrial visit, invite guest lecturers of entrepreneurs, workshops, value added courses are organize to thrive them to become entrepreneur not only producer. SCIC providing mentoring in all area like operations, technical knowledge, finance awareness, marketing policies, economics etc. For this start up proposal from CCS University Meerut, I.N.P.G. College Meerut took over initiative for start-up cell and incubation centre. Our college presented the proposal on "eco-friendly bag" and "News paper bags". start-up cell and incubation centre organised Udmita parv too.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **3.2.2**

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 110

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during**

**last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	15	11	18

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.02

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



**3.3.2**

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

**Response:** 0.15

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	2	4

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Ismail National Mahila PG College Meerut undertaken the extension activities in its neighborhood for creating awareness about social issues, propagating national campaign and comprehensive development. All round personality development require engagement with under privileged society hence through extension activities students are exposing their inner power. Such extension activities help students in their holistic development such as leadership qualities, spirit of nationalism, management skills, comprehensive thinking and futuristic approach. INMPG College MRT provides funding for organizing extension activities to sensitize students. The college have many cells, clubs and committee and departments those are dedicated for same purpose.

**Road Safety club-** Road Safety Club of INMPG College Meerut plays a crucial role in promoting

awareness and education about road safety among students, staff, and the community. The objectives of the clubs are to educate road users about traffic rules, traffic regulations and related matters. Road Safety Club develops skills among the students for interacting with various traffic situations. It also assists in the enforcement of traffic rules by conducting essay competition, poster competition, quiz competition, debate competition and making human chain.

**Eco club-** Eco club provides a platform to create awareness about bio diversity conservation and local environmental issues by urging people to adapt their daily habits to the most sustainable options and adopt eco-friendly practices like recycling and saving non-renewable resources. Its mission is to create awareness among the students to rethink, refuse, reduce, reuse and recycle. By conducting extension activities such as slogan competition, poster competition, plantation and establishing rain water harvesting in college premises Eco club is trying to achieve its objective.

**Prahari club-** Prahari club is dedicated for the students to come together, meet, discuss and plan activities for their own development as well as that of the society to curb the menace of drugs and substance abuse. The aim of Prahari club is to keep students away from usage of drugs and alcohol by spreading awareness about the harmful effects. Prahari club of INMPG College Meerut organizes conference, seminars and oath ceremony to aware students and society.

**Medical committee-**Medical committee of INMPG College Meerut is dedicated to promote health and prevent illness among the students. This committee conduct the health screening program such as cancer awareness program, menstruation period awareness program and medical camps for the students. Medical committee provide facilities for the students during their sickness.

**Ranger's committee-** Ranger committee is the senior wing of scouting and guiding. Any regular student of college between the age group of 15-25 years can be enlisted as a ranger (Girl). Ranger committee is a voluntary, non-political, educational movement for the students. This committee conducted Symposium, workshop, survey, seminar and Sharbat vitran for community development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

#### **Response:**

The institution is actively involved in various philanthropic work /extension activities for which it has been due to recognized by different Government and non – government bodies. Which as under –

- Environment and cleanliness club Meerut is an NGO dedicated for environmental issues has

given certificate of appreciation to Ismail National Mahila PG College Meerut for” one student, one tree” initiative on 05 July 2022.

- Jaaguk Naagrik Association Meerut (NGO) is continuously working for social issues, has gave honour “Jal Prahari Samman” to the college, on water awareness day (date 15 April 2023).
- Janhit Foundation Meerut NGO has given certificate of appreciation to the INMPG College Meerut on date 16 April 2023 for remarkable work in the field of safety, respect, self-reliance and empowerment of women in Meerut district.
- Dr Laxmikant Bajpai national President BJP Government, member of Rajya Sabha gave appreciation letter to INMPG College Meerut for excellent work in the field of Education and social work in 2023 year.
- Raghuraj Peepal Man Foundation is working under the banner of Ministry of Corporate Affairs certified the college for tireless efforts and valuable contribution in nation building, nature service, environmental protection and social service in the year 2023.
- Office of the Superintendent of Police Traffic Meerut gave letter of recognition on date 26 January 2023 to INMPG College Meerut for conducting street play at Bachcha Park on 30November 2023 and making Human Chain at ladies’ park on 23 January 2023 among commuters.
- AJ Prahar ek Sankalp Foundation is working under Govt. Act Regd. 106/19 gave certificate of recognition to INMPG College Meerut on 06 April 2023 for organizing one week workshop on the topic “Self Defense Training for Girls” on date 24March 2023 to 06 April 2023 in collaboration with NCRTC and JFPR.
- Jagruk Nagarik Association Meerut gave honor to the college for promotional activities of environmental issues.
- Srijan Sanchar organization honor to INMPG College Meerut on date 12 August 2022 for organizing Udmita Parv for unemployed youth.
- Mahatma Gandhi National Council of Rural Education is working under department of Higher Education; Ministry of Education Government of India gave certificate of appreciation on date 20 June 2022 to the college for great contribution in the field of environment and education.
- Sahyog Foundation Meerut gave certificate of appreciation to INMPG College Meerut for tireless work in the field of women empowerment in January 2022.
- C.C.S. University Meerut gave appreciation letter to INMPG College Meerut on date 29 September 2021 for skill development of unemployed youth by organizing Exhibition on ‘Best out of Waste’.
- Punjab National Bank branch Modipuram Meerut gave letter of recognition to INMPG College Meerut on date 09 February 2022 for organizing programs on environmental issues.
- Dr Sarojini Agrawal MLC Uttar Pradesh, Ex. President Gram Panchayat gave certificate of appreciation to the college on January 2021 for women empowerment.
- Sabka Saath Shiksha Samiti (Rgd) Meerut gave honour to INMPG College Meerut on date 01 March 2020 for promotion of educational activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 49

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	06	07	09

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 37

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### Response:

I N M (P. G.) College Meerut is important centre of higher education. It has three storied building, spread over 2467.47 square meter area in the heart of Meerut city. This building is equipped with lift facility. The college has limited parking space in the college campus.

The ramps, fire extinguishers, canteen, medical room, wheelchair, sanitary napkin incinerator, and disabled friendly infrastructure etc are corner stone in the utilization of college infrastructure for teaching learning, administrative operations and public examinations etc. The college campus is fully Wi-Fi enabled with open access to students.

#### Classrooms

This institution has 32 well furnished, illuminated, spacious and ventilated classrooms. Out of 32 classrooms 17 classrooms have roll down projector facility to use digital learning resources.

The college has two Smart Classrooms with smart boards. The access to Wi-Fi makes the teaching learning process more technology oriented.

#### Research & Development Facilities

The college has well equipped 13 lab and laboratories viz., 2 Physics Labs & 1 Dark Room, 2 Chemistry Labs & Balance Room, Textile lab, Tie and Die lab, Home Science Lab, B. Ed. Lab, Psychology Lab Computer lab & Language lab each with 33 computers with internet facility, Meditation Lab etc. They have modern state of art equipment

for conducting experiments.

The Sewing Centre adhere the safety measures. Department of Music is equipped with Audio Visual Hall with Fixed Performance Platform, Music System, Speakers, Mikes, and Podium etc.

The college has Research Centers in Economics, English, Hindi, Sociology, Political Science, Psychology, Urdu etc.

## **Library Facilities**

The institution's library is partially automated with E-LIBS-2.0/3.0 software on ground floor, spanned around 350 square meter area. The library has a seating capacity for about 104 readers with Wi-Fi facility & disabled friendly infrastructure. The library has acquisition, technical, circulation, periodical, reference, faculty corner, reprographic and online search section etc.

It provides remote access to students and faculty. Through N-List and DELNET, Web OPAC, College's library provides e-resources & databases.

## **Conference Room and Auditorium**

Conference Hall: Air Conditioned, 35 Seating Capacity, ICT enabled.

Auditorium: Air Conditioned, 200 seats, ICT enabled, luxury dais.

## **Sport and Cultural Facilities**

The institution has indoor and outdoor sports facilities.

Outdoor Facilities: The nearby municipality park is used for these activities like Running, Tug War, Cricket, Football, and other athletic events etc.

Indoor Facilities: Gymnasium Facility, Table Tennis, Weight Lifting Chess, Boxing, Taekwondo, Carrom, Yoga and Meditation Facilities etc.

Open Space of the College: Used for cultural activities, and Students Assembly etc.

## **Departments of the College**

Departments of the college have separate office spaces for faculty members with computers and printers in working.

## **Security & Safety**

CCTV: 23-night vision cameras attached to a LED panel.

The security guards are deployed at the entrance of the college.

## **Other Facilities**

RO water plant

Solar energy plant

Stabilizer and power backups

Placement cell etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 23.19

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
23.76	4.16	4.24	15.76	15.93

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The institution has spacious and ventilated library. The library is at the ground floor spanning around 350 square meters. It has reading room with seating capacity for about 104 readers. The library is equipped



with Wi-Fi facility and disabled friendly infrastructure.

### **Library Automation**

The library is partially automated through E-LIBS 3.0 (cloud based), software of Integrated Library Management System (ILMS). The E-LIBS 3.0 provides system for organizing library, handling membership, book borrowing and online catalogue for access. The automated library systems enhance the library accessibility to a single click.

### **E-Resources**

The students & faculty have remote access to e-resources. The library is equipped with N-LIST facility of INFLIBNET (Information & Library Network). This provides e-journals, conference proceedings, more than 25000 e-books, magazines, dissertations and thesis etc.

The students and faculty have access to following:

- SWAYAM-NPTEL LOCAL CHAPTER
- E-Shodhganga
- National Digital Library
- Directaury of Open Access Journals
- Directaury of Open Access Books
- CEC- UGC You Tube Channel.
- WEB- OPAC system (Online Public Access Catalogue)

The college has digital library access through DELNET (Developing Library Networks). The DELNET provides access to quite rich repository of e-resources viz., ConCour Portal, Language Learning Portals, Manuscripts, Rare Book materials, Archival material, E-Books, Biographies, Audio books, thesis/dissertations, E-Newspaper, E-Journals etc.

### **Library Holdings**

The college library is rich repository of the following physical resources.

Text Books	25986
Reference Books	18599
Journals	1183
Bound Edition (Journals)	152
Bound Edition (Periodicals)	164
CD&DVDs	45
Magazines	09

Newspapers

08

**Library Sections**

The library has following Acquisition Section, Technical Section, Circulation Section, Reprographic Section, Periodical Section, Reference Section, Computer Section, Online Search Section, Faculty Corner etc. The sections are making students and faculty access to library at ease.

The 'Faculty Corner' equipped with 14 chairs and a table. An 'online search section' has 5 computers connected to LAN/Wi-Fi. The library of the college is equipped with card section and a server section.

The library is using bar code technology for tracking books and other resources. The student and teacher accession register has been made in library. Accession registers track the foot fall in library.

**Departmental Library**

The departmental library has been maintained in the respective

departments. This has the subject specific books. The students and faculty have access them. This shows the central library's commitment for creating actively inclusive learning space.

**Best Practice**

The institute's library organizes orientation for students about the use of e- library and other resources. The new arrivals of the library have to be put on display for the visit of the faculty and students.

**Inclusiveness**

The disabled friendly infrastructure is important feature of the library. This has ramp and wheel chair facility. The above facilities are optimally used by Divyangjan visiting the library.

**Other Facilities**

The faculty and students of the college can avail the plagiarism check facility from the central library of Chaudhary Charan Singh University Meerut. The plagiarism is checked through Turnitin software after paying a nominal fee to the university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure**

**4.3.1****Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The New Education Policy (NEP) 2020 molds the education according to modern needs. This education system requires the use of blended learning i.e. online teaching and experimental learning etc.

This entirely rests on the Information Technologies (IT) facilities. Our college is committed to develop its IT facility. The college regularly updates IT facility to cater the vision and mission of the college.

**Internet Bandwidth & Wi-Fi Facility**

The college campus is 24/7 Wi-Fi enabled.

Internet Speed: 100 mbps.

Students and faculty Access: Unsecured Access to Wi-Fi facility

LAN Network Switches: 08

Wi-Fi routers: 07

**Smart Classes and ICT Enabled Classrooms**

Smart Classes: 02 with Smart Board, Wi-Fi, Podium, Mike, Speakers

ICT Enabled Classrooms: 17 with Overhead Roll down Projectors, Wi-Fi access, podium etc.

This shows that 60 percent of physical infrastructure is ICT enabled. They are used in the dynamic teaching learning process.

IT infrastructure is used for the computerization of college records viz., students' record, account's record, academic record, etc.

**Updating IT Facilities and Software**

INMPG College Meerut has been regularly updating its Information Technology (IT) infrastructure including software like window 7 to window 10 & 11, Wi-Fi bandwidth and hardware like printers, scanners, CCTV cameras, power backups etc. A consultant has been appointed for regular IT upkeep and its updating.

The college has following licensed and open-source software.

### **Licensed Software**

Windows 10

Windows 11

Microsoft Office 2016

Antivirus

### **Open-Source Software**

Telly

R (Statistical Programming Language)

Microvision Keil

Phython 3.7

Visual Studio 2012

Cisco Packet Tracer 7.3

QGis

Scilab

### **Computer Lab & Language Lab**

The language lab and computer lab are at the second floor of the building. The computer lab has 33 computers equipped with required software like MS Office, R (Statistical Programming Language), Telly etc. The language lab also has 33 computers equipped with required language software. The software and hardware are regularity updated. Each system

equipped with Wi-Fi/LAN facility.

### **Online Teaching**

The 17 computers with the printers/scanners are provided in each department of the college for the online teaching, and departmental use etc. Faculty of the college has been using the Zoom, Google meet, and Goggle Classrooms for online teaching and attending meetings of the college.

### **CCTV Surveillance**

The college campus is completely covered under the 23 CCTV cameras.

### **Computers**

The college has 129 dextops/laptops deployed for different uses.

**ERP Policy**

The college has implemented the ERP policy in the admission process. This provides information on state of art system of admission in the college.

**Other Equipment**

LED for CCTV-3,

Printers/Scanners-23,

Color Printers-4,

Xerox Machines-4,

Scanner=1,

One Nikon Z-50 Mirror Less Camera,

One Camera of Sony,

One Webcam,

5 Wi-Fi spots,

4 speakers etc.

**Attendance**

Attendance of teaching and non-teaching staff has been done through the biometric system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 36.41

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 71

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

Response: 10.19

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.52271	3.14534	1.88362	4.44	12.07

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 71.46

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1483	1810	1427	2645	2259

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 65.33

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2072	1873	1484	1494	1875

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

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above



File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 22.64

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
308	178	142	142	144

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
752	813	863	830	779

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 1.25

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
3	14	7	4	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 40

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	05	14	07

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 21.2

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	23	21	33	15

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

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

#### Response:

The institution has a strong connection with alumni through alumni associations, which helps the institution not just financially but also in terms of academic planning, placements of students, and career guidance.

#### Alumni Association:

The College has a registered Alumni Association with registration number MEE/02471/2022-2023 on June 9, 2022. The college's Alumni Association significantly contributes to the institution's development, hosting annual meetings, cultural events, and serving various roles.

The main objective of the Alumni Association is:

1. To promote and encourage interaction amongst the alumni of the College.
2. To encourage the responsibility of the alumni in improving their academics and college.
3. To inculcate social, moral, and ethical values among the students and society.
4. To support the college in various academic and co-curricular activities.

#### Financial Support:

- Alumni donate books to department libraries for the benefit of the student community.
- They helped in organizing national and international seminars.
- Financial support was given to needy students for mobile data recharging, which enabled them to attend online classes without fail.
- Study materials are provided to them as an act of motivation to enrich their learning.

#### Non-Financial Support:

- They encourage and motivate students to advance their careers in a variety of fields by sharing their experience with them.
- Alumni contribute to the growth of the institution by referring students to UG and PG programs.

- The departments coordinate with the alumni association to organize guest lectures, conduct workshops and seminars, and provide training programs to enhance the knowledge of the students in a variety of fields.
- Motivational talks and career guidance classes given by alumni play a key role in grooming the careers of students.
- The IQAC collects alumni feedback, which offers important perspectives for evaluating academic programs and student services and improving the accountability of the system.
- The association is working relentlessly to create environmental consciousness among students and the community and to attain the goal of environmental sustainability. The association organized a plantation drive on the college premises to contribute to the creation of a green campus.

**Outreach activities:**

- Blood donation camps, literacy campaigns, visits to orphanages, social awareness events in neighbouring communities, health camps, outreach programs, rallies against tobacco use, and more are all regularly organized by it. The association coordinates these programs both on its own and in cooperation with other college departments, such as the Women's Development Cell, NSS, etc.
- The distribution of clothes and other necessary materials is collected and distributed to the downtrodden as and when a need arises.

The alumni of the college have contributed to social awareness programs. The college is dedicated to fostering stronger bonds with its previous students. A WhatsApp group has been created where alumni can communicate about college events with one another. Every year, students work tirelessly to enhance the capacity and efficiency of the college's alumni association.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

- The governance and leadership of the college are strongly in alliance with the vision and mission. The management always encourages the involvement of the staff in quality assurance enhancement and development activities of the college by being members of bodies such as IQAC. As In-charge of the Departments or In-charge of cell and committees. The management leads the principal and staff towards the fulfilment of the stated mission. The college has well-structured administrative system lead by management responsible to ensure institution full-fill its mission. The management, principal, college committees, teaching and non-teaching staff invest collective effort to bring conducive academic atmosphere. The principal along with members of teaching and non-teaching staff implements the decisions and policies.
- Our colleges also committed to being transparent in its operations and decision making and regularly communicate with all stakeholders including faculties, students and the broader community. This helps to build trust and accountability within the organization as well as with external stakeholders.

#### Decentralization and participation

- The principal assigns teaching and non-teaching staff, librarian and coordinators of various bodies and other individuals to carry out academic and administrative duties.
- Faculty members have a pivotal role in carrying out the colleges mission as they are encourage to participate in decision making by joining college committees and cells.
- IQAC and its members are crucial to the decision-making process that leads to the accomplishment of the overall objectives.
- Faculty and non-teaching members are regularly invited to meeting to discuss academic and other topics in order to spirit the same information.
- Students participate in committees, cells and its activities as well as they are assigned duties during seminars, conferences, sports events, cultural competitions and other activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

- The management committee of the college is highest decision-making body in compliance to the regulations of University Grants Commission (UGC) and state government on Uttar Pradesh. This committee guides and coordinates with the various college committees through the Principal. The committee also supervises the appraisal and promotional system of the teaching and non-teaching staff of the college. They look after of quality teaching and learning, administrative aptness, resource mobilization and utilization, appraisal of the Principal etc., has been managed by committee. The management committee consists of management team, principal, teacher representatives, and non-teaching staff representatives.
- The IQAC and NAAC Committee of the college are chaired by the Principal. These committees consist of a coordinator, co-coordinator, administrative officer and other teaching and non-teaching staff as member of the committee. This ensures the wider participation and decentralized decision making of the committees. The committees help principal in ensuring quality in teaching learning environment and planning and monitoring of the academic and accreditation related activities. The IQAC committee also encourages the academic activities like seminar, conferences, workshops, value added courses and invited lectures etc. The NAAC committee ensures that college adhere the standards set up by the NAAC council.
- The non-statutory committees are important pillars in the functioning of the college.
- Since the introduction of the NEP has made structural changes in curriculum at the UG and PG level. That is why college has set up a NEP Implementation and Internal Examination committee to look after the smooth transition in curriculum as per the NEP.
- Proctorial Board & Anti Ragging Committee comprised by a chief proctor and other faculty members ensures the discipline and value system among the students, this helps in efficient utilization of the college infrastructure for teaching and learning.
- The Research & Development committee encourages the faculty to take research projects through government and non-government bodies. The publications, patent, writing book chapters and working papers are encouraged by this body. A limited financial support is provided by college for holding the seminar, workshops and Value-Added courses.
- The Mentoring and Counseling Cell guides and encourages the students to participate in the *Rozgar Mela* organized in the college campus.
- The college is functioning with many other committees like; Time Table Committee, Student Welfare Committee, Online Education and LMS Cell, Career Counselling and placement cell, Incubation Cell, Teacher Re-skilling cell, Prospectus Committee, Magazine Committee, Grievance Redressal Cell, Rangers, Sports Committee, Cultural Committee, Women Study Cell etc.
- The above committees ensure the effective and efficient functioning of the day to day and annual calendar affairs of the college.
- The advertisement and recruitment procedure follows the minimum qualification standards set up

by the UGC and Government of Uttar Pradesh and Chaudhary Charan Singh University, Meerut under various statutory and non-statutory regulations.

- The college also makes future plans for academic and accredited excellence of the college by the recognition of the various bodies like NAAC and NIRF ranking.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1



**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

- The Ismail National Mahila (P.G.) College has effective and efficient mechanism for the welfare and performance appraisal of the teaching and non-teaching staff of the college. The following procedures and paths are followed under this system.
- The college provides for the contribution in the Employee Provident Fund (EPF) and New Pension Scheme (NPS) for the teaching and non-teaching staff both.
- College frequently provides the financial support to the faculty members for attending the International Seminar & Conferences, Training programmes, Workshops hosted by different institutions in India.
- The institute provides financial assistance for organizing seminar and conferences by the different departments of the college.
- The teaching staff is encouraged to pursue own Ph.D. and guide research scholars under their supervision for the advancement in research and development.
- The teaching staff is encouraged to do more Orientation and Subject Specific Refresher Courses, so that they can acquire skills according to the changing dynamics of teaching learning and research.
- The financial support is provided for refreshment to the teaching and non-teaching staff and other participants of the seminar and conferences in the college.

**Non-Financial Benefits**

- The department wise teaching and non-teaching staff is provided with computer systems and Wi-Fi facility and printers.
- The teachers of the college are provided with the smart classes and classes with ICT facilities with the Wi-Fi access.
- The campus is fully Wi-Fi enabled and all stakeholders have complete access to it with secure id and passwords.
- Regular Medical Checkup and Blood Donation Camp of the teaching, non-teaching and students happen at the regular intervals in the college.
- A faculty specific 'faculty corner' has been set up in the library for the research and development related activities.

**• Leave Benefits**

- The teaching staff of the college is provided with the maternity leave, child care leave, special casual leave, duty leave, medical leave and compensatory leave etc.
- The non-teaching staff is provided casual leave, medical leave, maternity leave, etc.
- The study leave, extraordinary leave and much other kind of leaves are given to the faculty members for pursuing Ph. D., P. D. F., deputation assignments, research positions, senior positions in various government and non-government bodies.

**Appraisal System of Teaching and Non-Teaching Staff**

- The college administration with the IQAC committee of the college administration employs various steps to gauge the performance of the teaching and non-teaching staff of the college. The performance of the non-teaching staff is evaluated by the observation and their service to the college. The teachers are evaluated on the basis of their research projects completed, research papers published, seminar and conference attended, ICT enabled teaching methods etc.

The monthly Departmental Committee meetings has ensured the completion of the syllabus and various other activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 0.97

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 55.25

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	110	6	63	88

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

- The management committee and college administration takes care of the resource mobilization and utilization of funds in an efficient and apt manner. The proposal for the Government of Uttar Pradesh, Ch. Charan Singh University, Meerut (about admission and exam related expenses), and other research funding agencies are to be submitted through the management committee's approvals and principal.
- The college is running many courses under the self-finance scheme. The courses generate the sufficient amount of resources to the college. These funds are kept in the self-finance account of the college.
- The central purchase committee prepares the budget for the financial year. This budget is a proposal for the coming year academic and non-academic funds requirements. The detailed revenue and expenditure report is the part of annual budget.
- The central purchase committee of the college prepares the requirements of furniture, computer, library, stationary and other items on the basis of requirement sent by the respective committees. This committee sent the proposal to the management committee through the Principal. If the proposal got the approval from the management, then the central purchase committee can allow to other for the purchasing the sanctioned items.
- The purchasing of requirements is based on the tendering and quotation methods. If the purchase or maintenance works requires the expenditure under the one lakh rupees, then the quotations to be invited for the same. If the expenses are above the one lakh rupees, then the tenders to be published in the local and national news papers. The funds generated under the self- finance account goes through the same process.

- The tender/quotation process encourages the efficient suppliers to participate in the process. And the college gets the good quality of equipment and services at the least cost price. This ensures efficient utilization of funds.
- There after the audit of the utilized funds to be done by the internal auditor. Thereafter, the internal auditor prepares the annual audit report of the college. This report is submitted through Principal before the Management Committee of the college.
- The same funds have to be audited by the two external auditors. One is to be sent by the Directorate of Higher Education, Prayagraj (Government of Uttar Pradesh). The other comes from the Uttar Pradesh Accounts Services, Department Uttar Pradesh.
- Our college is completely ensuring the prevailing accounting norms of Government of Uttar Pradesh and Auditing procedure requires under the Uttar Pradesh Higher Education Act of 1995.
- If any audit objection came out the management committee immediately take out the remedial measures. The objections to be rectified by the accounts department of the college, and the action taken report sent to the auditor.
- This process ensures the efficient resource mobilization and utilization in the college. This ensures the financial prudence in the budget making process and funds utilization.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

- The Internal Quality Assurance Cell (IQAC) of the college has objective of enriching the quality of teaching learning process and administration. The IQAC is working as guide and observer in running the day to day to long term affairs of the college.
- This committee encourages and ensures that the student mentoring and remedial classes are functioning in college.
- Internal assessments through exam and assignment are regular feature of the college.
- The IQAC ensures the decentralization in the teaching learning process, through the monthly departmental meetings. The in-charge and the faculty of the different departments have to note down the achievements and future decisions to be taken in the interest of the teaching learning process.

- The IQAC committee and the in-charges of the departments ensure the timely grievance redressal.
- The IQAC committee recommends the grant for publication, organizing seminar and conferences and other extension activities.
- On frequent basis the committee accesses the results of internal assessment and external assessment, and recommends the measures required for better results.
- The faculty has to access the student’s presentation and IQAC regularly look after it.
- The achievements and awards have been organized and recognized by the committee.
- The committee recommends and suggests the participation of students in extension activities especially of extracurricular type.
- The committee recommends the different value added and encourages the co – curricular activities as part of the syllabi of New Education Policy.
- The committees encourage the use of ICT and participative process in the teaching learning process.
- The college puts the E-governance in its administration at the centre stage. The IQAC also encourages the use of E-Governance in its process and implementations.
- The IQAC committee encourages the different departments to organize seminars and workshops in the college from time to time.
- The college has puts continuous pressure on the reformed methodologies of teaching learning and continuous improvement in learning outcomes.
- The IQAC after taking suggestions from the different departments prepares the annual academic calendar for the upcoming year, and subsequently the committee regularly updates and observes the syllabus delivery to the students. The syllabus delivery is monitored by the lesson plan.
- The students are segregated as per their requirement as slow learners and fast learners. Thereafter, these students are provided remedial classes by the concerned faculties.
- The annual magazine of the college contains the performance reports and major events organized in the last one year in the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

#### Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Ismail National Mahila (PG) College, Meerut, has always been sensitive to gender issues. The college has a gender policy and a dynamic academic environment that encourages critical thinking, inquiry, action, and resistance among students to address gender-related issues.

In order to promote gender sensitivity in higher education, the *Shashakat* Women Study Cell is essential. The UG and PG programs provide opportunities to actively engage in studies pertaining to women. College girls' safety is ensured through health programs, counselling sessions, women's rights talks, grievance cells, and protection from sexual harassment through the Internal Grievance Cell.

Specific facilities are provided for students in terms of:

**Safety and security:** Through the installation of numerous safety and security measures, gender awareness is integrated into the college. College and surrounding areas educate students on gender equity, discrimination and abuse against women and girls fostering social and ethical values among them. The college administration uses the following strategies to enforce a tight code of safety for the students:

- 24\*7 security guard, and the entire campus is under CCTV surveillance.
- The Main Gate entry is controlled by identity card verification.
- It is mandatory for all girl students to come to college in uniform.
- Anti-Ragging Cells, *Shashakat* Women Study Cell, Student's Disciplinary Committee, for the well-being of students and staff.
- A reading room for girl students with a CCTV camera.
- Registers at the gate maintain a record of visitors to the campus.
- There is a grievance redressal cell and an internal complaints committee to combat sexual harassment.
- A gym facility with a lady fitness trainer is available on campus.
- The medical committee regularly invites doctors to organize medical camps to spread awareness about women's health and hygiene.
- To provide enabling space for PWBD students, the college has facilities like ramps, lifts, and dedicated washrooms.

**Counselling:** The college offers its students counselling services. Every year, all students participate in programs on issues including personality development, stress management, healthy relationships, reproductive health, concerns facing young adults, and so forth. The college provides career counselling



and placement services, enhancing job placement and self-esteem, and offers professional counselling for staff and students.

**Common Room:** Separate common rooms are provided to take care of the personal needs of students and staff in college. There is a first aid box accessible in case of emergency.

Commemorative Days are observed by the college campus to encourage festivities and commemoration of significant dates designated by the government and university to recognize the ideals of social reformers that have contributed to the reform of Indian society. On the college's national and international commemorative days, events and festivals such as International Women's Day, Human Rights Day, World Breast Feeding Week and programs on 'Mission Shakti', 'Beti Bachao Beti Padhao' etc. are organized.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

#### **Institutional initiatives for an inclusive environment**

Celebrations bring the students closer to each other's traditions, customs, and cultural beliefs, which foster respect and understanding. Ismail National Mahila PG College has made several efforts to create an inclusive environment that promotes harmony and tolerance in a variety of contexts.

**Cultural:** To generate a vibrance of understanding and create a sense of belonging, oneness, and harmony among the students, a special program was organized under the Seva Pakhawada, 'Ek Bharat Shrestha Bharat', which included activities such as folk music and dance, traditional dress competitions, and different state khan-pan competitions. Every year on Founders Day, a "Sarva dharma Sabha" is held

to endorse the idea of Sarva Dharma Sama Bhava, which represents equality of the outcomes of the pathways taken by all religions.

**Linguistic:** INM PG College admits students from different linguistic backgrounds. Bilingual study materials are offered in both Hindi and English, and bilingual teaching and learning are implemented wherever necessary. International Mother Language Day is celebrated at the college to respect the language. A number of programs, like A Guest Lecture on 'Reading Literature and Culture in Contemporary Times', add-on courses on 'Ethics in Sanskrit Literature', and speech competitions on 'World Urdu Day', are conducted by the college.s

**Regional/Communal:** To maintain regional and communal harmony festivals like Holi. Diwali, Lohri, Teej, etc. are celebrated with great ebullience.

**Socioeconomic Harmony:** Scholarships are provided by the government, non-government agencies, and college management to socially and economically deprived students. Numerous clubs, cells, committees and various departments encourage students to involve themselves in extension activities to create social connection and inclusion.

### Constitutional Obligations

To promote a sense of duties and responsibilities towards society among the students, various programs are being planned and executed:

**Values and Rights:** Constitution Day is observed on November 26 each year. The college also celebrates the birthday of Indian constitutionalist Dr. B.R. Ambedkar. Students, faculties, and non-teaching staff are all educated about the fundamental rights, obligations, and values of citizens as outlined in the Indian Constitution. Add-on courses, seminars, and lectures on human rights and gender issues to sensitize students on justice, equality, and civil rights. The college has celebrated SVEEP, the Election Commission of India's main program for educating voters, raising voter consciousness, and advancing voter literacy in India. Independence Day and Republic Day are celebrated to inculcate democratic values and a sense of national pride among students.

**Duties and Responsibilities:** The college uses signboards to promote the Constitution and citizens' duties, and a circular to encourage energy conservation. Events like cleanliness drives, tree plantations, and environmental campaigns are organized to in-still societal responsibilities. Ismail National Mahila PG College has an active National Service Scheme (NSS) unit where students engage in community service programs in all possible ways.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

#### **Best Practice- I**

##### **1. Title of the Practice**

‘Empowering young women through entrepreneurial and employability skill development’

##### **2. Objectives of the Practice**

- To make the students self-reliant and self-confident
- To earn while learning
- To understand the procedures involved in setting up a small enterprise
- To improve the intellect and employment skills of students and boost their performance through innovative methods of teaching and learning
- To endow information about government schemes and financial support to start-ups.

##### **1. The context**

Skill development not only creates employment opportunities but also empowers students. Such skill development activities are conducted for students regularly in the college to instill the required skills and abilities in order to shape up their overall personalities. Tailoring is one such skill through which college students can get the opportunity to work in garment factories or start self-employment at home.

##### **1. The Practice**

Skill development complements academic learning by bridging the gap between theory and practice. It enables students to pursue their passions, unleash their potential, and achieve final fulfillment in their endeavors. Associations, cells, and clubs of the college are entrusted with the responsibility of conducting training programs, which include certificate courses, workshops, demonstrations, hands on training, competitions, and awareness lectures for enhancing employability skills.

INPG College gives budding entrepreneurs an opportunity to display their creative and innovative products in their stalls. The students learn the skill of marketing their products with high competition and adopting innovative business strategies. Students exhibit their creativity in the arts, crafts, tailoring, and food.

##### **1. Evidence of Success**

- The innovation club organized a training program on preparing eco-friendly bags by using old

dresses, waste paper, etc.

- The college has a **'Singer Machine Center'** to enhance the skills of students in cutting, designing, and stitching attire.
- Including students and the college staff outfits, a few students are continuing tailoring at home.
- Food Fest, salad making, and other activities on Khan-Pan organized by the Home Science Department regularly in college practice.
- The cultural committee organized an inter-departmental folk song and dance competition.
- Hon'ble Vice-Chancellor Prof. Sangeeta Shukla C. C. S. University, Meerut, confers a cash award of Rs. five thousand to Ms. Ariba and other students of I N M PG College as an **'Encouragement Award'** in recognition of their innovative idea in the startup proposal under the Start-up Cell and Incubation Centre (SCIC) titled **'Paper Bouquet.'**

## 6. Problems encountered and resources required

- The nominal registration fee charged for the certificate courses is an additional expense.
- Not getting full support from parents due to being from rural areas.
- Lack of courage and a risk-taking attitude.

Financial assistance from the institution management and material required as per the course need.

## Best Practice- II

### 1. Title of the Practice

'Fostering Social Responsibility: Community Awareness Programme'

#### 1. Objectives of the Practice

The college focuses on the following objectives to fulfill its responsibility with the involvement of students.

·Active participation with emotion and well-being for the community and people.

- To create the best citizenship in order to provide services to the community.
- Urging to connect college curriculum with social realities.
- To promote and create awareness about ecological and environmental sustainability in the community.

#### 1. The Context

Creating awareness is the prime intention of this practice. Keeping with the vision of college in mind, College is always initiating and promoting the community services through several Cell, clubs and committees.

#### 1. The Practice

Creating awareness is the prime intention of this practice. Keeping the vision of the college in mind, the college is always initiating and promoting community services through several cells, clubs, and

committees like the NSS, Ranger, Women Study Cell, Eco Club, Prahari Club, Medical Committee, and all departments. The college believes that by inculcating these values and providing opportunities, our students can develop into morally and ethically responsible citizens.

It is important for college students to realize that, education is not just about sitting on four

walls. They need to be aware of the social condition and the environment. Our college is always striving for this. Different activities for community awareness, such as CLEAN India, **Swachh Bharath** Awareness Camp, Seminar on **“Tobacco”** Education to under-privileged children, road safety awareness, mental health, Plant saplings, Cancer awareness programme, awareness rally on voter’s day etc. are undertaken by college cell & committees of the college.

Such programs develop and enhance academic skills, leadership qualities, self-confidence, communication skills, managerial skills and social responsibilities, peer group learning, personality development etc. among the teachers & students.

### 1. Evidence of success

District Probation Officer Meerut was *appreciated* for his remarkable work in the fields of safety, respect, self-reliance, and empowerment of women in Meerut district.

- I N M PG College conducts awareness programs on women’s literacy, plantation awareness, health and hygiene awareness, AIDS awareness, organ donation awareness, etc.
- I N M PG College organized and participated in rallies such as tobacco awareness, voter awareness, road safety, environmental protection, water conservation rally, ban on plastic awareness, etc.
- organized a blood donation camp.
- During *Van Mahotsav week*, a tree plantation campaign was organized by the National Service Scheme (III Unit). Volunteers and girl students planted a number of 1000 shady and fruitful trees like Peepal, Guava, Rosewood, Mango, Neem, Pilkhan, Jamun, and Gulmohar in the Gymkhana and Women's Garden located near the college.

### 1. Problems Encountered and Resources Required

·Due to a lack of family consent, girls are not able to participate in social responsibility activities.

·There is a time constraint for girls to participate in social activities.

·Creating awareness among rural people remains a huge challenge due to a lack of funding and cooperation.

There was no need for extra resources, other than the meager financial assistance.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**TITLE: Student-centered multifaceted learning: beyond curriculum**

INM PG College was founded 62 years ago at Budhana Gate Meerut with the vision and mission of educating, inspiring, transforming, and empowering young women in the community. Today's society has a higher demand for self-awareness and more specialized skills. Education is most powerful when it has significance beyond the academic curriculum. INM PG College, Meerut, prioritizes student-centered education to foster relationships between students, society and the environment through multidisciplinary education beyond the curriculum.

**Empirical learning (EL):** INM PG College's unique approach to experiential learning fosters holistic development through hands-on activities, communication, soft skills, confidence building, decision-making, computer skills, professional training, and personality development.

- Students are exposed to a number of skill development programs, such as newspaper art, Waste material craft, flower making and arranging, fashion designing, and textile designing.
- Programs like computer skills, communication skills, listening skills, speech delivery, writing, and enrichment programs transformative assessment-based learning, life skills, and leadership are conducted for the soft skills development of students.
- Students are encouraged to make presentations, face interviews, group discussions, public speaking, and workplace etiquette through the college forum. All these programs help boost the self-confidence of the students.

**Learning outcomes**

- It developed in them critical thinking and problem-solving capacity and raised their self-confidence to do a better job.
- Students organized a talent-hunt program, seminar, feast, fair, and exhibition, which provided engaging experiences to develop teamwork, leadership, and accountability.

**Environment-focused Learning (EFL):** It's important for college students to realize that education isn't just about sitting on four walls. They need to be aware of the social situation and the environment. The college works in every way to create a conducive environment to create environmental awareness and sustainability among students and neighbours through a distinctive approach.

- Environmental activities enable classroom students to interact with the environment for adaptation and learning. The institute has taken up sanitation initiatives to work in the fields of cleanliness and greenery to create an environmentally friendly and sustainable environment.
- The NSS unit of the college organized a cleanliness drive inside and outside the institution. Students and staff enthusiastically initiate and participate in tree plantation drives outside the campus.
- During Van Mahotsav week, a tree plantation drive was organized by the National Service Scheme. The volunteers planted 1000 shady, long lived and fruitful trees like Peepal, Guava, Rosewood, Mango, Neem, Jamun, and Gulmohar in the Gymkhana and Women's Garden located near the college.
- INM PG College organized and participated in rallies like environment conservation, water conservation rally, ban on plastic awareness, etc

### Learning outcomes

- Developing eco-centric attitudes in students will help preserve the earth's environment for future generations.

**Service Learning (SL):** Students at INM PG College go through experiential education through community engagement. In the process, students link personal and social development with academic and cognitive development. It helps students mold themselves into responsible citizens with empathy.

- Students voluntarily donate blood every year.
- During the COVID-19 pandemic, students distributed masks and sanitizers to the needy.
- Students are involved in community development activities in slum areas, such as cleaning drives and distributing free meals and clothing. During this time, students learn about the harsh realities of life, develop social skills, and become responsible.
- NSS volunteers organize awareness programs on such issues as “*Beti Bachao Beti Padhao*” child ratio, women empowerment, AIDS, cancer awareness through rallies, competitions, street plays, lectures in villages like *Kaanshiram Slum Lohianagra, Fafunda, etc.*

### Learning outcomes

Real-world learning enhanced students' ability to apply knowledge, improved academic outcomes, and promoted understanding, problem analysis, critical thinking, and cognitive development.

**Innovative Learning (IL):** Incubation and Start-Up Cells, The Industry-Academia Integration and skill development Cells in the college provided platforms to ignite the innovative skills of students. Through innovation, students not only present their creative ideas but also learn to advance their innovative skills.

- The innovation club organized a training program on preparing eco-friendly bags by using old dresses, waste paper, etc.
- On various themes, students drew wall paintings.
- The student prepared organic incense sticks from waste flowers.
- Literary works by budding college students are published in college magazine.

### Learning outcomes



- Hon'ble Vice-Chancellor Prof. Sangeeta Shukla C. C. S. University, Meerut, confers a cash award of Rs. five thousand to Ms. Ariba and other students of INM PG College as an 'Encouragement Award' in recognition of their innovative idea, titled 'Paper Bouquet.'
- Ishika, of INM PG College, went to the governor's house Lucknow, to present the bags in front of the honorable governor, "Anandi Ben Patel and 13 country ambassadors.

In the last five years (2018-2023) 7,020 thousand students, out of 13468 participated in multifaceted learning beyond the curriculum.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Information:

The Institute has been continuously improving its academic credentials in order to scale up its distinguishing success in terms of regional and national recognitions. In 1984, it became a postgraduate college with the affiliation to C.C.S. University, Meerut. In 2007, the college was accredited B+, and in 2010, it was awarded College with Potential for Excellence. In 2015, this college was accredited an 'A' grade by NAAC. The Institute has propelled in acquiring and maintaining higher levels of confidence in the teaching-learning, evaluation reforms, and image-building domains. The Institute has made sincere efforts to meet the demands and pace of development by understanding worldwide trends in higher education and incorporating cutting-edge technologies and skills into the curriculum. In the last few years, our efforts to upgrade the curriculum, integrate it with internships, and conduct project-based evaluation. Students who were admitted with average academic scores improved to good grades, and by the time they graduate, a high proportion of students have completed certificate courses, adding value to their education. The institute fosters intellectual potential in students and stimulates the development of innovative thinking and entrepreneurial skills. Our institution promptly responded to the pandemic by going online. In record time, students moved from physical spaces that provided them with much-needed social interactions to being seated behind a screen for hours on end. The Institute hosted several webinars to acquaint teachers with ICT tools and platforms that they could use to create online content for students to support online education. With the introduction of the National Education Policy 2020 in the country, the Institute took the quick initiatives and organized orientation programs and webinars on the implementation of the policy to create awareness amongst teachers, students, and administrators in the region. The key aspects of the NEP 2020 relevant to the Institute were identified and analyzed to prepare the Institute at various levels. Elements within the regulatory framework have been redefined accordingly to match the requirements raised by the policy.

### Concluding Remarks :

#### Concluding Remarks:

In its 62 years of service to the woman of the region and the country, INMPG College has realized its vision and mission successfully to a great extent. The positive contribution and impact made by the thousands of students in various arenas are evident. Encouraged by this success, the institute introduced new strategic plans, "Vision 2030," to enhance its academic programs, courses, infrastructure, facilities, and human resources to maximize its impact on students' academic and professional development. The institution has taken necessary initiatives for quality enhancement based on the NAAC Peer Team Report of 2nd cycle re-accreditation. The quality parameters, goals of higher education in the state and India, and guidelines of UGC and NAAC enable the institution to set benchmarks and devise strategies to achieve them. The institute has established a Research and Development Committee (RDC) and Innovation Cell INMPG College framed a strategic research promotion policy to ignite the research temper among students and faculty. INMPG College is also recognized under Unnat Bharat Abhiyan (UBA) a flagship program of the MoE, Government of India. Under this program, the institute has adopted 5 villages and initiated various social services. All these initiatives are in line with the institutional vision and aim to transform education for holistic student development. The present self-study report has attempted to provide as extensive and objective a picture of the institute as possible. The SSR reflects

the progression of the institute since the last cycle of accreditation, its current rationals and practices, as well as its plans and aspirations for the future. It is hoped that the SSR will serve well the purpose of providing a comprehensive overview of the university for the assessment and accreditation period 2018-to 2023.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 29 Answer After DVV Verification :24</p>																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 988 Answer after DVV Verification: 1089</p>																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1062</td> <td>1076</td> <td>990</td> <td>1205</td> <td>1148</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1062</td> <td>1074</td> <td>990</td> <td>1164</td> <td>1148</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1518</td> <td>1520</td> <td>1520</td> <td>1520</td> <td>1520</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1518</td> <td>1520</td> <td>1520</td> <td>1520</td> <td>1520</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1062	1076	990	1205	1148	2022-23	2021-22	2020-21	2019-20	2018-19	1062	1074	990	1164	1148	2022-23	2021-22	2020-21	2019-20	2018-19	1518	1520	1520	1520	1520	2022-23	2021-22	2020-21	2019-20	2018-19	1518	1520	1520	1520	1520
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1518	1520	1520	1520	1520
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Remark : Values have been updated as per the supporting documents considering the first year admission only.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1062	1076	990	1205	1148

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
566	557	518	598	581

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1518	1520	1520	1520	1520

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
751	752	752	752	752

**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	90	90	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
88	88	88	88	88

Remark : Values have been updated excluding the post of physical education director, librarian

has not been considered as per NAAC SOP.

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	52	53	65	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	52	64	56

Remark : Values have been updated excluding the teachers joining the institute in 2022 and not completing the tenure of 11 months in an academic year has not been considered; Also excluding the post of physical education director as it has not been considered as per NAAC SOP.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	7	9	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

Remark : Values have been updated as the journals not found on UGC care list/ Scopus indexed has not been considered as per NAAC SOP; Also excluding the journals with incomplete details and links has not been considered.

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

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	22	33	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	2	4

Remark : Values have been updated excluding the ISBN no. not found on <https://isbnsearch.org/isbn/> and <https://isbn.gov.in/Home/SearchIsbnNew> has not been considered as per the cover page of the books and chapters; Also excluding the books without ISBN no. has not been considered.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification : 42

Answer After DVV Verification :37

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26.20	4.98	6.20	19.70	20.83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23.76	4.16	4.24	15.76	15.93

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 91

Answer after DVV Verification: 71

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years**

**(INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34.93	35.17	3.99	46.90	44.32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.52271	3.14534	1.88362	4.44	12.07

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
758	814	874	833	779

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
752	813	863	830	779

5.2.2 ***Percentage of students qualifying in state/national/ international level examinations during the last five years***

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:



2022-23	2021-22	2020-21	2019-20	2018-19
3	15	7	5	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	14	7	4	11

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

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*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	1	14	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	05	14	07

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	39	30	58	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	23	21	33	15

Remark : Values have been updated as the multiple activities on the relatively closer dates has been considered as one and also the events cannot be split into activities as per NAAC SOP; Also excluding the get together programs , Farewell programs as it has not been considered under cultural programs.

6.2.2	<p><b><i>Institution implements e-governance in its operations</i></b></p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Finance and Accounts</li> <li>3. Student Admission and Support</li> <li>4. Examination</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 792 1046 925"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1003 1046 1135"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	32	10	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	0	0										
2022-23	2021-22	2020-21	2019-20	2018-19																											
32	10	0	0	0																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
4	0	0	0	0																											
6.3.3	<p><b><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></b></p> <p><b>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1498 1046 1630"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>111</td> <td>6</td> <td>63</td> <td>88</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1841"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>110</td> <td>6</td> <td>63</td> <td>88</td> </tr> </tbody> </table> <p><b>6.3.3.2. Number of non-teaching staff year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1919 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>42</td> <td>43</td> <td>46</td> <td>47</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	75	111	6	63	88	2022-23	2021-22	2020-21	2019-20	2018-19	75	110	6	63	88	2022-23	2021-22	2020-21	2019-20	2018-19	42	42	43	46	47
2022-23	2021-22	2020-21	2019-20	2018-19																											
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2022-23	2021-22	2020-21	2019-20	2018-19																											
42	42	43	46	47																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>2. Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Participation in NIRF and other recognized rankings</b></li> <li><b>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit / Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 135 Answer after DVV Verification : 127</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>85</td> <td>76</td> <td>90</td> <td>90</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>82</td> <td>75</td> <td>88</td> <td>87</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	90	85	76	90	90	2022-23	2021-22	2020-21	2019-20	2018-19	82	82	75	88	87
2022-23	2021-22	2020-21	2019-20	2018-19																	
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