



# **SELF STUDY REPORT**

**FOR**

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

**MAHARAJA SURAJMAL INSTITUTE**

**C-4, JANAKPURI, MAHARAJA SURAJMAL INSTITUTE**

**110058**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Maharaja Surajmal Institute was set up in 1999 by Surajmal Memorial Education Society engaged in various philanthropic activities with Shri Kaptan Singh as President of society and Chairman of MSI. Maharaja Surajmal Institute has been accredited with Grade 'A' in its second cycle and it will be going for third cycle of accreditation in 2022. Maharaja Surajmal Institute is a self-financing, quality conscious and trend setting Institute with focus on providing equal opportunities for development of human potential for every segment of society. MSI is a unique venture where academicians and professionals have joined hands to aid and direct the agenda of education. The Institute, situated in the heart of Janakpuri is spread over about 8 acres of land and has best of infrastructure with state of the art computer labs and academic facilities and highly qualified and experienced staff.

### Programmes

MSI is committed to be Centre of Excellence and produce generation of Professionally sound and Socially protective stakeholders. It offers BBA, BBA (B&I), B.Com, BCA in Morning and Evening shift, B.Ed is offered in regular shift.

### Bachelor of Business Administration

Department of Business Administration is running BBA (General) and BBA (Banking and Insurance) programs. The intake of BBA (General) is 180 in first shift and 180 in second shift. Intake of BBA (Banking and Insurance) is 60 in first shift and 60 in second shift.

### Bachelor of Commerce (H)

B.Com. (H) course is being run since 2015-2016. Annual intake for this course is 60 in first shift and 60 in second shift.

### Bachelor of Computer Applications

This course was started in 1999 as BIS (H) and later on changed to BCA. It has an intake of 120 students in first shift and 120 students in second shift. The duration of course is three years.

### Bachelor of Education

Department of Education is running Bachelor of Education (B.Ed.) programme since 1999. The B.Ed. programme is recognized by NCTE. The duration of B.Ed. course is 2 years with an annual intake of 100 students.

### Vision

Vision:

“Developing new paradigms in education in management, computer application, e-business, teacher education and national values leading to student empowerment with an inclination for creative and cohesive group functioning in a global scenario”.

## **Mission**

*Mission:*

*"MSI is committed to provide the distinctive learning environment for the development of professional competencies and skills, for understanding of self and others, to learn to solve personal and social problems and continually improving the overall performance of the "Quality Management System".*

We at MSI perceive challenges as opportunities and look forward to explore each and every important issue concerned with society at various platforms like conferences, seminars, panel discussions etc. All the resources of our Institute are focused on building a new cadre of global professionals.

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

### **Institutional Strength**

- MSI has state-of-the-art Infrastructure facilities consisting of well stacked and fully computerized library with internet connectivity. Research Lab cum Financial Lab, Air Conditioned Laboratories with ICT facilities, well lighted, well-ventilated classrooms, Seminar Halls, Auditorium, Conference room, hostel facility for boys and Girls, sprawling grounds, sports facilities viz. cricket ground, badminton court, football ground, volley ball facility, table tennis as indoor games, two banks and parking facility for two wheelers and cars.
- Members of the Governing Body are eminent and experienced academicians and administrators who contribute substantially towards quality enhancement.
- Highly qualified, experienced, dedicated and proactive faculty members.
- Yearly Gold Medalist which makes us the first choice at the centralized admission process at GGSIP University.
- Horizontal expansion in terms of student intake in various courses and vertical expansion by introducing new courses viz. BA LLB, BBA LLB and MBA.
- Director MSI is the coordinator for BBA curriculum designed for GGSIPU as per NEP2020.
- The Institute has a proactive placement & pre-placement cell, Industrial Training Committee, E-Cell for providing proper placement / Training/internship/startup opportunities to the students.
- MOUs with various organization for organizing summer training/winter training and workshops.
- Faculty publications in Scopus/ESCI/UGC Care Journals.
- Student Societies including NCC, NSS, CSI for holistic development of students.
- A perfect blend of co-curriculum and sports activities. A holistic idea of education that emphasizes the all-round development of every student. The students work through various Societies, Clubs and Cells, managed and run by the students themselves.
- High speed internet facility i.e. 200Mbps with Wi-Fi is accessible for students and staff.

### **Institutional Weakness**

- Faculty members are not eligible for guiding Ph. D students and to get sponsorship for research projects on an individual basis as per GGSIPU norms.
- Difficulty in establishing MOUs with Industry, National/International Universities
- International collaborations for students and faculty exchange program is one major area of improvement at MSI.
- For the establishment of Incubation center, the Institute should have provision for seed money for start-ups purpose.

### **Institutional Opportunity**

- Exploring possibilities of collaborative research (interdisciplinary) and faculty exchange programmes with other institutions.
- Institute Collaboration with foreign universities of high repute for student exchange program.
- Developing more Certificate program, Skill- Up-gradation and Value Added Courses for empowering students in collaboration with eminent institutions both nationally and internationally.

### **Institutional Challenge**

- Getting permanent affiliation from our affiliating university.
- Getting 12B recognition from the UGC, necessary condition for faculty recognition as a research and Ph.D. Scholar guide.
- To motivate young minds away from pessimism and inspire them into creative, innovative and imaginative thinking.
- Students largely focus on exam oriented tasks and encouraging self-learning process among them is a challenge.
- Better placements in terms of job profiles and package offered to the students.
- Coping with growing emotional and psychological needs of students.
- Major problem faced by the Colleges is to mobilise research funding from industry and governmental organizations.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Maharaja Surajmal Institute is an affiliated Institute of Guru Gobind Singh Indraprastha University and the **syllabi for all the programmes** are designed by the parent University. Academic aspects at MSI are streamlined, with **timetables, workloads and other administrative tasks**. Teaching-learning and evaluation schedules are strictly adhered as per the **Academic Calendar** notified by GGSIP University. MSI calendar which is aligned with the University's calendar provides scope for various events where students participate

enthusiastically and excel. MSI motivates its teachers to regularly update their knowledge through Research and Faculty Development Programs, curriculum reviews, evaluation etc. **Project works and Internships** form an integral part of the syllabus for promoting experiential learning and internships are being done by the students in the mid-semester break offered by the GGSIP University. The institute has various committees to look after the social issues for the students such as **Grievance Redressal Committee, Internal Complaint Committee, Student welfare and counseling, Mentorship**. The institute has three tier systems for counseling to tackle student's issues at mentor teacher's level, institute counselor level and psychologist is also available on call if required. At MSI, education is interactive, it is the feedback system that provides transparency and accountability. Feedback from stakeholders is collected, compiled, analysed and shared with each concerned individual for necessary action. The IQAC conducts annual internal audits and all the departments are encouraged to undertake self-assessment to critically reflect on their practices. This approach supports the amalgamation of the interests of the stakeholders as well as the Institution.

## **Teaching-learning and Evaluation**

### Teaching Learning and Evaluation

Learning is desired modification in behavior and the instruction in academics should facilitate required change in behavior. For maximizing learning goals, the qualified faculty at MSI ensures optimal learning in all the courses. For holistic development of students, Institute promotes students' societies in scholastic and co-scholastic areas in all capabilities. At MSI the learning environment is directed through various principles of learning that include moving from known to unknown. Participation is considered a prerequisite for learning, and faculty motivates students at every level to present their ideas in classroom. As differential learning outcomes require appropriate methods of instruction, to meet these needs teacher design instruction and transacts in classroom using motivation, stimulus-variation, reinforcement. Moreover reflective practices are enforced to promote optimal learning and student centric methods such as experiential learning, inquiry, constructivist methods, presentations, discussion, seminar, workshops, learning by doing, case studies are used to bring self empowerment. With this holistic idea the learners develop their knowledge in a comprehensive manner. On these basis teachers plan the teaching through appropriate lesson plans. Evaluation of the students is based on program outcomes, program specific outcomes and course outcomes. Evaluations are conducted through various formative and summative means. Both direct and indirect methods are used for evaluation of learning outcomes. The Institution is making efforts to serve students of different backgrounds and abilities through effective teaching learning experience. It also makes efforts for ensuring competency and continuous professional development of the faculty who handle the programs of study. The pedagogical practices include a focus on catering to heterogeneity, inclusion, acceptance of multiple views on social issues and a commitment to democratic forms of interaction.

## **Research, Innovations and Extension**

MSI is actively and enthusiastically organizing and participating in various research related extension activities and outreach program to promote quality research and sensitize the students towards community needs. The Institute also leads in shaping the students, teaching and non-teaching staff into responsible citizens of the nation and imparting holistic development of students. Various Societies conducts various programs like Cleanliness, Green Environment & Tree Plantation, Gender Sensitization, Cloths & Stationary Donation Camp,

Mental Health Awareness, NSS Day Celebrations, Blood Donation Camps, Women Development and Empowerment Activities, International Disability Day Activities etc.

All these activities have a positive impact on the students and they develop student community relationships, leadership skills, gender sensitivity, self-confidence and empathy towards others and sensitivity towards the environment. The Institute is always leading the students and Faculty to keep update of all the contemporary developments in Commerce, Technology, Management and Education. All outreach program and events of Society and Committee of the Institute are promoted through social media handles and class whatsapp groups.

The Institute is imparting quality excellence in education and overall development for faculty by organizing large number of FDPs, National and International Conferences, Webinars, Workshops, Refresher programs every year. The Institute also motivates the faculty towards research and development to upgrade their skills and professional growth through Career Assessment Forms, Research Certifications and Excellence and Innovation Awards and Certifications.

### **Infrastructure and Learning Resources**

Set up against the backdrop of extensive green cover, MSI has aesthetically designed building which is architecturally striking and responsive to environmental concerns. The Institute has spacious class rooms equipped with Wi-Fi connectivity, LCD Projectors, Air-conditioned Computer Labs, Seminar Halls, Conference Hall, Auditorium, Library, Cafeteria, Common rooms for boys and girls, and Recreational spaces. Bank facilities are available within the campus.

The State of art computing facilities is available at the Institution. Nine fully air-conditioned Computer Labs with 257 computers with internet facility, printers and adequate software are available. Dedicated lease-line of 200 Mbps bandwidth with Wi-Fi networking caters to all the stake holders in the college. The Institute also takes pride in its well-stocked Library and e-learning resources. The library services are fully computerized with the help of appropriate software. Online Public Access Catalogue (OPAC) terminals are available in the library. An Air Conditioned Auditorium with a seating capacity of 550 persons and an excellent light and sound system is available.

The Institute has well-furnished hostel facility with occupancy of total 230 (130 boys & 100 girls). The hostels are having hygienic dining halls, power backup, solar heaters, recreational facilities along with sports facilities like Cricket, Football, Volleyball, Table Tennis, Badminton, Carom, Chess Board etc. Access to internet with Wi-Fi is also available 24x7 for the Hostel inmates. Guest rooms and Staff Quarters are available within the campus. A Medical room is in place in the campus with First Aid Facility. MSI ensures regular maintenance and upkeep of all the facilities through trained and efficient staff and a system of AMCs to outside agencies.

### **Student Support and Progression**

Maharaja Surajmal Institute is a student-centric Institution, committed to providing a distinctive learning environment for students to develop professional competencies and skills. A number of support systems are available to students for academic and career guidance, co-curricular, sports, and extracurricular activities. Students are mentored right from the time of admission up to the completion of their program at various levels. Students are supported for academics through a well equipped Central library for reference work and internet services for accessing subscriptions of various journals. Further, for out station students, support is provided

through hostel and mess facility.

The Institute provides guidance for preparation of competitive exams. Students have cleared national level competitive examinations and have progressed to higher levels of learning or gained employment at reputed organizations through campus placement. Also, they are provided opportunities to participate in sports and cultural events at state and National Level. Many have achieved laurels for the Institute.

To ensure that maximum students are financially benefitted, information and updates about the different scholarship and financial support schemes provided by the Institute and outside agencies is disseminated to students from time to time. Further, they are offered mentoring and counselling support through a 3 tier counselling system to address any grievances on all matters ranging from ragging, sexual harassment or career related issues. In addition, students are represented in various administrative bodies of the college such as Grievance and Redressal Committee, Literary Activities Committee, Publication Committee, NSS, Library Committee, Sports Committee, and IQAC of the Institute. The Institute also has registered Alumni Association wherein alumni have annual alumni-meet and they regularly mentor students to prepare for the placements through interactive sessions and also contribute to bringing job opportunities.

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

Maharaja Surajmal Institute has a democratic mode of governance with all stakeholders and members participating actively in its administration. The institution practices decentralization and participative management in keeping with its belief in collective leadership and democratic traditions. This practice is also reflected in the **organogram** of the Institute. The Governing Body delegates authority to the Director, who shares it with the HODs of various programmes. The administrative department and committee conveners comprising of the faculty members and staff play an important role in implementing the institutional policies and healthy practices in the campus to inculcate the spirit of national integrity and social responsibility. The IQAC ensures the integration of various activities of the institution and institutionalize the best practices. The institute strategically plans to evolve as a Centre of excellence within the purview of its vision and mission. The major planning is related to the optimum utilization of the area, infrastructure, and the cost-benefit analysis being a self-financing institution. The implementation of the strategic plan is monitored from time to time by Director, Academic Committee, and other committees through periodic review. The institution has effective welfare measures for both teaching and non-teaching staff. The institution has an effective and well-developed **Performance Appraisal System** for staff which is used for career advancement and awards. The institution conducts internal and external financial audits regularly and proper budgeting is done based on the plans and needs of departments. The institution regularly reviews its teaching-learning process, structures and methodologies of operations and learning outcomes.

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

In the pursuit of excellence and creating an exceptional educational environment, the Institute boasts of robust system having a well defined Code of Conduct, activities aiming at creating inclusive campus by providing assistive devices and enabling infrastructure. Gender equity is ensured through self defense training, seminars, cultural programmes, and college level events. Our core values are aligned with our environmental concern and the institute proactively promotes environmental conservation by keeping the campus green, segregating waste and effectively managing it, creating a plastic free campus.

Amongst our best practices, Digital Resilience, Stakeholder Connect through Open Access and Building a Legacy of Academic Excellence and Producing Gold Medallists stand out clearly. For digital resilience, the Institute responded (rather than reacted) with agility to the Covid crisis, digitally transformed itself in taking lead to upskill faculty, ensured that there are no gaps in educational delivery and provided mentorship to each and every student to combat personal crisis, if any. The management and faculty continuously and consistently dedicated themselves to cater to the dynamic scenario in the wake of the Pandemic. The Institute boasts of state of the art, cutting edge technology in all its programmes.

Fully equipped computer labs, smartboard enabled classroom teaching, e-modules of subjects, installation of softwares in library and subscriptions to eLibrary resources are some of the highlights meant to keep the students at par with the best in the class. The extraordinary efforts of teachers and students is translating into extraordinary results. The Institute is writing History and creating a legacy of academic excellence and producing Gold Medallists in the University across courses. MSI is a world class Institute nurturing excellence through its continuous and dedicated efforts. In all its pursuits the aim is to “foster competency and build a legacy of self-dependent students” who are proud, worthy and successful in all their endeavours.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | MAHARAJA SURAJMAL INSTITUTE                                    |
| Address                         | C-4, Janakpuri, Maharaja Surajmal Institute                    |
| City                            | New Delhi  |
| State                           | Delhi  |
| Pin                             | 110058   |
| Website                         | <a href="http://www.msijanakpuri.com">www.msijanakpuri.com</a> |

| Contacts for Communication |               |                         |            |     |                          |
|----------------------------|---------------|-------------------------|------------|-----|--------------------------|
| Designation                | Name          | Telephone with STD Code | Mobile     | Fax | Email                    |
| Director                   | H.s. Rawat    | 011-45656183            | 9997007933 | -   | principalmsi@yahoo.co.in |
| IQAC / CIQA coordinator    | Monika Tushir | 011-45037193            | 9871498208 | -   | iqac@msi-ggsip.org       |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

| Type of Institution |                           |
|---------------------|---------------------------|
| By Gender           | Co-education              |
| By Shift            | Regular<br>Day<br>Evening |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-08-1999 |

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

| State | University name                              | Document                      |
|-------|--|-------------------------------|
| Delhi | Guru Gobind Singh<br>Indraprastha University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 22-12-2003 | <a href="#">View Document</a> |
| 12B of UGC    |            |                               |

**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>                                 | 05-06-2015                     | 85                 | Approval valid till date |

**Details of autonomy**

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

**Recognitions**

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

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>                              | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | C-4, Janakpuri, Maharaja Surajmal Institute | Urban            | 7.94                        | 7597.71                         |

## 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  | BBA,Business Administration     | 36                        | Senior Secondary           | English                      | 360                        | 354                            |
| UG  | BBA,Business Administration     | 36                        | Senior Secondary           | English                      | 120                        | 117                            |
| UG  | BCom,Commerce                   | 36                        | Senior Secondary           | English                      | 120                        | 111                            |
| UG  | BEd,Education                   | 24                        | Graduation                 | English                      | 100                        | 99                             |
| UG  | BCA,Computer Applications       | 36                        | Senior Secondary           | English                      | 240                        | 238                            |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 7                |        |        |       | 32                         |        |        |       | 84                         |        |        |       |
| Recruited   | 5                | 2      | 0      | 7     | 11                         | 21     | 0      | 32    | 19                         | 65     | 0      | 84    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 29           |
| Recruited   | 21          | 8             | 0             | 29           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 7            |
| Recruited   | 4           | 3             | 0             | 7            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 1      | 1            |
| Ph.D.                        | 3                | 1      | 0      | 4                          | 10     | 0      | 6                          | 32     | 0      | 56           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 2      | 0      | 5            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 6                          | 19     | 0      | 25           |
| 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                          | 1      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 2      | 0      | 2            |
| 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> |
|   |             |    |               |    |              |
|   | 14          | 18 | 0             | 32 |              |

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 504                                     | 118                        | 0            | 0                | 622   |
|           | Female | 255                                     | 42                         | 0            | 0                | 297   |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

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

| Category |        | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC       | Male   | 62     | 78     | 69     | 93     |
|          | Female | 31     | 23     | 36     | 33     |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 1      | 3      | 1      | 6      |
|          | Female | 2      | 3      | 1      | 3      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 12     | 0      | 15     | 0      |
|          | Female | 7      | 0      | 7      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 366    | 481    | 423    | 494    |
|          | Female | 241    | 218    | 225    | 248    |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 22     | 22     | 55     | 29     |
|          | Female | 17     | 16     | 21     | 13     |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 761    | 844    | 853    | 919    |

**Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the Institution. In view of the NEP, university has |
|---|--|

|  |  |
|--|--|
|  | <p>initiated new interdisciplinary centres integrating different departments in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. The University is proactively working towards implementation of the suggestions given in the NEP and Maharaja Surajmal Institute is implementing these with full vigour.</p>  |
| 2. Academic bank of credits (ABC):   | <p>The affiliating University has clearly specified the procedure for depositing credits earned, its shelf life, redemption of credits which would be as per UGC (establishment and operationalization of Academic Bank of Credits (ABC)) Scheme in Higher Education, Regulations 2021. Maharaja Surajmal Institute is implementing these recommendations of the University for its Various Programmes.</p>  |
| 3. Skill development:  | <p>The Institute organises various activities for the development of soft skills, life skills, values, vocational guidance etc. Soft skills activities included Intra E-cell Projects, Socho Group Discussion and webinar on marketing master etc. to name a few. Some of the major life skills activities included workshop on Happiness and Success in life, Mindfulness in the classroom and special lecture on 'We all can be mentally healthy' etc. Major Vocational Skill Development activities included, 'How to do well in GD?', 'Career Edge Workshop' and Lecture on 'How to shape your Career during and after graduation?' etc.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>MSI encourages learning of national language Hindi by organising various Programmes including online value added courses, webinars and seminars on culture heritage &amp; law and celebration of Hindi Diwas. Further, Subjects like Corporate Governance, Ethics and Social Responsibility of Business, Human Rights and Value Education etc. in the curriculum of various programmes inculcates cultural values in Indian tradition so that students imbibe value orientation.</p>  |
| 5. Focus on Outcome based education (OBE):   | <p>MSI offers various programmes. All these programmes are offered as outcome-based education</p>  |



|  |  |
|--|--|
|  | <p>(OBE) which is designed keeping in mind the national and global requirements. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so those students contribute proactively to economic, environmental and social well-being of the nation. All course syllabi have been designed with due consideration to social needs at large so as to apply the spirit of NEP.</p>  |
| <p>6. Distance education/online education:</p> | <p>Due to Covid -19 pandemic, educational institutions in the country have employed digital platforms for engaging classes, conducting conferences, meetings etc. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant locations. Opening up of the educational institutions after pandemic has paved the way of adopting hybrid mode of education called as 'PHYGITAL' combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. As a part of course curriculum, MOOC courses are offered at MSI to promote the blended learning system in order to provides easy accessibility to a wide variety of resources, flexibility, pedagogical effectiveness, learner autonomy, stress-free learning environment, engagement with course contents, immediate feedback, self-evaluation and more time to interact with learners.</p> |

## Extended Profile

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### 1 Program

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 212                                     | 212     | 212                           | 212     | 212     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 5       | 5       |

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 2313                                    | 2190    | 2072                          | 2068    | 1961    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 131     | 131     | 127     | 127     | 127     |

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

### 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723     | 717     | 686     | 720     | 576     |

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

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 87      | 84      | 76      | 70      | 71      |

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 87      | 84      | 76      | 70      | 71      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 30**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 331.824 | 365.178 | 304.569 | 295.834 | 265.978 |

**4.3**

**Number of Computers**

**Response: 329**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 313**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

**Response:** MSI is a constituent college of GGSIP University and its perambulate syllabus is designed by the parent University. MSI commends to provide distinctive learning environment and skills, for understanding of self and others, at the same time it guides to solve personal and social problems with continually improving the overall performance as the “Quality Management Systems”.

###### Mentoring and Counselling:

Complementing the pursuit of effective curriculum transaction is done through strong tutoring and **mentoring** system. MSI prioritizes the amalgamation of academic and mental health of its students, for which each student (mentee) is assigned a faculty mentor for academic and extra academic guidance. Also, timely counselling sessions are being outsourced for better development and suitably addressing of issues. As the mission of MSI focuses on student empowerment, developing functioning and performing in the global scenario to train our students to manage business in this globalized as well as pandemic affected economy is the need of an hour.

###### Academic processes and Co- curricular Activities:

**The processes** are streamlined, with **timetable, workload and other supporting administrative tasks**, also teaching-learning and evaluation schedules are strictly adhered as per the **Academic Calendar** notified by GGSIP University. For incessant growth of the institute, it motivates its teachers to regularly update their knowledge through active involvement in Research and Faculty Development Programs and even organizes the same in institute on regular basis. Besides its academic credentials, MSI also abreast its students with latest knowledge for which it organizes webinars, visits, lectures, research projects and summer internships.

###### Continuous Learning and Feedback system:

The classroom environment is congenial that makes learning proactive and generate sense of team spirit, responsibility and professional integrity in students. The classes went uninterrupted through online mode despite pandemic situation and were regularly monitored by head of the departments and institution to keep check on Quality parameters. Also, all **assignments, presentation**, tests were to be submitted on Google classroom for effective running of curriculum as defined by the University. Regular assessments of all assignments were done on timely basis so that students' **Internal assessment** can be done accordingly. MSI endeavors to raise consciousness of its students about present neglect of environmental concerns and how lack of ethics hamper an individual's growth. This allows them to participate in society as mindful individuals and develop sense of sensitivity towards society. Education is a dialogic process at MSI and the robust feedback system of getting feedback forms filled from students and parents gives it this

accountability.

### **Curriculum Planning and Delivery:**

**Our institute even played active role in developing syllabus as convenor of BBA (General and Banking and Insurance) and as a member in BCA, B.Com, B.Ed.** Lesson Plans are also regularly monitored by respective head of departments and members of IQAC committee. Internal exams are also conducted timely to monitor the performance of the students and guide them accordingly for the same. For well-planned **curriculum delivery, lesson plan, departmental time table and different academic coordination formats** are prepared by every faculty member before the commencement of the semester.

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

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

#### **Response:**

MSI being the constituent college of GGSIP University follows the Academic Calendar issued by University at the beginning of the academic year. It renders a schedule for teaching, internal- external exams, semester break and vacations. University provides provision for deviation in mid-term exams to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own calendar of events and activities before the commencement of

the academic session and same is communicated to all. Both the University and Institute Academic Calendar are placed on the Institute website for better functioning and transparency.

### **Orientation Program:**

It is organized for the new students at the beginning of the academic session to reinforce all the necessary information required for academic and non- academic matters.

### **Course coverage:**

It is prepared by every class coordinator in order to ensure smooth implementation of activities as scheduled. Timely evaluation and meetings are also being conducted by the head of the departments for smooth completion of syllabus.

### **Adherence to Academic Calendar:**

The Institute aligns its academic calendar with the University's calendar and plans co-curricular activities of the college. Teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table for conducting continuous comprehensive evaluation of students. Project works, Fieldworks, internships that form an integral part of CIE are being done in the mid- semester break offered by the GGSIP University.

**MOOCs and other projects** are also being included in the new syllabus guidelines issued by the University for the new Academic session. This allows students recuperate and enhance their worldviews through innovative learning methodologies.

### **Assessment:**

**Criteria for assessment** is shared with the students and they are informed well in advance about the schedule for submission of assignments, dates for class tests and presentations and also their final internal assessment marks. Students can seek guidance from their teacher regarding the assignments or the projects, and also for the extra academic support Institute has mentor- mentee committee where mentor guides mentee for all non-academic issues.

All **project work, internships, field work and presentation components** of the syllabus and assessment are framed contemplating pre planned academic calendars. Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions framed by the teacher, thereby making learning a continuum and creating various opportunities for students to succeed.

**MSI Calendar** even includes different arena of events where students enthusiastically participate and excel. It is equally important to carve a space for college events like **'Sports Day, 'Genesis' (Annual Fest), Annual day Function, 'Avensis'(Department Fest). 'Creation' (Publication Committee)** etc in the lives of our students as the qualitative impact of an inclusive and balanced education allows for holistic development of the students.

Students also participate in different events as well as committees which help them in their all round development. All academic and non- academic issues are geared towards providing transformative education in a structured manner to the students with accessibility, comprehensibility and transparency.

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 60

**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

**Response:** 3

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |



**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 3**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format                                 | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 0.93**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 63      | 42      | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <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 into the Curriculum****Response:**

**Response:** Being an Affiliated Institute, it follows curriculum designed/ prescribed by the University. The University integrates cross cutting issues relevant to Gender, Environment and Sustainability human values and Professional Ethics into the curriculum by offering subjects like Business Ethics, Environmental science and Gender School and Society.

### Professional Ethics

- MSI firmly believes in rigorous implementation of professional ethics; students are made cognizant of the significance of proper referencing in assignments, intellectual property rights issues, consequently discouraging any kind of plagiarism.
- The institute has various committees to look after the concerns of the students such as **Grievance Redressal Committee, Internal Complaint Committee, Student welfare and counselling, Mentorship**. The institute has **three tier/level System for counselling** to tackle students' issues where psychologist is also available on call if required.
- The BE.d department facilitates its students to visit special schools, slum areas, and understand aspects of marginalization so that they become reflective practitioners, learning the significance of inclusive pedagogies.
- Business Ethics and Corporate Social Responsibility course to inculcate professional ethics amongst students is a part of course curriculum.

### Gender

- The Institute organizes various Programs for gender sensitization like **self-defence workshop** for Women etc to familiarize students with various related acts, rules and legal consequences. The total number of girls students across all programmes at the Institute is 750 and 69 regular female faculty. The institute has an active **Women Development Cell**.
- Gender School and Society course to promote gender equality and sensitization amongst students is a part of course curriculum.

### Human Values

- The institute regularly organizes activities such as **Swatch Bharath Abhiyan, International Women's Day, Blood Donation Camps, National Integrity, Equality, Peace, Patriotism and Brotherhood** etc.
- On 3rd December 2021, MSI celebrated **International Specially-abled day** for the special needs children.
- Discussion Session on "To Evaluate Alcohol Advertisements And Marketing Among College-Going Students and Control Policies in India" by Phfi in Collaboration with the World Health Organization (WHO) was organized by MSI.

## Environment and Sustainability into the Curriculum

- The infrastructure of the institute is eco-friendly that take care of environment and its sustainability aspects through rain water harvesting, solar panels, LED bulbs, tobacco free zone.
- Academically, Generic Electives, Skill Enhancement Courses and Ability Enhancement Compulsory Courses are offered within and across departments, to help students critically examine issues related to gender, environment and ethics.
- The NSS Wing of the institute promotes environmental awareness through programmes such as Tree Plantation Drive, Water Conservation, Health Check-up Camps, Plastic free campus and Blood Donation Camps etc.
- MSI has carefully planned its infrastructure so as to prioritize conservation of the environment. There has been a conscious effort to preserve rock base to a large extent. The building is well provisioned for students with disability.
- To promote sustainable development and Environmental concerns amongst students, Environmental Science is a part of course curriculum. The students also visit Bio-diversity Park.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 6.04

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 13      | 13      | 13      | 12      |

| File Description   | Document                      |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses  | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 41.68

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

Response: 964

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** D. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information (Upload)  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken

**3. Feedback collected and analysed**

**4. Feedback collected**

**5. Feedback not collected**

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

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| URL for feedback report           | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 98.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 853     | 844     | 760     | 755     | 760     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 880     | 880     | 760     | 760     | 760     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 74.56

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 107     | 107     | 96      | 83      | 87      |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

Response: Rank in competition test and class XII scores are taken as the initial indicator of students' learning ability at entry level. Further progress in subsequent years is based on academic performance, level of alertness, participation in discussions, and mid-semester evaluations. Steps taken for advanced learners:

1. For the advanced learners it is ensured that after knowing the 'must know' things they move to acquisition of 'could know' and 'should know', aspects of learning through critical and inquiry-based learning.
2. **Academic and Curricular activities:** A comprehensive approach is followed through a combination of academic and co-curricular activities to optimize the potential of advanced learners.
3. **Intercollege Competition :** Students are encouraged to participate in inter college competitions for better exposure and promote out-of-box thinking.
4. **Research Publications :** The faculty encourage and assist students to get relevant research projects and to publish their work with reputed journals.
5. **Recommendation:** Recommendation letters are issued to students to pursue internships in institutions of repute and culminate projects of industrial importance.
6. **Felicitation:** To uplift the spirit of excellence students with exemplary performances are felicitated on the annual Day.
7. **Add on Courses:-** Students who are advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the college along with special lectures organized by expert resource persons.
8. **Leadership** - Annual fest "Genesis" is organised by students to think unconventionally and enhance leadership qualities.
9. **Advanced Reading:** They are suggested advanced readings in the relevant topics to enhance their understanding of the subject to enable them to pursue research in future.

#### Measures taken for slow learners:

Every student is different and efforts are made to make slow learners inclusive in the main stream and appropriate measures are worked out.

1. For the slow learners it is ensured that they acquire conceptual clarity in respect to 'must know' aspect of learning through variety of pedagogy.
2. **Parents Teachers Meeting :** Teachers coordinate with parents of slow learners on regular basis to cater the special needs
3. **Mentor -Mentee meetings :** Mentor-mentee interaction keeps faculty in constant touch with students, irons out academic and personal issues, stimulates overall personality development.
4. **Extra classes :** Some tutorial classes are taken as remedial sessions for slow learners.
5. **Co- Curricular Activities:** Slow learners are encouraged to take part in different

activities(Societies and committees) to identify their strength to promote holistic Growth.

6. **Counselling Sessions:** Personal, academic and career-related counselling is given from time to time. Home assignments are given and evaluated on a regular basis.
7. **Peer learning :** This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills.
8. **Library E-Resources :**E- notes are provided to students for specific learning needs by library e-resources.
9. **Categorization of Subjects on the basis of level of difficulty :**Subjects are categorized on the basis of difficulty level;five hours are allotted per week for the subjects with higher difficulty level.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional Information | <a href="#">View Document</a> |

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 26.59

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

Response: The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. For holistic development of students,Institute promotes students'societies in scholastic and co scholastic areas in all capabilities.

**Experiential learning-** Existential investigation is facilitated by participation of students in activities organized under the umbrella of the following societies,“MERAKI – The Fine Arts society” MERAKI helps to develop a sense of creativeness and patience and to develop the soft skill set.“NATURE KNOCKS- The Eco Society” provides a platform to sensitize students about social cause and environmental matters. “INNOVATE- The Technical Society” gives hands-on experience on developing client software and learning about the development cycle practically while gaining theory knowledge simultaneously.“INNOVISION – The Photography Society” significant outdoor activity.Various Industrial



visits are also organized to give the practical knowledge to the students. University syllabus scheme also provides an opportunity of learning by doing as Minor Project Report, Summer Training Report and Major Project Report are integral part of every Management programs.

**Participative learning-** Students are encouraged to participate in various curricular and co-curricular activities organised in collaboration with prestigious organisations. (Students –articles in creation, paper publication) “TARK – The literary Society” aspires to instil, nurture and promote the art of debating, writing and poetry among students by providing platform to the scholarly students. “ARTHANITI- The economics society” encourages students to participate in different Group Discussion, quizzes, and panel discussion activities throughout the year about the national and International pressing economic issues. “SYNERGY - the society functions with Content, Outreach, Sponsorships, Design, Events and the Research department and enhance the competitive spirit of participants and get a gist of how things work in the real corporate and business world and hold different sessions to cultivate the entrepreneurship mindset.“ADVERTERE – The Marketing Society” ADVERTERE conduct different events such as: Markethon '21, flagship marketing event which consists of an array of events, panel discussions and workshops.

**Problem solving methodologies-** Simulation technique is used in classroom to equip them with real working environment. In B.Ed. before going to schools for internship rigorous simulations in small groups under teachers mentoring is a routine to enhance the teaching skills. Software like Tally, SPSS is used to give hands on knowledge of the practices followed in industry. Add on courses on advance excel, heackathon, summer school and winter schools etc. to give opportunities to students to horn their skills through problem solving. Institute societies organizes various events to motivate and introduce the problem-solving approach in a more entertaining way, “REKT – The Gaming Society” helps students to build essential skill set like managing events and internal order, team & synergy building, networking. “ENACTUS -give exposure to students about the practical implementation of the theoretical knowledge. Students will gain first-hand experience on how to initiate and work in a start-up, it inculcates leadership, innovative thinking and management skills. “VITT – The Finance and Investment Cell” Students get insights about the financial literacy.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

**Response:**To be in terms of the growing needs of ICT in the teaching learning.Institute is providing ICT enabled classrooms with LCD projector installed which helps in the e-learning process. ICT can enhance the quality of education by increasing learner’s motivation and engagement.

1. The College has a **Wi-Fi Enabled Campus** which helps the teachers and students to stay connected to the internet and learn and teach the updated information. Precisely **29 classrooms, allLabs and**



Response: 87

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| Mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

Response: 100

| File Description   | Document                      |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | <a href="#">View Document</a> |
| Institutional data in prescribed format                      | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

Response: 56.35

**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 57      | 46      | 44      | 37      | 36      |

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

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 9.34

#### 2.4.3.1 Total experience of full-time teachers

Response: 812.8

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

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

Response:

- MSI, being a constituent college of Guru Gobind Singh Indraprastha University, is bound by the University rules regarding Internal Assessment.
- It gives 25% weightage in overall assessment of the students. The breakup of Internal Assessment as prescribed by the University is as follows: Class Test-I :(Written Test Compulsory)[15Marks] ;Individual Presentation/Viva- Voice/Group Discussion/Class Participation [10Marks]..
- Teachers ensure that the students are aware of the Internal Assessment Evaluation Criteria. It is discussed with them in detail to enhance transparency and rigor with a view to focus on individual and original work.
- The criterion is objective and transparent devoid of any bias on the part of the teacher. Students are informed in advance that independent learning, original thinking and new ideas will be given additional points.
- Assignments and tests are regularly conducted and students are given multiple opportunities to improve their performance. A variety of techniques and methods such as MCQs, Analytical tests, Case studies, Book Reports, Classroom presentations, individual and group projects are employed.
- The College encourages the teachers to adopt innovative methods such as Open Book Tests, MCQs and Analytical Tests, etc. on a continuous basis before semester-end examinations held by the University. Teachers also bridge the knowledge gap of the students through innovative pedagogical practices employed in tutorials. According to individual needs of the students, sometimes personalized and individual evaluation methods are evolved, especially for foreign students and students with disabilities. Remedial classes are also offered in various subjects to provide additional help.
- Students are given the opportunity to improve upon their performance through re-tests and one to one discussion in tutorials. Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments.
- Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum of some courses allow skill enhancement through Practical Sessions and continuous evaluation is done through testing of skills developed.

- Disciplines such as Commerce, Computer Applications, Economics and Mathematics have Practical Components as part of their Curriculum which focus on problem solving skills using ICT techniques and Software.
- The institute has an Examination Committee for the smooth conduct of exams.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

#### Response:

Response:

- MSI, being a constituent college of Guru Gobind Singh Indraprastha University and therefore it follows the guidelines set by the University for the conduct of examinations.
- At the end of each semester, there is a final exam which is uniformly conducted for students across all the constituent colleges of IP University. The final exam for each paper has 75% weightage of overall assessment and the remaining 25% constitute internal assessment marks. The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Tutorials, Assignments, Projects and Presentations. All of these together constitute an integral part of Internal Examination which is carried out in a well-planned and systematic manner.
- The institution has a well-defined system in place to deal with examination related grievances. For this purpose, there is a student grievance redressal committee.
- The College follows a completely web-enabled (online) internal assessment and attendance management system. Assignment and test / project marks are uploaded on the Google Classroom.
- The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment. The evaluated papers related to internal examination consisting of class tests, assignments, projects, etc. are returned to students with detailed remarks and suggestions for improvement. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any.
- The final Internal Assessment marks are reviewed by the Departments. If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College. Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

#### Response:

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. PO's incorporate many areas of **inter-related knowledge, skills and personality traits** that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the **essential and enduring disciplinary knowledge, abilities** that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

The Institute uses following avenues to make the students and faculty members aware of the learning outcomes:

1. **Course curriculum** states expected learning outcomes for **each subject of all the courses**. The same are made known to all the **stakeholders** through **University Syllabus** which is available on **websites of university and Institute**.
2. **Lesson Plan** – The institute has a practice of **planning the semesters** well in advance to facilitate smooth execution of work. Individual Faculty members prepare their lesson plan in the beginning of every semester for every subject taught by them. This ensures that the learning outcomes are achieved **well in time**. For the first year subjects emphasis is being laid on the concepts **core/fundamental** followed by **skill development** and competency building in the successive years. By the time students reaches to the final semester the focus should be positioned on **critical thinking** approach and **application based methods**.
3. Interactive sessions with students during the **Orientation Programmes at the institute level, Director's address** and inside the classroom by individual subject teachers **at departmental levels** are utilized for informing students about the learning outcomes of their course/program.
4. Apart from aforementioned modes, **meeting of staff with Institute's Director, departmental meeting by HOD's** are conducted to disseminate the expected learning outcomes to the faculty members. Students are made aware of the course specific outcomes through orientation programme, class representatives meetings with the HOD's, Director and classroom discussion.
5. The college encourages teachers for their participation in **workshops, seminars, conferences and FDPs** to enrich them to attain the outcomes while teaching learning in the classes. Faculty representatives

actively participated in workshops on revision of syllabus organized by the GGSIP University. Acted as members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and **excel the quality of teaching learning.**

| File Description                                    | Document                      |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                   | <a href="#">View Document</a> |
| Paste link for Additional information               | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

MSI monitors the progress of program outcomes, programme specific outcomes and course outcomes on **continuous basis** through **direct and indirect methods.**

1. Direct methods are provided through **direct examinations** or **observation** of student knowledge or skills against measurable course outcomes. Students under university examination are evaluated for **75% of total marks and institution for 25% marks** as internal assessment. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams, students projects, assignments, class tests, presentations and internal assignment.
2. Students participation in the **internship programme** boosts their confidence and help them in imparting the **requisite skill-set.** At the end of each semester, university conducts examinations based on the result published by **university the course outcomes are measured.**
3. Internal tests are conducted per semester to ensure that students have achieved desired level of **competencies at module level.** Each faculty maintains student's record every year and remedial steps in the forms of **extra lectures is being provided to the slow learners.** A detailed analysis of the student's progression is done by checking out student's result of **each semester.** To evaluate, whether corresponding course outcomes are achieved or not. According to the performance of the student in answering each question, **mapping is carried out with the respective course outcomes for assessing the attainment level of the specific course outcomes of the subject.** Finally, the students result data showcase the overall **mapping of the programme objectives and course outcomes.**
4. One of the key programme outcome of any degree course is the **employability** of students upon successful completion of their programme. **The college has an active placement cell.** The cell work day and night acts as a bridge between the external market requirements and the MSI students and help the students in getting them placed.
5. Moreover, MSI accumulates, **feedback from students, alumni** and **parents** which is an **indirect**



and important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

6. Student's participation in various **competitive exams** is also another benchmark in attaining the **course outcomes of an institute**.
7. Last but not the least, **higher education is** another important parameter to measure attainment of programme objectives, programme specific outcomes and course outcomes is through progression of students towards higher studies in **premier educational institutions in India and abroad**.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 97.14

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 715     | 711     | 675     | 694     | 535     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723     | 717     | 686     | 720     | 576     |



| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Paste link for the annual report        | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

| <b>2.7.1 Online student satisfaction survey regarding teaching learning process</b> |                               |
|---|-------------------------------|
| <b>Response: 3.15</b>   |                               |
| <b>File Description</b>   | <b>Document</b>               |
| Upload database of all currently enrolled students (Data Template)                  | <a href="#">View Document</a> |
| Upload any additional information   | <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: 1.32

##### 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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.11969 | 0       | .20000  | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| e-copies of the grant award letters for sponsored research projects / endowments | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

##### 3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 3       |

| File Description                        | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Paste link to funding agency website    | <a href="#">View Document</a> |

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

**Response:** 157

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 40      | 29      | 22      | 36      |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response:** 1.68

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 26      | 27      | 42      | 32      | 3       |

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

### 3.2.2 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:** 3.38

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60      | 93      | 43      | 63      | 3       |

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

## 3.3 Extension Activities

### 3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

**Response:**

Maharaja Surajmal Institute is actively and aggressively organizing and participating in various extension activities and outreach program to promote the Institute-Neighborhood community to sensitize the students towards community needs. The Institute believes in not only promoting the societal and community activities to sensitize students but also leading in shaping the students and faculty and staff into responsible citizens of the nation and imparting all round development of students in each vertical. Various Society Committee team members and organizers inculcate this awareness and goodness through various program like Cleanliness, Green environment & tree plantation, Gender sensitization, Cloths & stationary donation camp, Campaign - Say no to crackers, Hygiene and Environment Awareness, Plantation drive, Mental health awareness, Feed animal drive for stray cows, National Youth Day celebration, Road safety awareness campaign, NSS Day celebrations, Blood donation camps, Eco Club activities, Women Development and Empowerment activities, International Disability day activities etc.

All these mentioned activities have a positive impact on the students, and they developed student

community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students. Apart from this the significance of clean surroundings, hygiene, sanitation in the neighborhood, garbage disposal, and sensitizing the community at large to these vital issues. All these initiatives have gone a long way in the holistic development personality of the participants of these program. Blood donation camps strengthen the sense of empathy and compassion among donors and also install in them a sense of commitment and ethical responsibility. Program on women empowerment create awareness among girl students of their condition and their rights and among boys a sensitivity towards problems of women, leading to a lessening of gender bias and patriarchal prejudices. All this leads to informed, balanced, and responsible citizenship. The Institute is always leading the students and Faculty to keep update of all the most trending activities in Commerce, Technology, Management and in Education Excellence by providing them time to time subscriptions and through institute social media handles like Facebook, YouTube, LinkedIn, Twitter, Instagram.

All outreach program and events of Society and Committee of Institute are updated and followed and promoted through social media handles and class whatsapp groups.

The NSS cell of MSI is continuously promoting students to spread awareness about the societal issues like awareness program of Street Harassment, Old Age home Sewa by donating them clothes and their necessary items. The Eco club actively engage students in promotion of water conservation programs and Awareness programs like Ban on Use of Plastic items etc.

The NSS students aggressively participates in upliftment of various society and community by organizing awareness and donation programs with the collaboration of MSI faculty and departmental committee.

The Institute is imparting quality excellence in education and overall development for faculty by organizing FDP, National and International Conferences, Webinars, Workshops, Refresher program every year. The Institute also motivate the faculty towards research and development to groom their skills and uplifting their quality through Career Assessment Forms, Research Certifications and Excellence and Innovation Awards and Certifications.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copy of the award letters             | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 15

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 1       | 2       | 3       | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Reports of the event organized          | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 99.61

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2313    | 2190    | 2032    | 2068    | 1961    |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.4 Collaboration

**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

**Response: 33**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 8       | 11      | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copies of linkage related Document    | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response: 15**

**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 4       | 2       | 1       | 2       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information                                  | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template)             | <a href="#">View Document</a> |
| e-Copies of the MoUs with institution./ industry/ corporate houses | <a href="#">View Document</a> |



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

Maharaja Surajmal Institute has a well maintained and resilient infrastructure conducive to teaching-learning. The Institute has **27 spacious classrooms** and tutorial rooms. **14 classrooms are equipped LCD projector facilities. 3 Seminar halls equipped with LCD projectors and PA system facilities, 1 Audio Visual room** equipped with video camera and LCD projector, a well equipped **Curriculum Lab**, an **Art Lab** and a **Language Lab** are also available.

Institute has **9 fully air-conditioned state of the art Computer Labs** with ultra modern **257 computers. 4 labs are equipped with wall mounted LCD projectors.** These labs have adequate computer equipment, printers, internet connectivity and projectors. Five standalone LCD projectors and open source software packages such as **Python, R, SPSS, MATLAB, C++, Linux, Java and licensed software packages such as MS-Teams, Windows, MS-Office**, etc are also available.

All the staff rooms are equipped with computer systems, webcams, headphones and internet facilities. All the classrooms, labs, and library are under Wi-Fi coverage. **A total of 72 computers are installed in staff rooms, library and office.** Total number of **Laptops in the Institute is 7.** All labs, staff rooms, library and office are equipped with printer facility. Institute uses **Google Classroom, Google Meet and Microsoft teams for conducting classes** and evaluation.

The well-stocked **College Library** is having a collection of **more than 30000 books. Reading rooms are fully air-conditioned** with seating capacity of **150 users. Library has a total of 28 computers out of which 18 are for library users with headphones with internet connectivity.** Book Bank facility is provided to all students. The library has a property counter, librarian's room, circulation (Issue/Return) counter, OPAC, Processing Section, Stacks and computer access. The library provides access to **Online Journals, NPTEL, NDLI (Institutional and Club member), Subject Notes, Previous Year Question papers and other useful E-Resources. DELNET facility may be used within or outside the campus using the username and password credentials displayed on the library notice board.**

The Administrative Block of the college consists of the **Chairman's room, Secretary's room, Treasurer Room, Director's room, Reception, Accounts Office, General Office, and the Caretaker's office** which are fully ICT enabled. Further there is an Auditorium with a total **seating capacity of 550 persons.** Academic events and co-curricular activities are organized in the auditorium.

Other facilities in the Campus include-

**Departmental Libraries (Issue and Return register is maintained)**

- **Girls Common Room**
- **Boys Common Room**
- **Hostel (130 Boys and 100 Girls)**

- **Hostel Mess**
- **Canteen**
- **CCTVs (137 in College & 51 in Hostel)**
- **Lawns**
- **Gardens**
- **Parking Space (Staff & Students- 100 cars & 250 two-wheelers)**
- **Indian Overseas Bank Branch**
- **Bank of India Bank Counter**
- **Medical Room (with First Aid Facility)**
- **Lifts (2)**
- **Fire Hydrant**
- **Fire Extinguishers (39)**
- **Intercom Facility**
- **Wheel Chair**
- **Ramp (for Specially abled students)**
- **Microwave Ovens and Refrigerator (for staff members)**
- **Water Coolers with RO purification**
- **Photocopy Unit (providing services to the students at subsidized rates)**
- **Vehicles (1 Car)**
- **Washrooms (8 for Boys and 11 for Girls)**
- **Playground (with Sports and Store room)**

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

##### **Response:**

Maharaja Surajmal Institute is committed to offering resourceful infrastructure for holistic growth of students. It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities.

**Auditorium:** A spacious, fully equipped and air-conditioned Auditorium & Common rooms are available for the students to organize and participate in co-curricular, recreational and cultural activities. It was **established in 2005** and has a **seating capacity of 550 persons**.

The auditorium is equipped with state of the art infrastructure and equipment. The auditorium has excellent

acoustics and has Ahuja sound system with **eight speakers, four amplifiers and two mixers**. There are **four hand mikes, two podium mikes, two collar mikes and two standing microphones**. The auditorium has been provided with a **portable projector**. There is Full Stage System of lights consisting of **26 lights and a mixer**.

The hall has an air conditioning system, generator for power back-up and firefighting system. There are **four hand fire extinguishers and six entry and exit points** in the hall. It is covered under CCTV surveillance.

**Seminar Halls:** Maharaja Surajmal Group of Institutes have well-equipped Air-Conditioned state of the art **three Seminar Halls with seating capacity of 120 persons each**. The seminar halls are being used to organize various co-curricular & cultural activities for students and staff. The seminar halls are well furnished and equipped with **modern projector, public address system and other audio-visual aids**.

**Sports Ground:** The College takes pride in its comprehensive sports training and fitness infrastructure. It has a spacious pollution-free Playground of **2.94 Acres with panoramic green carpet lawn**. Apart from being used on daily basis, Sports activities are organized round the year. **Annual Sports Meet is a regular feature** which is organized for students as well as for the staff members. It consists of different track and field events like **800 mtrs, 400 mtrs, 200 mtrs and 100 mtrs races for Boys and Girls, 4 \* 200 mtrs relay race for Boys and Girls, Shot put for Boys and Girls, Discuss throw for Boys and Girls, Tug of War for Boys and Girls** etc. **Badminton, Football, Cricket, Volleyball** events are also organized.

#### Outdoor games

Sports ground consists of **Football Ground, Volleyball Court, two Badminton Courts and a Cricket Ground**. Sports items include Bats, Balls, Wickets, Mat, Gloves, Pads and Kits for Cricket, Net, Racquets and Shuttles for Badminton, Goal posts, balls for Football, Net and Ball for Volleyball.

#### Indoor games

A Multipurpose hall is used for indoor games and Yoga practices by students. Two Tables, racquets and balls for **Table Tennis, Carom and Chess boards** are available in the Institute.

#### Open space (Hawa Mahal) for cultural activities

The vibrant space in ground is also used for various exhibitions and festivals besides sports. It has been an active space used for cultural activities like music, theatre in particular **street plays, talks, poetry reading sessions, and art and photography competitions**.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**LMS, etc. (Data for the latest completed academic year)**

**Response:** 90

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

Response: 27

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 8.68

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2.02    | 21.974  | 45.812  | 38.678  | 23.039  |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload audited utilization statements                  | <a href="#">View Document</a> |
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

- Name of ILMS Software - **Alice for windows (AFW)**
- Nature of Automation (fully or partially) - **fully automated**
- Version- **current version being used is 6.00.016.**

- Year of Automation- **automated since 2006**

An integrated library system (ILS), also known as a library management system (LMS), is an enterprise resource planning system for the library, used to track items owned, orders made, bills paid, and patrons who have borrowed.

Maharaja Surajmal Institute's Library is using "Alice for windows (AFW)". It is a product of "Softlink Asia Pvt. Ltd." and is established in Brisbane, Australia.

Alice for Windows is an integrated library automation software package. Softlink has been exclusively dedicated to the development and support of advanced knowledge, content and integrated library management solutions.

Alice for Windows comprises modules required for day-to-day transaction of a library, i.e., management, circulation, inquiry, and reports and utilities. It is important to mention here that OPAC module is known as inquiry in AfW.

Maharaja Surajmal Institute's Library is **fully automated**. All the processes like Management (Record of users and books), Cataloguing, Circulation, Periodicals, Barcoding, Web-OPAC Search etc. are fully done with the help of library management software "Alice for Windows" provided by Softlink Asia Pvt. Ltd. Maharaja Surajmal Institute's library is **automated since 2006**, the **current version being used is 6.00.016**.

Various modules used are:

- acquisitions (ordering, receiving, and invoicing materials).
- cataloging (classifying and indexing materials).
- circulation (lending materials to patrons and receiving them back).
- serials (tracking magazine and printed journals holdings).

WebOPAC (OPAC stand for online public access catalog (public user interface).

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

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

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 2.84

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.89848 | 7.07781 | 1.07657 | 0.63391 | 3.53002 |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Audited statements of accounts                         | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 2.08

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 50

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

1. MSI has 9 well equipped, spacious and well maintained computer labs with 257 latest computer systems which are interconnected to each other through LAN. 72 computer systems are available for Library and Staff members. The college uses Dell, Acer and HP workstations. Computer Labs have adequate number of desktops maintaining student to computer ratio of 1:6 which is as per the requirement of affiliating University. Labs are updated on a regular interval with new computer systems of latest configurations. **37 computers worth Rs 15 Lac approx and 6 computers worth Rs 2.7 Lac approx were purchased in Dec 2019 & April 2021 respectively. UPS, Printers and HDD worth Rs 47080 were purchased in April 2021. 30 Chairs worth Rs 85845/- were purchased in September 2020.**

2. In addition, there are 45 Deskjet printers in labs, library, staff rooms and office.

3. The college uses 18 LCD projectors and 7 Laptops. 6 speakers, 6 headphones and 10 webcams & 8 digital pads worth more than **Rs 60000/-** were also added to provide online teaching during Covid-19 time.

4. The College has employed a 6 full-time Technical Assistants to support ICT infrastructure. Besides, the **maintenance of the computers is outsourced to M/s Systemtek Computers at the rate of Rs 190427/- which is renewed annually.**

5. Computing and **internet facilities** are available to all teachers and students on the campus. A Leased line has been **upgraded to 200 Mbps from M/s Shyam Spectra Pvt. Ltd. which would bear a cost of Rs 620000/- to the Institute. Access to Internet facility is protected with firewall system bearing a cost of Rs 3.75 Lac approx.** Computer systems in labs are connected via high speed LAN whereas all the floors, labs, library are fully under the coverage of Wi-Fi.

6. Auditorium, Seminar halls and Conference hall are ICT enabled. The auditorium has excellent acoustics and has Ahuja sound system with eight speakers, four amplifiers and 2 mixers. There are 4 hand mikes, two podium mikes, two collar mikes and two standing microphones. The auditorium has been provided with a portable projector. There is Full Stage System of lights consisting of 26 lights and a mixer.

7. This infrastructure is complemented by computer networking devices, scanners and interactive teaching board etc.

8. The institution provides access to desktop systems, laptops, scanners and printer to both faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning

All the software packages such as Python, R, SPSS, MATLAB, C++, MS-Teams, Windows, MS-Office, Linux, Java etc are also available for the students and faculty members. **Institute spends more than 5 Lac per year on Microsoft campus agreement and MS-Teams software.**

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 7:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

**4.3.3 Bandwidth of internet connection in the Institution****Response:** C. 10 MBPS – 30 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 25.23**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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 80.27   | 93.211  | 77.09   | 78.832  | 65.090  |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Audited statements of accounts                         | <a href="#">View Document</a> |

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**



**Response:**

MSI makes budgetary provision under different heads for maintaining and utilizing the campus infrastructure facilities. **A Care Taker & Maintenance Engineer oversees the maintenance job** carried out by trained in-house professionals. Maintenance service of **ACs, Water Coolers & purifiers, Lifts, CCTV, Biometric & Intercom facility is outsourced through AMC (Annual Maintenance Contract)**. Institute outsources the **House Keeping & Security service** which takes care of cleaning of floors, classrooms, labs, toilets, regular cleaning of water tanks, water coolers, proper garbage disposal, pest control & overall security of the campus.

**Purchase committee** is responsible for purchase of furniture and equipment on regular basis as per the requirements. **Purchase Committee is consisting of the faculty members, Director MSI and senior functionaries of the Management Committee of MSI. Repair & maintenance committee is consisting of faculty members from each department, Store Keeper and Maintenance Engineer.** Hardware and software are continuously upgraded to ensure the market relevance of acquired skills.

**Classrooms**

The College has ICT enabled, well-functioning and maintained classrooms and tutorial rooms. Class coordinators and H.O.Ds take care of the need of students and maintenance of the facilities. Separate **registers** are maintained for the **complaints like electricity, plumbing, water coolers, ACs etc.** General complaints of electricity and plumbing are handled in-house by the regular electrician/plumber.

**AMC technicians** are called for the complaints like **ACs, Water Cooler** etc. ICT related complaints are forwarded to AMC technicians who are available full time in the campus. Other maintenance issues are taken care by Maintenance Engineer of MSI. Housekeeping is outsourced. A team of efficient workers is responsible for keeping the classrooms and college premises clean.

**B.Ed Laboratories**

The **B.Ed Lab** containing print, audio-visual and teaching-learning resources is maintained by **Lab In-charges** with assistance of supporting staff. They maintain records of resources, handle issue and return of equipments and teaching learning material.

**IT Infrastructure**

**IT LAB maintenance committee is comprising of 5 members (2 faculty members and 5 technical staff members).** All computers in the college have **UPS facility. Stock verification** of IT lab is done by a committee consisting of Teaching and Lab staff on regular basis. **Microsoft campus agreement is renewed every year.**

**Complaint register is maintained in labs. Suitable complaints are forwarded to AMC staff that is available full time in campus.** The College has outsourced the regular support services relating to computer hardware and software (i.e, Computers, Printers, LAN facilities, Modems, Routers, Internet facilities including Wi-Fi, Broadband etc.).

**Library**

A **Library Committee comprising of the Librarian and members of all Departments** meets regularly to discuss improvement/update of facilities provided by the library.

The Library is maintained by 5 staff members headed by the Librarian. Daily dusting of books is done to maintain their shelf life.

Library staffs conduct stock verification involving counting of books and matching the numbers with official records every year.

### **Sports**

A **Sports Committee comprising of one full time regular Assistant Professor and other faculty members from different Departments** holds regular meetings for maintenance of sports infrastructure.

Sports equipments are maintained by an Attendant. He also ensures regular upkeep of Fitness room, Badminton Court, Table Tennis Court, Cricket & Football ground.

The Sports Ground in College is maintained by a team of dedicated gardeners and attendant.

### **Canteen**

The food is prepared and served hygienically by 10-12 workers who wear aprons, head covers, service hand gloves etc. Canteen infrastructure is cleaned on regular basis to maintain the hygiene.

### **College Lawns**

The College has a team of six efficient and experienced gardeners to maintain the lawns and flora of the College. Plantation drives are conducted every year to increase the green cover of the campus. Maintenance of Gardening and Beautification is outsourced to **BHAGWAN DAS at the rate of 35000/- per month.**

### **Hostel facility & Rooftop Solar Water heaters for Hostel**

Hostel facility for girls and boys are available in the campus. Separate Wardens are the in-charge of both the hostels. Facilities and cleanliness in men's and women's hostel is maintained through Hostel Monitoring Committee.

Rooftop Solar Water heaters with a unit generation capacity of 2000+1500+1000 LPD (liter per day) per year, installed and maintained by **Solar & Environment system Private Ltd at the rate of Rs 265500 per year.**

### **Procedures & Systems for Maintenance of Other Supporting Facilities**

- Fire-fighting system is in place and inspection is done every month by a **Committee**. Repair and maintenance work is performed on the recommendation of the committee. Fire safety certificate is also sought from Delhi Fire Service as per norms.
- A Firewater Pumping System has been set up that covers the entire College.

- The College water tanks are cleaned on regular basis by cleaning staff. The **PUREWELL RO SYTEM PVT LTD** is responsible to clean and maintain the RO & water cooler (water purifiers) of the institute on regular basis at a rate of **Rs. 74072 per year**. Separate AMC is given for RO systems of hostel at a rate of **Rs 27060 per year**.
- An annual contract with **Mega Lifts and Esclators Pvt Ltd**. ensures maintenance of the two lifts in College at the rate of **Rs 70800 annually**.
- The College has a **power generator of 125 KVA** which was earlier maintained by M/S Power Enterprises and currently being maintained by **M/S Singh Generators** at the rate of **Rs 11800 per year**.
- AMC of Biometric Machine is given to **M/S SK Technologies**.
- There are 137 CCTVs in MSI and 51 CCTVs in MSI Hostel which are maintained by **M/s Satvision Comm. & Systems at the rate of Rs 130700 annually**.
- Institute maintains its own website with versatile features which is regularly maintained and updated by faculty members.
- EPABX System is maintained by **M/S Gyan Telecommunications**.
- ACs and Water Coolers are maintained by **M/S Daman Intercool Systems** at the rate of Rs 158600 annually.
- **Security and Housekeeping** Contract is given to **DKSA Securities**.
- Institute maintains its own website which is regularly updated. Online fee payment facility is available through website.
- Banking facility is available within the campus with **Bank of India** and **Indian Overseas Bank**.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 1.98

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 65      | 48      | 22      | 38      | 39      |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.78

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 50      | 40      | 36      | 30      | 34      |

#### File Description

#### Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

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

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

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 33.41

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 640     | 600     | 761     | 755     | 760     |

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

**5.1.5 The Institution has a transparent mechanism for timely 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:** C. 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 36.79

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 226     | 310     | 273     | 229     | 218     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Self attested list of students placed   | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 17.15

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 124

| File Description                          | Document                      |
|---|-------------------------------|
| Upload supporting data for student/alumni | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 80

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 73      | 21      | 51      | 18      | 0       |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 73      | 21      | 51      | 18      | 0       |

**File Description**

**Document**

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 5.3 Student Participation and Activities

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

**Response:** 23

**5.3.1.1 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) year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 5       | 7       | 2       | 5       |

| File Description                           | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format    | <a href="#">View Document</a> |
| e-copies of award letters and certificates | <a href="#">View Document</a> |
| Any additional information                 | <a href="#">View Document</a> |

### 5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

#### Response:

MSI Students Representation and Engagement in various committee are as follows:

**GGSIPIU Campus Ambassador:** Two students were nominated as Campus ambassador of MSI in GGSIPU.

**Class Representatives at Institution Level:** Two class representatives (CRs) are selected from each class. CRs represent the different concerns of their peers before the class coordinator, HOD, and even meet regularly with the Director MSI to discuss various issues they might be facing. These regular interactions remove scope for any communication gaps and help the institute develop action plan accordingly. CRs are responsible to communicate with the class for conveying messages and information regarding events as well as placement and internships.

**MSI Student Societies:** There are 16 student societies for Quizzing, Debate, Photography, Dramatics, Music, Dance, Technical Society, Entrepreneur, Theatre, Literary events. Student coordinators of these societies select students from all the classes and make teams for different events and allot responsibilities for conducting the events. They then organize all events under guidance of the faculty members. After the event, they handover the reports to their faculty coordinators.

**IQAC Cell :** MSI encourages students to be active members of Internal Quality Assurance Cell for promoting academic excellence. In every meeting of IQAC, student representatives participate and give their valuable inputs.

**MSI Publication Committee:** Students from all departments become part of MSI Publication Committee and help in designing of MSI Newsletter, Student Brochure, Hostel Brochure etc.

Students assist in organizing activities for various cell



| S. No | Committee/Cell                        | No. of Students |
|-------|---------------------------------------|-----------------|
| 1.    | NSS                                   | 449             |
| 1.    | E-Cell                                | 22              |
| 1.    | Women Development Cell                | 24              |
| 1.    | IQAC                                  | 6               |
| 1.    | Class Representative                  | 56              |
| 1.    | GGSIPIU Campus Ambassador             | 2               |
| 1.    | MSI Publication Committee             | 5               |
| 1.    | Student Grievance Redressal           | 10              |
| 1.    | Committee for student of Minority     | 14              |
| 1.    | Committee for Student with disability | 3               |

**NSS Cell-** Students representatives conduct various social activities or community service and encourage students to participate in process of nation development by inculcating social welfare thoughts among students

**Entrepreneurship Cell-** The student members along with faculty coordinators organizes various events for the following purpose:

- To bring entrepreneurial flair in students.
- To provide students a platform which gives the number of innovative opportunities to develop entrepreneur skills in them.

**Anti-Ragging Cell** –The student members of the Cell help in organising programmes to bring awareness of the harmful effects of ragging and bullying. In addition, they ensure discipline in the college campus by encouraging students to observe the rules of the college and instill environmental consciousness.

**Eco-club Student Representatives-**They create awareness among students regarding the necessity of making the college a plastic-free zone and stress the importance of maintaining personal health, hygiene and cleanliness in and outside the college.

**Cultural and Sports Committees**-Students have strong representations in all cultural and sports committees and help in organization and management of cultural events such as Genesis, Annual Sports Day, Academic events including seminars and workshops, National celebrations and various NSS and social service activities.

Thus, the students have an active representation with respect to academic, co-curricular and extra-curricular activities of the college.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 18.2

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 42      | 28      | 3       | 9       |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in 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:**

MSI Alumni Association is registered under the Societies Registration Act of 1860 on 27th March 2019. It organizes alumni meets regularly, which serve as a platform to bridge the gap of student – alumni interaction to inspire them to excel further in their respective career. Alumni Association has contributed towards the Institute as follows:

**Alumni Interaction:** It has established a link between the alumni and students, promoting the exchange of educational and business experience, social-cultural interaction, along with a sense of pride and goodwill among them through regular get-togethers.

**Alumni Meet:** Alumni association meetings take place yearly and future plans are discussed in the meetings. Along with the association meeting, an annual alumni meet is also organized at the institute level every year.

**Career Guidance:** The Alumni share various new thoughts, ideas and experiences with MSI students and help channelize the efforts of students seeking superior opportunities to learn and grow.

**Entrepreneurship Awareness:** It has contributed towards bridging the gap in academic curriculum and industry requirements, by emphasizing on inculcation of entrepreneurial skills in the students. Alumni who are entrepreneurs like Mr. Ujjwal Seth, Batch 2016-19, who started Mechanify, an electric wheeler service at doorstep, have been providing inputs on how to start a new venture, turning them into job providers.

**Campus Placement:** Alumni extend their support for campus placements as well as opportunities for summer and winter internships for HR, Finance and Marketing, IT students from time to time like Sahil Madaan, working with ZS associates Ltd. and Ramneek Singh, working with Software One Ltd. are MSI alumni who have helped start campus drives of their respective companies for MSI.

**Alumni as Resource Person:** Alumni are invited as resource persons at various events, guest lectures and panel discussions to provide inputs and share their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge and corporate working culture. Mr. Karan Sharma, BCA (2017-20) batch, continues to guide students by conducting various pre-placement sessions for Deloitte, where he is currently employed.

## **MSI PRIDE ALUMNI**

It honors distinguished alumni of MSI, who have brought national/global acclaim in their respective domains. Mr. Akshay Maharabhushanam, student of BCA Batch(2018-2021), Double Black Belt holder who has won many Gold Medals for India in International, National and state level Karate Championships was awarded with the Best Student Award 2020. Mr. Varun Verma, BCA Batch(2010-2013), who was crowned Mr. India Supranational 2019 and Miss Vidhi Jain, BBA Batch(2018-2021), who was crowned as Miss India Universe 2019, were grandly felicitated by the institute.

The Alumni Association mirrors the positive efforts undertaken by the institute to enhance the quality at external as well as internal level and have a pivotal role in shaping and preserving a lasting relationship between the former and existing students on one hand and the institute and the society on the other.

Attached:

- Alumni Association Registration proof
- Alumni Meet Year Wise
- Facebook Page of Alumni Association
- Proofs of interactive talks by Alumni
- Startups by Alumni

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

##### A. The Institution's vision and mission are described below: -

**Vision:** MSI is committed to provide the distinctive learning environment for the development of professional competencies and skills, for understanding of self and others, to learn to solve personal and social problems and continually improving the overall performance of the “Quality Management System.”

**Mission:** Developing new paradigms in education in management, computer application, e-business, teacher education and national values leading to student empowerment with an inclination for creative and cohesive group functioning in a global scenario.

The mission and vision of the Institute are made known to the members, faculty and students in the following ways:

- The Hon’ble President shares the vision, mission and moral values during various occasions and meetings.
- They are displayed in the Institute Premises.
- It is included in the institution magazine “Creation” also.

**B. Nature of Governance:** The institution follows a **democratic and participative mode** of governance with all stakeholders and members of the Institute. The **Governing Body** delegates authority to the **Director, Head of the Institute** who, in turn, shares it with **the Heads of Departments** of various programmes. The **administrative department** and **Convenors of various committees** constituted by the Director comprising of the **faculty members and staff** play an important role in implementing the institutional policies and healthy practices on the campus to inculcate the spirit of national integrity and social responsibility.

##### C. Perspective Plan

The institution has **Higher Education Advisory Sub-Committee with Director, MSI** as a Member Secretary and has developed a long-term perspective plan for the growth and development of the Institute in a systematic and phased manner.

1. The Institute has planned to start the new programmes **BBA (LLB)/BA (LLB)(5-year integrated) and MBA Programme** both at the undergraduate and postgraduate levels for **horizontal and vertical expansion** respectively with effect from Academic Session 2021-22.
2. The Institute has also planned **the establishment of a University** under the aegis of the Surajmal Memorial Education Society for its vertical expansion.

3. Further, the Institute has also planned **horizontal expansion** by starting **second shift** in **B.Com(H) Programme** with student intake of **60** with effect from Academic Session 2019-20 and increasing the student intake in **BCA Programme (second Shift)** by **60** with effect from Academic session 2021-22.

#### D. Participation of Teachers in Decision-Making Bodies

**Heads of Departments** of different programmes enjoy **administrative autonomy**. Teachers participate in various decision-making bodies:

- **Teacher's representatives** on the **Governing Body**
- **Members of the Purchase Committee, and Hostel Committee.**
- **Conveners and members of the various committees** constituted for the routine functioning like the **Examination Committee, the Admission Committee, the Library Committee, the Publication Committee, the Seminar and Research Committee, etc.**
- Teachers also discharge pervasive roles as **motivators and leaders of cultural and socially conscious activities** in the institution like the **NSS unit, Women's Welfare Cell, and Eco Club** among other laudable cells and societies.
- Teachers also strive to motivate students for their overall development through various **skill-based and talent-enhancing activities** so that they can contribute to society as responsible citizens.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

##### Response:

The institution practices decentralization and participative management to ensure **transparency** in keeping with its belief in collective leadership and democratic traditions. This practice is reflected in all the **three important pillars of the institution, viz. academics, administration, and extra-curricular activities.**

- **The administration is decentralized** in the way that the Director with the support of Heads of the Departments and various committees participates in decision-making which creates an environment of organizational participatory democracy. The institution emphasizes the inclusion of all the employees working at different levels. **All the major stakeholders of the Institute including Management, the Governing Body, the Director, Teaching and Non-Teaching Staff, Parents, Students, and Alumni work in a democratic way of governance** following the tacit rules of accountability in the execution of their duties and responsibilities.
- The Institute supports a **culture of participative management** which is visible in the way the functioning of each department takes place as described below:

1. The Governing Body delegates all the **academic** and operational decisions based on policy to the **Director, HODs, and Committee members** to achieve the vision and mission of the MSI.
2. Top management **regularly meets** up with the faculty members and conveys their vision, objective, and other progress plans.
3. All academic and administrative activities are **decentralized** and **decisions are taken based on the discussion in Director's meetings with HOD.**
4. **Minutes of meetings** are documented and informed to all concerned.
5. **Periodical Meetings of the constituted committees** are held to plan, execute, monitor, and evaluate the intended Co-curricular activities. The benchmark for each activity is set to ensure quality administration through concerted efforts of all stakeholders.
6. **HODs** discharge their function as **agents of the academic and administrative processes** by proficient handling of their departments thereby contributing to the health and vibrancy of the management mechanisms in the institute.
7. **Class coordinators** organize and conduct the **Parent-Teacher meetings** in which the **academic progress** of the students is communicated to their guardians.
8. Faculty members often take the lead in planning **seminars, workshops, career counseling sessions, remedial measures, inter-departmental activities, industrial visits, and study tours.**
9. **IQAC** which plays a very important role in Quality Initiatives also has members not only from faculty, but also representatives of students, industry, and alumni. Even the suggestions from the alumni, parents and representatives from society and industry are also welcomed as they are involved as members of various committees.
10. **Grievance Redressal Cell and Internal Complaint Committee** is constituted to develop a responsive and accountable attitude among stakeholders in order to maintain a harmonious educational atmosphere in the Institute.
11. The practice of decentralization and participatory management is **reflected** in all the activities of the College through a strong and efficient **Organogram** of Committees/Societies which includes the IQAC, the Staff Council, Student Council, Time Table Committee, and various Cultural Societies.

The above enumeration of features comprising participatory management, points fairly to the ethics of decentralization which is integral to the institution and is reflected in its functioning at every level.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

For an organization, strategic planning is very essential to accomplish the Vision and Mission, which it dreams of. The Institute strategically plans to evolve as a **Centre of excellence** within the purview of its

vision and mission. The major planning is related to the optimum utilization of the area, infrastructure, and the cost-benefit analysis being a self-financing institution. The Institute strives to address the needs of society through innovative actions, plans, and policies. The implementation of the strategic plan is monitored from time to time by Higher Education Advisory Sub-Committee, Director, Academic Committee, and other committees through periodic review for the growth and development of the Institute in a systematic and phased manner.

1. The strategic plan to start the **second shift in Bachelor of Commerce (Hons.) affiliated with GGSIPU was initiated and successfully implemented in 2019** with a student intake of 60. The institute follows the course curriculum, examination scheme, and fee structure as prescribed by the University (*Letter No. F. GGSIPU/Aff.letter/MSI/2019-20/4380 dated 06.01.2020*).
2. The plan to increase the **additional intake of 60 students in the Bachelor of Computer Application programme (second shift) affiliated with GGSIPU was initiated and successfully implemented** w.e.f academic session 2021-22 (*Letter No. DHEA/18/ Misc./2019/P.F.V/ 3004-07 dated 28.09.2021*).
3. The institute has **developed and implemented the long-term perspective plan** for horizontal and vertical growth, expansion, and development of the Institute in a systematic manner.

a. **Higher Education Advisory Sub-Committee** of Surajmal Memorial Education Society (SMES) with Director, MSI as a Member Secretary looked into the nuances and scope of opening the Law College and MBA College and deliberated on space availability. The members of the committee decided to go with the growth and expansion plans of the Institute by starting the **BBA (LLB) (Hons.) and BA (LLB) (Hons.) (both 5-year Integrated) and MBA Programme** with a student's intake of 60 BBA(LLB), 60 BA(LLB), and 120 (MBA) from the academic session 2022-23.

b. The **action plan** has been prepared with the **proper time frame** to complete the different phases of approval from the **statutory bodies** (GGSIPU, AICTE) and **constitutional body** (Bar Council of India).

c. The plan includes the **requisite documents and the budget preparation** related to the instructional area, infrastructure, library, faculty, application/processing fee, affiliation process, etc. The finances involved/budget details to fulfill the requirements of infrastructure etc. were prepared.

d. The Institute has formulated the **requirement and timelines** for BBA (LLB)/ BA (LLB) and MBA of the following: Building Requirements, Library Requirements, Computer Lab Requirements, Teaching Staff and Non-Teaching Staff Requirements and Fees to be paid to the statutory Bodies.

e. The institute has obtained **provisional affiliation from GGSIPU** and is in process of seeking approval from Bar Council of India and AICTE.

f. The **Detailed Progress Report (DPR)** of BBA (LLB)/ BA (LLB) and MBA has been prepared and uploaded on the portal.

**The Institute is already running five programs and three new programs will commence from Academic Session 2022-23. (NOC - Letter No. DHE 4(13)/NOC/MSI/2014-15/2340-42 dated 6/5/22)**



| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

#### Response:

All the procedures and rules relating to the staff have been compiled into **service conditions and policy manual** of the Institute and are strictly adhered to. The organogram of the Institute describes the **decentralized structure of administration which is a cooperative effort of the Management, Director (Head of the Institute), teaching, non-teaching staff, and students with the cooperation and support of all stakeholders** in pursuit of the common objective.

1. The **Management** of the Institute (Surajmal Memorial Education Society) is the highest decision-making body that is in constant touch with the Director of the Institution on all matters related to smooth functioning.
  2. The **Governing Body** of the Institute meets at regular intervals to discuss issues relating to finance, infrastructure, faculty recruitment, and the matters related to the overall development of the Institute. The Governing body conveys all the decisions taken by the **Academic Committee** to the Director and staff.
  3. As Head of the Institution, the **Director** supervises the **administrative and non-teaching staff** which comprises Accountant, Office Assistants, Security and Maintenance staff, and Class IV employees, and also looks after the Raja Mahindra Pratap hostel on the premises.
  4. The **Director** is assisted by the **Deputy Director** and **Head of the Departments**. Director MSI calls the meeting of the Deputy Director and all the HODs for discussing all departmental issues.
  5. **Class Coordinators** are assigned for each class to ensure personal care, attention, guidance, counseling, evaluation, and assessment of each student. Moreover, each class has two **student class representatives** who bring issues concerning students of their respective classes to the notice of the class coordinator and HOD.
  6. Student Mentorship Programmes are organized to guide students and enhance teacher-student engagement.
  7. Under the administration of the Director, various **Committees and Cells** are formed like IQAC, Time-Table Committee, Examination Committee, Publication Committee, Student Feedback Committee, Students' Grievance Redressal Cell, Anti Ragging/ Discipline, sexual harassment cell, Women Development Cell, NSS etc. to maintain the discipline amongst the college students.
- Each **committee** consists of the **Convener and its members**.
  - The **Academic Committee** takes all the major decisions regarding academics-related work.
  - **Internal Quality Assurance Cell (IQAC)** works towards the realization of the goals of quality enhancement and sustenance and in monitoring the internal quality of the institution.
  - For smooth functioning, the **HODs and IQAC** conduct **meetings** on regular basis to discuss the

various issues at the departmental level.

- **Approvals** for all administrative requirements are forwarded to the higher authorities for necessary action.

8. The college believes in the overall development of the moral, physical and intellectual realms of the students. For the **holistic development** of the students and keeping in the mind the extracurricular activities, various **societies** at MSI Campus are constituted which are managed by the faculty members and students under the dynamic leadership of the Director.

9. Another important characteristic is its stakeholders like the students, parents, guardians, alumni, NGOs, Corporates, and Media Houses. Regular Feedback is taken from Students, Parents, and Alumni for the betterment of the institute and stakeholders.

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |
| Paste link for additional information         | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** D. 1 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces                        | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document            | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

**The institution has effective welfare measures for both teaching and non-teaching staff that is**

reflected in following ways.

## **LEAVE BENEFITS:**

### **1. Teaching Staff**

- The Institute provides salaries as per the 6th pay commission and leave benefits as per UGC norms.
- Casual Leave granted up to 8 days in a calendar year (i.e. 1st January to 31st December of that year).
- There is also a provision for 2 short leaves of 2 hours in a month in place of half-day casual leave.
- 10 medical leaves in a year that can be carried forward and accumulated if not availed in a year.
- Maternity benefits are granted to regular female employees with up to two surviving children.
- 10 academic leaves are granted out of which 2 such leaves are meant exclusively for Ph.D.-related work and the rest 8 are for attending seminars/ conferences/FDPs etc. from 1st August to 31st July.
- Study leaves a maximum of up to 24 months granted to a regular employee of the Institute who has rendered not less than 5 years of service.
- Extraordinary leave in special circumstances.
- Vacation leaves of specified duration and dates as notified by the academic calendar of the Affiliating University every year.

### **2. Non-Teaching Staff**

- Earned leaves (Accumulated up to 300 days in a service)
- 10 medical leaves in a year.
- Casual Leave granted up to 8 days in a calendar year.
- Maternity leaves are provided.
- Skill Enhancement Leave for Training & Development of Non-Teaching Employees.
- Compensatory Leave in place of work performed on a Sunday/ Holiday.

## **PROMOTION/INCREMENT OF STAFF**

- Career Progression Schemes (Career Advancement Report is used for career planning, growth, and monitoring that helps in standardizing the system of promotions/ increments and assessment of staff.
- Annual Increments

## **MONETARY REWARD**

- Research award for publication in SCI/SCIE/ESCI/Scopus journals, sponsored projects, consultancy project (Rs.5000/-)
- Award for patent number (Rs.20,000/-)
- Award for copyright (Rs.15,000/-)
- Best Faculty award (Teaching Staff) (Rs. 31,000/-) / Best Employees Award (Non-Teaching)(Rs.11,000/-)

## **TRAVELLING REIMBURSEMENTS**

- Local travel for official duties
- Travel within India and abroad for research work.

**EMPLOYMENT BENEFITS**

- Group Insurance Schemes by LIC.
- Employees Provident Fund.
- Payment of Gratuity.

**FACULTY DEVELOPMENT AND ICT FACILITIES:**

- Wi-fi enabled campus.
- Research cum Financial lab with SPSS software, R, Python, Tally, and advanced excel for research.
- Laptop/Desktop facilities are provided in the library (28 computers), staff rooms and office (44 computers).
- Institute organizes workshops, FDPs, seminars, and conferences, a total of 117 such programmes organized during 2016-2021.
- The institute sponsors the registrations to attend academic conferences and seminars.

**SUPPORT FACILITIES FOR TEACHING STAFF & NON-TEACHING STAFF**

- Subsidized meals in the hostel mess.
- Canteen facility
- Spacious Faculty Rooms and cubicles for non-teaching staff.
- Free Parking space within the campus.
- Staff provided with ACs / Water Coolers / Microwave / generator etc.
- Provision of staying in staff quarters.
- Sanitary pad vending machine.
- Open Door Access and direct reach to superiors/ Democratic Environment
- Bank facilities.
- Facilities such as lifts, ramps, and wheelchairs for differently-abled.
- Lunches organized on festive occasions
- Camp for Aadhar / COVID Vaccination
- Grievance redressal committee

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.****Response:** 1.86**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 00      | 02      | 02      | 02      | 01      |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 22.2

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 15      | 30      | 35      | 26      | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | <a href="#">View Document</a> |
| Reports of Academic Staff College or similar centers                                  | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template)                                | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 32.58

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 56      | 20      | 19      | 20      | 15      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View Document</a> |
| IQAC report summary   | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template)                                | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

Maharaja Surajmal Institute has evolved a **standard, effective, and well-developed Performance Appraisal System** for evaluating the teaching, research, and administrative activities of the staff (teaching and non-teaching).

#### Performance Appraisal System for Teaching Staff

All the **faculty members** are required to submit a self-appraisal form every year, along with all the documentary proofs, in the prescribed format as per the following parameters.

- Qualification up-gradation
- Research and Academic Performance/ Contribution
- Training, Courses, FDP, Workshops attended
- Papers presented in Conference/ Seminars/ Workshops
- ICT-mediated teaching-learning and E-Content Development and Deployment
- Results of the classes taught in the previous semester
- Contribution to co-curricular activities organized
- Research Publications
- Publications of books, Articles
- Professional/academic membership
- Contribution to providing service to the Department

The information furnished by the faculty member is duly evaluated by the Reporting/ Reviewing Officer, and the Director and the score sheet of each faculty member is submitted to the management.

#### Teachers' Evaluation by Students

Faculty feedback on the performance is also taken from the students during the semester of the subjects

taught by them. The **feedback form** is structured to elicit responses for parameters like

- Subject knowledge
- Communication skills
- Teacher's ability in creating an interactive environment
- Democratic classroom (interactive approach)
- Control over the class
- Punctuality in taking classes

These forms are then evaluated, analyzed, and communicated to the concerned faculty members for the betterment of the Teaching-Learning process.

### **Performance Appraisal System for Non-Teaching Staff**

The **performance of the non-teaching staff** is assessed on several parameters like:

- Responsibility: understands duties, accepts responsibilities readily
- Punctuality: arrives on time
- Dedication and Commitment to work
- Loyalty: supports and follows the institute's policies and guidelines
- Oral Communication: speaks effectively with seniors, colleagues & students
- Leadership: gives clear directions and listens to co-workers
- Teamwork & Relationships with fellow faculty and staff.

These feedback forms are analyzed by the Director of the Institute who counsels those non-teaching staff members whose performance has invited criticism or needs improvement.

**Management diligently reviews the completed faculty appraisal/performance appraisal forms and based upon their evaluation; the following benefits are accorded:**

- The performance appraisal is **used for Career Advancement** of the staff which is crucial for later promotions as per the norms. The whole system is carried out confidentially.
- Encouragement to a constant pursuit of **academic and research excellence** through words of appreciation and monetary assistance.
- Award of **“The Best Faculty”** and **“The Best Employee”** is given to the one who has excelled in his/her endeavor and to recognize their constant engagement with Institute's activities.
- Based on the reviews, **management approves** the organization of Seminars and FDPs within the Institute for supporting the faculty in **improvising their academic skills** every semester.
- All the important decisions by the Management for performance improvement are **communicated to the staff in staff meetings, department meetings, and governing body meetings.**
- The **performance evaluation** is also discussed with the concerned person for better performance by **Director and HOD.**
- The **performance** of staff members who have not fared well in the students' feedback is **closely monitored** for an improvement in the subsequent performance.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The institution has a pre-defined mechanism for internal and external financial audits.

**Internal audit** is a continuous process that results after every financial transaction, whereby the Institute itself carries out the initial stage of the internal audit.

In the initial stage, pre-audit is done by the accounts department. The internal audit is conducted for clarity, authenticity, transparency, and financial accuracy where Income/Expenditure Accounts are closely monitored and compared with the financial budgets prepared for the financial year.

The Institute is liberal, yet follows the strategy of restraint as far as expenditure is concerned. The proper procedure for purchases is adopted. Quotations are called for and prices are compared. The Institution has formed a Purchase Committee for the purpose.

#### External audit

The external audit takes place annually after the completion of every financial year. The accounts of the Institute are audited every year by a qualified chartered accountant firm. The income-expenditure statement and balance sheet of the Institute are prepared for each financial year and submitted to the Income Tax department by the approved auditor.

The process of checking and verification of accounts continues for 8 to 15 days every year. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper records with the concerned Department of capital expenditure are also checked and verified. Based on the suggestion given by the Auditor, the corrective measures to improve the process are incorporated.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)



**Response: 2.77**

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.50    | 1.43625 | 0.14    | 0.42    | 0.27    |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| Annual statements of accounts                          | <a href="#">View Document</a> |

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

##### Response:

The Resource mobilization policy of the Institution serves to identify the funds available for the smooth conduct of various programmes. As the Institute is a **self-financing Institution**, affiliated with GGSIP University, its income is primarily from **tuition fee receipts**, as fixed by State Government. Funds of the Institute are also generated from sources like **student activity fees, placement fees, and sponsorships** and are managed in a very effective and efficient manner.

The policy outlines the following procedures for optimum utilization of resources and efficient management of generated funds:

- The Institute has a **Governing Body, Planning and Purchase Committee, Library**, and various associated bodies which help in the **preparation, division, allocation, and utilization of funds**.
- **The budget proposal** is submitted to the governing body meeting for approval. After getting approval from the governing body the funds are allotted as per the proposal.
- The Institute's Treasurer in consultation with the governing body is responsible for the management of funds thereby ensuring transparency in the process. The **utilization** of these funds is ensured through **financial auditing** at the end of each financial year.
- The **purchase/expenditures** are made strictly according to the given **budget proposal** taking into account cost and financial constraints.
- The **Purchase Committee** decides the policy and procedure for purchasing any item. Each item is purchased by comparing a minimum of **three quotations** received from different vendors. A meeting with the vendors is conducted and the purchase order is issued to the final vendor. Each transaction is supported by vouchers.
- **Salaries, Provident fund (PF), and other incentives** are provided to the staff and are properly audited.
- Funds are effectively utilized to take care of **recurring expenses** like stationery, various bills

(water, electricity, telephone), newspaper, gardening, and postage expenses.

- Adequate funds are allocated for **effective teaching-learning practices** that ensure quality education (Seminars, Workshops, Inter-disciplinary activities, faculty development programmes, Refresher Courses, Conferences).
- **A monetary Grant/ Award** is awarded to faculty members to enhance quality publications and to encourage them for research activities.
- National and International Conferences, Guest lectures, field trips, and industrial visits are organized for students.
- **Scholarships, mementos, and certificates** are awarded to the meritorious students programme-wise, year-wise and shift-wise. **Cash prize of Rs. 10,000 and Rs.7,000** are awarded to the first and second position holders and mementos to the third prize holder.
- **The budget** is utilized to meet **day-to-day operational and administrative expenses** and maintenance of fixed assets.
- **Enhancement of library facilities** needs funds to augment learning practices and accordingly, requisite funds are utilized every year.
- **Laboratories are augmented and IT infrastructure** is increased including up-gradation of computer software.
- **MS Teams software** was also purchased for the smooth conduct of online classes during COVID -19.
- Adequate funds are utilized for the development and maintenance of **infrastructure** (building, furniture, equipment, etc).
- Funds are provided for **social service activities** as part of social responsibilities through NSS, Sports, Environmental and Cultural activities.
- **Tally Software** was purchased for smooth functioning of Accounts Department.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste 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

#### Response:

IQAC has contributed significantly for institutionalizing quality assurance strategies and processes. Following are the two examples of best practices institutionalized as a result of IQAC:

1. **Performance and Academic Audit by Management, Director, and HODs** through IQAC with the aim to increase and maintain the quality of education. The audit ensures that the Institute maintains standards in the teaching-learning process, the conduct of examinations & evaluation. Internal Audit is also conducted by the Internal Audit Committee for regular monitoring the performance.

**Academic Committee** is set up to review the academic progress regarding the teaching-learning process through the following:

**a. Academic Calendar and Timetable:** The detailed draft of the teaching plan is offered in the Academic Calendar. The timetable committee along with the head of the department distributes the syllabus of the course for each subject among the teachers in the respective departments.

**b.** Check on timely delivery of lesson plans using **standardized lesson plan formats** for more effective teaching and timely completion of syllabus.

**c. Conduct of Teaching proforma** is used to monitor the regular delivery of lectures.

**d.** Inspection of **Course coverage and Attendance registers** by the Management to bring about quality improvement in academics.

**e. Daily attendance report/ record** for practical and theory is maintained by the faculty members.

**f.** The outcomes in the form of **students' results** are analyzed and sufficient measures are taken for the betterment of the institution.

**g.** Each department is asked to do **SWOC Analysis** of their performance based on results, effective curriculum implementation, and use of ICT-related pedagogical methodologies.

**h. Monitoring** and necessary mid-term steps for improvement are taken by the HODs in consultation with respective teachers in the departmental meetings.

**i.** The **Director keeps in touch with the HODs and takes constant feedback on the teaching-learning process.**

**2. Development and maintenance of harmonious educational atmosphere and accountable attitude among stakeholders** to encourage healthy and constructive discussions and promote an open and welcoming work culture. To maintain transparency, MSI also shares data with government agencies on regular basis and participates in AISHE every year.

### **1. For Employees**

- The employees can meet the **Director, Management Committee members, and Chairman-SMES** for redressal of any grievances/ problems without any prior appointment.
- Director, MSI / HODs holds **regular meetings** with all staff members and addresses any issues they are facing.
- The employees can also provide suggestions and feedback to the management for quality improvement through mail or **suggestion box** installed in the Institute premises.

### **2. For Students**

- The institution has a **student grievances committee, Students' Welfare, Anti-Ragging, and discipline committee.**

1. To receive the grievances/complaints
2. To examine the nature of the grievances/complaints and send them to the concerned committee
3. Impartial decision and solution.
  - Director, HODs, and Class Coordinators hold regular meetings that ensure quality education and to discuss the academic and administrative problems.
  - The students can contact Director directly/visit the Grievance redressal portal on MSI website/put their suggestions in the suggestion box available on campus.
  - Grievances/problems are also discussed during the parents-teacher meeting.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Institute highlights on learner-centric education approach which organizes a variety of techniques that shifts the role of the teachers from **contributors of information to facilitating student learning** through appropriate practices.

**Reform No 1 : Enhanced Use of ICT Resources for teaching-learning**

- Under the supervision and guidance of IQAC, **classrooms and labs** are fully equipped with ICT facilities.
- In the past five years, after accreditation (II Cycle in 2017), a **new Research cum Financial lab** with 45 New Computer (i5 CPU) has been constructed for three courses in two shifts: Bachelor of Business Administration (General), Bachelor of Business Administration Banking and Insurance) and Bachelor of Commerce (H). The lab is equipped with **SPSS Software and Financial modeling tools (tally and Advanced Excel)**, required for research and new subjects introduced in the year 2018.
- **E-modules** of different subjects prepared by faculty members are made available online for students since 2018. The same has been revised in August 2021.
- **Smart Board Committee** was constituted in the Department of Education in August 2019 with the main purpose to guide the students to use the smart board effectively.
- The Institute was proactive in ensuring regular online studies during COVID 19 pandemic. To cater

to the growing needs, the Institute has **purchased MS Teams software, graphic pen tablets, advanced ICT tools, and broadband internet Wi-Fi facility for the smooth conduct of online classes.**

- The Institute switched to **online platforms** like Microsoft Teams, Google Meet, Google Classroom, and Zoom to conduct classes, sharing of study material like PPTs, notes, case studies, assignments, and for conducting quizzes, webinars, and extracurricular activities, etc.
- **The conduct of examinations and internal assessments was also done online** to assess learning outcomes.

### **Reform No.2: Use of Online Students Feedback and Online Mentoring Feedback for review and improvement of the teaching-learning process**

- The Institute cannot change the curriculum as it is designed by the University but can make efforts and improvements to successfully impart it. The college has adopted a feedback system that takes suggestions from stakeholders to obtain an unbiased and honest opinion about the institutional performance, especially in academics.
1. Due to the COVID situation in 2019, the Institute has shifted from **offline to online mode of collecting student feedback.**
  2. Online feedback is collected from the students which are analyzed **department-wise, semester-wise, class-wise, and subject-wise** to bring about qualitative improvement.
  3. The feedback is reviewed by IQAC to find out the areas for improvement. The same is communicated to faculty members to enhance their teaching-learning skills and maintain their relationship with the students.
- To create a supportive environment for the young minds, **counseling services** are provided and mentor-mentee groups have been formed. To reform the practice, **Online Mentoring Feedback Mechanism** was implemented in the COVID situation in 2019. Feedback forms on various parameters like availability, Attitude and Behavior, Professionalism, Career Orientation, Communication Skills, and Motivation ability are filled by both mentors and mentees.
  - **Online Program Exit and Semester Exit Feedback** from the students is also introduced for improvement in the teaching-learning process.

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO)**

**Certification, NBA)****Response:** B. 3 of the above

| <b>File Description</b>                                  | <b>Document</b>               |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | <a href="#">View Document</a> |
| Upload any additional information                        | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template)   | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution          | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The institute is sensitive and committed towards gender equity issue. It has a very effective women development cell which plays an important role in creating awareness among students regarding gender equity. The aim of the center is to promote women welfare and empowerment through self defense training, seminars, cultural programmes, and college level events. The center also aims at creating awareness among students about respect for all human beings & that everyone should be considered, valued and favored equally regardless of their gender. In order to promote gender equity, the following events were organised:

- 2020 a special lecture on “**Gender Sensitization**” was organized which was attended by 120 students. The speaker of the lecture was Ms. Lovleen Malhotra from Venkateshwara Hospital, Dwarka.
- On 8th September, 2020 a slogan writing competition was organized by NSS, MSI to promote “**Women Safety.**” More than 50 participants were there.
- On 3rd September, 2020 a workshop titled as ‘**Feel the pink**’, was organized by NSS, MSI for “**Breast Cancer Awareness**” among women. More than 100 girl students participated in the event.
- On 8th March 2019, a self composed poem recitation competition on “**International Women Day**” was held for students of first year. The poem recitation showed great creativity and 70 students participated in it and sent a powerful message.
- On 9th March 2018, “**Self Defense Training Program**” was organized in the auditorium in collaboration with special police unit cell of women of **Delhi Police**. More than 70 students underwent rigorous training to empower themselves.
- On 17th October, 2018 a workshop on “**Emotional Wellness**” was organized which was conducted by Dr. Sangeet Sharma who is a certified NLP master practitioner and a memory trainer. He talked to about 50 students about emotional concepts like stress, depression, anxiety, etc.
- On 17th Feb, 2017 a poster making competition was organized on the topic “**Women Empowerment**”. The main objective of the event was to encourage the 70 participated students to show their abilities and express their opinion on “Women Empowerment” in the form of quotations, paintings, sketch, etc.
- On 8th March 2017, “**International Women’s Day**”, is celebrated with a spirit to empower the women’s of the college as well as society.
- On 15th October, 2016 Maharaja Surajmal Institute organized **Inaugural Ceremony of Centre for Women Development**. The chief guest of the function was Prof. R.P. Dahiya, Former Professor –IIT Delhi.

Further following measures are taken to ensure gender equity :

- For safety and security purpose the institute has **restricted entry with guards**, also the entire institute is monitored under **CCTV camera coverage**.

- There is facility of separate **girls hostel with warden** for safety of girls.
- Faculty members are on **discipline duties** who take rounds to ensure discipline and safety in the campus.
- MSI has **separate girls & boys common rooms** for personal space.
- The institute also has a **counsellor** who conducts regular **counselling sessions** of students to counsel them on various psychological & sociological issues.
- For **Industrial and Educational visits**, **female staff members** always accompany the students.

| File Description  | Document                      |
|---|-------------------------------|
| Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Annual gender sensitization action plan   | <a href="#">View Document</a> |

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

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

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The institute has its major focus on greenery, cleanliness and proper waste management of both degradable



and non-degradable waste. It takes the required actions to manage waste from its inception to its final disposal. Some of the waste management facilities in the institute are:

The college has implemented a **solid waste management** system which involves segregation of wet, dry, paper and green waste, by setting up of dustbins of different colours. The green coloured dustbins are for wet & biodegradable wastes, blue dustbins are for disposal of plastic wrappers & non-biodegradable wastes, yellow dustbins are for papers & glass bottles. The solid waste is collected by the MCD trucks on a daily basis from outside the institute premises.

- Due to the nature of the courses taught, **no biomedical waste** material is produced in the institute.
- In order to **manage the E-waste** the institute has a scheme through which electronic and computer accessories which are declared “obsolete” are exchanged with new equipment under buy back scheme. Old computers after repair & upgradation are donated to a school in Shamli. Also, the Institute outsources the maintenance and repairing of IT infrastructure such as Computers, Printers, LAN, facilities, Modems, Routers, Internet facilities including Wi-Fi, broadband & amplifier. Further, the items beyond repair are disposed off to licensed e-waste procurement vendors. All this is done after complete segregation of parts and materials.
- Due to the nature of the courses taught, there is **no hazardous waste** material which is produced in the institute.
- There is an environmental society named as “**Eco Club**” which conducts activities to promote awareness for proper management of waste by following the 3 R’s (Reduce, Reuse and Recycle).

| File Description  | Document                      |
|---|-------------------------------|
| Geotagged photographs of the facilities   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** B. 3 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

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

| File Description                            | Document                      |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant documents                | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

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

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Certificates of the awards received                                       | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts

- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** B. 3 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Details of the Software procured for providing the assistance            | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The institute is committed to creating an Inclusive environment, taking care to cater to the needs of all sections and cultures of society. To inculcate harmony towards cultural diversity, a number of events were organized in the Year 2020-21.

- On 20th February 2020, TEAM SIFAR organized EKALAAP - The Monoact Festival and Dram-e-Baazi: The Online Video Making Competition. Dram-e-Baazi people was aimed at increasing harmony and tolerance towards cultural and linguistic diversities.
- On 24th June 2020, MSI NSS Wing organized a comic strip competition "Draw with Pride". The aim of the event was to promote unity in diversity to break socioeconomic barriers. It consisted of more than 30 entries in which the aim was to make drawing on the theme of unity in diversity. It was a very well organized event which aimed at tolerance among people and all participated in it very enthusiastically.
- On 13th September 2020, the NSS-MSI organized Nritya Kala for preserving the valuable culture and heritage of our country. It was organized with an idea to depict various traditions and cultures of our country in the form of this beautiful art with the theme of *Indian Cultural Heritage*. It had various themes like depiction of Indian Gods, Hindi Diwas, patriotism, unity in diversity, etc. The participants depicted this art form in a very beautiful manner & the audience really appreciated the performances.
- On 23 and 24th October 2020, an event was organized to include children from economically weaker sections of society, NSS MSI in collaboration with Girl Up Noor recently organized an event titled as Dor Unplugged: which aimed at providing mobile devices to those students who are in need. It was a fundraising charity event which was very successful.
- On 29th June 2020, NSS-MSI conducted an interactive live session, SPECTRUM OF IDENTITY with Mr. Suresh Ramdas, a proud member of the LGBTQIA+ community and winner of Mr. Gay

India, 2019. This event was organized to remove gender discrimination against LGBT communities and include them in mainstream. The event gave a strong message and had lively interaction among the participants.

- The institute has disability and minority committees to cater to the special needs of these groups and include them in the mainstream.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information.  | <a href="#">View Document</a> |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

#### **Response:**

Throughout the year the institute has made dedicated efforts to make its students and employees not just aware of their constitutional rights but also corresponding duties through which they can be an asset to the society. Following are few of the activities conducted in the Institute:

- In order to sensitize student towards human values, an informative session titled “Role of Values” was conducted for the students of B.Ed. program of Maharaja Surajmal Institute on 29th May 2020.
- The Department of Commerce, Maharaja Surajmal Institute organized a two-day activity for feeding stray cows in order to sensitize students towards animals on 8th-9th September 2020.
- E-cell, MSI organized clothes and stationary donation camp on 28th Sep, 2020. This “No money-only clothes and stationary camp” helped underprivileged people by raising daily need items from people who were willing to help in these hard times. This was aimed to educate students about their duties towards underprivileged.
- On 10th October 2020, a National Conference on “Human Values and Ethics: Journey of a Teacher towards becoming a Reflective Practitioner” was organized at the institute. Eminent Prof. Mahesh Vidyalankar addressed the audience on “The Significance of Gita in Our Lives”.
- On 24th Oct 2020, NSS MSI in collaboration with Nature Knocks - the Eco Club of the institute, organized its first campaign - KAMYADAAN that aimed at provision of masks and sanitizers to domestic helpers and others in need.
- On 23rd January, 2019 an Extension Lecture was organized by B.Ed. Department, Maharaja Surajmal Institute (MSI) for the second year B.Ed. students. It was a one hour session which was taken by Dr. Rachita Rana, Director of MSI. The main focus of the session was to familiarize the B.Ed. students with the role of faculty and their responsibilities which they should be playing as a faculty in the schools and institutions where they will be appointed.

- On 28 FEBRUARY 2019 Vivelorganized a seminar on ‘Know your Rights’ at Maharaja Surajmal Institute for Second year students of BBA, I shift. This seminar was basically an initiative by thoughtful Supreme Court Advocate Karuna Nundy towards empowerment and protection of our own self through a rigorous knowledge of our legal rights and laws.
- On 5th August 2017, a special lecture on relevance of value & ethics in student behavior was organized. The Guest lecture taken by Prof. (Dr.) J.P.Singh, helped students take ownership of their actions by exhibiting ethical behavior.
- On 12th August, 2017”, Saturday at 12:30 pm Department of Business Administration and Commerce organized a poster making competition on the theme “Peace at Border.
- On 04 February, 2017 to orient the budding teachers towards sensitive issues, an Essay writing competition was held in Department of Education on the Topic: “Values are Caught or Taught”.
- On 1st October 2016 students of BBA (IInd Shift) visited orphanage home, named 'Bal Vihar Children Home' in Delhi. It was organized inorder to make students understand the value of elders & have empathy for them.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Details of activities that inculcate values; necessary to render students in to responsible citizens | <a href="#">View Document</a> |

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Response:** B. 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | <a href="#">View Document</a> |
| Code of ethics policy document  | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Following activities were organized by MSI to commemorate National and International Days:

- On 14th August, 2020, Department of Education celebrated Independence Day with full enthusiasm. Students sang the patriotic songs and remember the freedom fighters. On this day poster making competition was organized. Students participated and showed their creativity on the theme by way of posters. Director MSI praised, encouraged and guided the students. Also the winners were given away certificates by Prof. J.P. Singh.
- The Department of Education, MSI organized self-composed poem recitation competition on the occasion of Hindi Diwas on 14th September, 2018. The main aim of this competition was to develop students' interest in poetry writing and to make the students realize the importance of Hindi, the national language of India.
- On 05 September 2018, a colourful and memorable teacher's day celebration was organized by 1st year students of Education Department to honor our respected teachers and professors. The day was celebrated by organization of various activities and plays to honor and entertain the teachers.
- The celebrations commenced with welcoming our honorable teachers with handmade cards and flowers as a token of respect and love for our teachers. The programme started with a beautiful speech and was followed by performances by different houses of 1st year.
- On 12 January 2017, MSIT celebrated National Youth Day to commemorate the Anniversary of Swami Vivekananda by way of organizing a lecture series on the life and ideals of this great spiritual leader and youthful saint. For the lecture series two eminent speaker were invited: Professor Makarand R. Paranjape, a widely published Professor of English from JNU and a known Scholar on Vivekananda, talked about the essence of "Practical Vedanta" by Swami Vivekananda through his lecture titled "How to Make a Success of Life." The second lecture was delivered by Professor S. S. Yadav, a Professor in the department of Management Studies, IIT Delhi. Dr Yadav explained a number of Shloka's from Bhagwad Gita to elucidate the basics of Swami Vivekananda's Philosophy.
- On 8th March 2016, International Women's day, was celebrated with a spirit to empower the women's of the college as well as society. The guest was welcomed by Dr. Harish with a brief overview of historic struggle of women's fight for their rights over the world. Followed by this the a small token of gratitude in form of flower pots was given to the self defence personnel Ms. Shashi.

| File Description   | Document                      |
|--|-------------------------------|
| Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Annual report of the celebrations and commemorative events for the last five years | <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: 1**

**Title: Digital Resilience and Stakeholder Connect through Open Access**

**Objectives:** Realising and appreciating the digital shift in the academic aspects for all our stakeholders, the Institute has taken adequate steps to fully embrace the change.

The initiatives taken aim to achieve the following outcomes:

1. To nurture the spirit of growth and **facilitate digital evolution** amongst the staff members by providing adequate resources and training.
2. To encourage the faculty **to take responsibility towards responding to the needs of various stakeholders.**
3. To develop and maintain a culture of **open access and transparency** to maintain the institutional standards of excellence.
4. To create a sustainable approach towards **building digital resilience.**

**Context -** In this age of information technology, organisations and institutions across the world face a daunting task to either transform their traditional approach to work or perish. Educational Institutes in particular have been exposed to quickly adapt to changing times as they bear the responsibility to create a future generation which is capable and equipped to make their presence worthy enough in these uncertain times. Keeping this in mind, it becomes essential to continuously invest in upskilling and providing the best of opportunities to faculty members, who in turn, can reshape and reinvent themselves and the learning environments successfully in the face of upcoming challenges. Moreover, the advent of Covid-19 pandemic has brought issues as lack of digital infrastructure, inadequate training to optimally utilise the existing tools and centrality of need for effective communication to the fore front. Thus every possible effort is being made to overcome the said challenges.

**Practice:**

Institute has continuously made efforts to encourage and equip faculty members with the best of resources which can increase their competence and cater to the ever changing dynamics of teaching learning process.

For this, following activities were conducted:

1. Flexible teaching and learning opportunities were provided with institution going online for all student related activities.
2. Institute responded with agility by creating accommodative rules and regulations. Example- Mandatory attendance criterion was relaxed for Covid positive students.
3. Beginning from the top most level, Institute empathetically responded to the needs of all its stakeholders. Any student facing fee payment issues was dealt with a lighter hand.
4. To garner maximum efficiency and flexibility, blended mode of learning was adopted as per the SOPs and Government protocols.
5. In order to enhance digital resilience for a sustainable future, a GGSIPU sponsored

National Conference on “Digital Entrepreneurship” was organised on 29-30th January 2021.

6. Online software trainings were provided to equip faculty with the right set of tools to enhance online teaching competence.
7. As a matter of policy, Institute opted for online internal assessments and the entire curriculum was shifted to online mode to ensure seamless learning experience.
8. External examinations were conducted using proctored tools of assessment.
9. To cater to the emotional needs of students, proper counselling facilities were provided at Institute level.
10. Student welfare committee conducted several mentorship sessions with students to motivate and offer utmost support regarding their impending issues at all times.
11. To maintain the institutional standards of excellence, quality of teaching learning process was carefully preserved by ensuring conduct of regular classes, constant monitoring and evaluation through assignments, presentations for students and tutorials by faculty members.
12. To promote **open access and transparency**, effective feedback system is in place to plug the loopholes well in time. Also, all the stakeholders, be it students, teachers, parents, and guardians are free to approach the Director as well as the Management. This has helped the Institute maintain total transparency at all levels. During Covid, the Director and Faculty were accessible online to meet the needs of all concerned, be it students or parents.
13. Teachers made all efforts were to sustain students’ interest and attention in the online mode by using relevant videos, news sites, and online portals to better achieve the learning outcomes.

These activities helped enhance overall knowledge of the students, develop right perspective and ethos to be successful at whatever they do. Apart from these regular training, FDPs, motivational lectures on topics related to research, management, intercommunication skills, values and ethics were organised.

**Evidence of Success** -The success of all the initiatives taken is evident from the fact that many students of the Institute are awarded gold medals at the university level. The faculty reschedules the classes in an event of emergency or leave, thus a continuity in classes is ensured and it shows in the students of MSI making it to merit lists across Departments. Students of this Institute are well qualified, have become entrepreneurs and have been successful in their endeavours. Most of them are placed with reputed organisations. Additionally, even in the most challenging times, the classes went uninterrupted and the learning process went on smoothly.

As a result of efforts made to ensure optimum stakeholder connect, the regular skill development initiatives helped the faculty to develop onto their professional goals as well. A majority of faculty in the Institute hold a PhD Degree certifying their academic capabilities. Additionally, faculty members have swiftly shifted to online mode of teaching without affecting the productivity. They are kept motivated through various incentives and they pass on similar levels of enthusiasm and encouragement to the students. This has created a congenial environment to learn and grow and reach new heights on academic and professional fronts together.

**Problems Encountered**–Though students effectively adopted to the new ways of learning but digital constraints is still an issue. Not every student had access to the required tools of modern ways of learning and thus providing access is an issue. To ensure adequate engagement of students using online tools, teachers have to be more creative and informative at the same time. Even then, network problems and connectivity issues sometimes proved to be a hurdle in smooth conduct of online classes. Likewise, lesser interaction and lack of emotional rapport in online platforms in comparison to offline mode lessened teaching effectiveness to some extent. Despite being highly qualified, faculty members are not recognized



as eligible guides for PhD students in the university as University norms are a major deterrent. Further, the faculty are unable to get research grants and sponsorships from the government agencies for research projects due to norms which are a hurdle in their professional development and competency enhancement.

## **Best Practice: 2**

### **Title- Building a Legacy of Academic Excellence and Producing Gold Medallists**

**Objectives:** The Institute is committed to create an empowering environment that instils skills and competencies to attain and maintain academic excellence. The students are provided exposure and quality teaching learning experience to attain their maximum potential that results in MSI students creating a legacy by getting Gold Medals year after year. MSI aims to achieve the following objectives through our practices:

1. To attain and maintain academic excellence.
2. To ensure an enriching teaching learning experience for students through nurturing excellence by providing opportunities to attain their potential to the optimum.
3. To build a legacy of producing Gold Medallists.

**Context** - We live in a society that is driven by excellence. There is a need to identify and nurture outstanding students and thereby providing them enriching opportunities outside of the constraints of textbooks and prescribed curricula to attain their potential. This provides students a chance to realise their innate capabilities, invoke interest in desired area of knowledge, pursuing it with passion and attain extraordinary results. The prime requisite for this is to have a clear institutional mission, provide maximum support, and create an academic environment that supports individual excellence. The Institute needs to provide opportunities to students with outstanding academic abilities to optimally utilise the existing tools, extend support whenever needed and provide them a platform where they can further strengthen their skills, abilities and talents; and the outcome is seen in terms of remarkable academic success.

### **Practice:**

Maharaja Surajmal Institute is amongst one of the most admired colleges across Delhi NCR for achieving ever higher levels of excellence in academics. Students at MSI, are provided exposure to multiple activities and opportunities for all round development. They are consistently in the University top rankers list and are felicitated on year to year basis.

With these key objectives in mind strategically planned, result oriented teaching learning activities are conducted throughout the year namely:

1. The learning outcomes are the focus of all teaching learning endeavours that are designed to promote academic excellence through critical thinking, capacity building, skill enhancing activities.
2. For ensuring academic enrichment and capacity building of students, Institute makes special efforts to assist students in their learning cycles by customising the learning outcomes. For high achieving students, the Institute focuses on imparting the knowledge deemed 'Must know, Should know and Could know.'
3. Institute offers infrastructural facilities like smart classrooms, fully equipped library, well equipped laboratories and computer labs, wi-fi enabled campus.

4. The Institute boasts of state of the art, cutting edge technology in all its programmes. Fully equipped computer labs, smartboard enabled classroom teaching, e-modules of subjects, installation of softwares in library and subscriptions to eLibrary resources are some of the highlights meant to keep the students at par with the best in the class.
5. Regular seminars and webinars are organised for intellectual evolution of the students on contemporary topics to involve students in research and creative activities, provide them a platform for polishing their skills and confidence.
6. The students are given opportunities to pursue internships in order to reduce curriculum-industry gaps.
7. Student are encouraged to participate in various societies working at Institute level to harness their hidden potential and promote holistic development.
8. Along with this, the Institute's faculty are highly qualified, demonstrate excellence in teaching and mentoring students, keep themselves abreast of latest innovative practices through FDPs and workshops and exhibit academic leadership.
9. The faculty go well prepared to classes, prepare Lesson Plans in advance, in case of leaves, the faculty ensure regularity of classes by taking extra classes, regular attendance of students is ensured, and the quality of the Courses taught is ensured by Class Coordinators by regularly maintaining Semester Quality Reports (SQRs) in every Semester.
10. Continuous assessment mechanism has helped students become competitive and sharp at the same time.
11. The extraordinary efforts of teachers and students is translating into extraordinary results. The Institute is writing History and creating a legacy of producing Gold Medallists in the University across courses.

**Evidence of Success** – Maharaja Surajmal Institute helps students reinvent themselves by grooming them into confident, able, skilled and motivated adults focussed towards a bright future. This is evident from their efforts being translated into extraordinary results. To the extent that MSI has created a legacy of producing Gold Medallists across courses over the years. The Institute has become a quintessence for the other Institutes to follow. The students of MSI bag Gold Medals year after year. Not only that, the Institute has upheld academic excellence by producing many students apart from Gold Medallists as Exemplary performers. Among the gold medallist we have several students namely Bhavya Jain (B.com(H)), Mani Chitkara (B.Ed), Muskan Saluja (BCA), Dhruvi Goyal (BCA), Joshita Dua (BBA(B&I)). List of exemplary performers also includes number of students namely Tushar Saneja (BBA (G)), Khushboo Kalra (BBA (B&I), Ritika Mehra and Karan Singh (BCA). Hence, all this testifies the significance of efforts made at MSI to ensure academic excellence and overall growth of its students.

### **Problems Encountered–**

Excellence is not a one-time activity. It is a continuous pursuit to achieve the best that we can within available resources. MSI has always taken the challenges in its stride and has made consistent efforts to excel at whatever is done. Though over the years, there has been a very positive feedback collected from students, renewed focus is needed to ensure that the results remain consistent with pandemic threatening the traditional ways of learning. To ensure adequate engagement of students using online tools, teachers have to be more creative and informative at the same time. Additional training and skill development sessions can be helpful. Students have shown resilience and grit to overcome challenges in the past and have blossomed in face of adversities. However, with rapidly changing face of education, students and teachers alike have to transform to keep pace and remain relevant.

| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Best practices in the Institutional web site | <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:

MSI is a world class Institute **nurturing excellence** through its continuous and dedicated efforts. Since its inception in 1999, the Institute has relentlessly strived to create its own benchmarks and achieving them with flying colours.

Few of the noteworthy distinct features are enumerated below:

- 1. Academic Achievements** –Institute is amongst one of the most admired colleges across Delhi NCR for achieving ever higher levels of excellence in academics. Students at MSI, are provided exposure to multiple activities and opportunities for all round development. They are consistently in the University top rankers list and are felicitated on year to year basis. Among the gold medallist we have several students namely Bhavya Jain (B.com(H)), Mani Chitkara (B.Ed), Muskan Saluja (BCA), Dhruvi Goyal (BCA), Joshita Dua (BBA(B&I)). List of exemplary performers also includes number of students namely Tushar Saneja (BBA (G)), Khushboo Kalra (BBA (B&I), Ritika Mehra and Karan Singh (BCA).
- 2. Infrastructure and Resources-** Book bank facility, fully equipped practical labs, centralised portal for online reading material and well maintained library are some of the facilities available for student support at all times. Students are encouraged to come up with their doubts and queries. The Institute has well qualified, capable and permanent faculty for many years to cater to the same. Majority of faculty are PhDs and many are pursuing it. Any issues or concerns raised by the students are taken up at the highest level and well managed redressal system is in place.
- 3. Co-Curricular Activities and Value Added Initiatives-** Institute boasts of holistic development

of its students by creating a suitable environment for all round development. MSI students have access to different societies created for different interest and talent groups. Institute houses host of societies to nurture talents of students that cater to different interest and talent groups. MSI societies include SIFAR, the theatre society; NATRAJ, the dance society; Tark, the literacy society; Rekit, the gaming society; ENACTUS; Meraki, the fine arts society; Nature Knocks, the eco society; Innovate, the technical society; VITT, the financial and investment cell; Synergy; ADVERTERE, the marketing society; ANTARA ENCORE the music society; E-Cell, the entrepreneurship cell. Regular interactive and engaging events are organised by these societies from time to time. Specific emphasis is placed on imparting knowledge regarding ethical code of conduct. Emotional support is provided through mentoring and counselling in the presence of a professional counsellor. Eminent Prof. Mahesh Vidyalkar addressed the audience on “The Significance of Gita in Our Lives”. The Guest lecture taken by Prof. (Dr.) J.P.Singh, through his lecture on “Role of Values”, on 29th May 2020 helped students take ownership of their actions by exhibiting the ethical behaviour.

4. **Outreach Programmes** - In order to enhance skill set of students, corporate visits and internships opportunities are provided and industry collaborations are strengthened. Students are also timely intimated of scholarships, competitive exams, and any other relevant information through multiple sources for them to avail maximum benefits. Corporate Visits are regularly organised. For example, an industrial visit to Training Basket was planned on 12th October 2019, visit to Apron solution Noida was scheduled on 23rd March 2018.
5. **Placement Initiatives** – Placements at MSI is one the strongest pillars making us stand tall even in the most challenging times, like the pandemic. The placement cell tirelessly works to secure best placements for students that has resulted in the students getting placed in top companies and organisations. With packages going as high as 18.5 lacs p.a. (D.E. SHAW) students have been able to make their mark in the corporate scenario. Also, apart from promising placements, students of MSI have gone ahead and started their own business ventures. Companies who are a regular visitor at MSI include Deloitte, Groww, SAP Lab, Amazon, Infosys, Wipro, TCS, Capgemini, Stellar India, Concentrix, FIS and many more with packages ranging from 2lacs p.a. – 8 lacs p.a. on average. On internship front too, students of MSI have bagged offers with attractive stipends from multiple companies namely Makemy3DPrints, Internshala, byte dance, shine projects to name a few.
6. **Monitoring and Supervision**- Regular monitoring is done by management, Director and HODs to ensure smooth conduct of classes. Monthly attendance is compiled by class coordinators and students having short attendance are intimated and motivated to attend classes. Faculty members fill Conduct of Teaching format every week and ensure that they take extra classes to compensate for any leave taken by them.
7. **Environmental Consciousness**-The Institute is committed towards preserving and conserving the Environment. Segregation of waste, keeping the campus green, water harvesting, solar panels, conducting quality audits like Green Audit, Environment Audit and Energy Audits are some of the features that define Institute’s dedication towards sustainability.
8. **Salary and Incentives** – The Institute boasts of highly competitive salarystructure and Leave benefits in accordance to the UGC Norms. The incentives are provided at par with the industry.

#### Promotion/Increment of Staff

- Career Progression Schemes (Career Advancement Report is used for career planning, growth, and monitoring that helps in standardizing the system of promotions/ increments and assessment of staff.

- Annual Increments

#### Monetary Reward

- Research award for publication in SCI/SCIE/ESCI/Scopus journals, sponsored projects, consultancy project (Rs.5000/-)
- Award for patent number (Rs.20,000/-)
- Award for copyright (Rs.15,000/-)
- Best Faculty award (Teaching Staff) (Rs. 31,000/-) / Best Employees Award (Non-Teaching)(Rs.11,000/-)

#### Travelling Reimbursements

- Local travel for official duties
- Travel within India and abroad for research work.

#### Employment Benefits

- Group Insurance Schemes by LIC
- Employees Provident Fund.
- Payment of Gratuity

It is due to these high standards the Institute has been able to not just sustain the quality standards but also enhance them, keeping pace with the changing times. In all its pursuits the aim is to “**foster competency and build a legacy of self-dependent students**” who are proud, worthy and successful in all their endeavours.

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

#### Admission Process

As the Institute is affiliated to the GGSIP University, admissions to various programs are strictly based on the norms laid down by the University. The University conducts a Common Entrance Test (CET). The students who clear the CET are counseled and allotted a seat in an affiliated institute according to the choice of the student and availability of seats.

MSI is guided by the ethos of equal opportunities and principle of inclusivity of all sections of the society, while going through the admission process.

#### Placement Cell

The Institute has an active Placement Cell managed by faculty members and students representatives, under the guidance of Director-MSI and Director-Placements.

#### Maharaja Surajmal Institute Journal of Research

“**Parichay: Maharaja Surajmal Institute Journal of Applied Research**” is Bi-annual Multi-Disciplinary refereed Research Journal.

#### Infrastructure

The Institute has an excellent and aesthetically developed infrastructure to facilitate the teaching-learning process. The infrastructure consists of well lighted and spacious lecture halls, fully furnished labs, fully air conditioned auditorium, seminar halls, staff rooms, a spacious hostel, large size playground, full backup power supply etc. MSI building is Wi-Fi enabled and also has an impressive dedicated internet bandwidth of 200 Mbps.

#### Faculty Members

MSI has an intellectual capital comprising of well qualified and experienced faculty members dedicated to act as a facilitator.

#### Teaching Methodology

The teaching, learning and evaluation schedules are strictly as per the Academic calendar notified by the GGSIP University. The most contemporary teaching methodologies supported by ICT are adopted at MSI to provide ample opportunities for students to develop into all round professionals. The traditional classroom teaching is supplemented by regular tests, tutorials, group discussions, case study, presentations, extensive lab work, projects, seminars and industrial exposure by way of industry visits and summer training.

### Concluding Remarks :

MSI has been conceived, launched, promoted and managed by a galaxy of eminent academicians, philanthropists, professionals, and technocrats with the vision and mission to provide quality and value based professional education. It is a dynamic, trendsetting premier Institute that has acquired the status of '**Place of Pride**' on the academic map because of its continuous efforts towards excellence. The Maharaja Surajmal Institute assessed Category "A" Institute by Government of NCT, Delhi and Guru Gobind Singh University was set up in 1999. The institute has taken up many initiatives to continue as an "A" Category (Highest Category) Institution under GGSIPU. Its students have achieved top positions including 37 Gold Medal in academics, cultural activities, elocution contests, sports and other events organized by GGSIPU. Its serene, pollution free, ecofriendly campus with salubrious surroundings and pleasant ambience provide congenial academic environment conducive to vibrant teaching learning process.

The recommendations of the second Cycle NAAC peer team and the continuous assessment of the Management of the Institute and IQAC have helped us to improve the overall quality and achieve high academic standards. In view of this, we are submitting herewith the Self-Study Report (SSR) to the NAAC, Bengaluru.

The Institute has made a remarkable growth in terms of its academic, sports, cultural, research and extension activities during these last five years. IQAC has provided its expertise to comply with the recommendations and suggestions made by the NAAC Peer Team. It has shouldered the responsibility in the preparation of SSR Cycle 3. The faculty members and administrative staff of the Institute have provided the best of their services while preparing the SSR.

Keeping in view the practices, pedagogy, holistic development, research initiatives, technology upgradation and ICT usage, etc the institute has applied for NAAC Accreditation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|----|----|----|---------|---------|---------|---------|---------|----|----|---|---|---|
| 1.2.2     | <p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p><b>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the clarification received from HEI, based on that DVV input is recommended.</p>  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 4   | 3   | 0  | 0  | 0  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2  | 1  | 0 | 0 | 0 |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 4         | 3   | 0       | 0       | 0       |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 2         | 1   | 0       | 0       | 0       |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 1.2.3     | <p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>210</td> <td>139</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>42</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : AS per the clarification received from HEI, based on that DVV input is recommended.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 210 | 139 | 0  | 0  | 0  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 63 | 42 | 0 | 0 | 0 |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 210       | 139   | 0       | 0       | 0       |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 63        | 42  | 0       | 0       | 0       |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 1.3.2     | <p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p><b>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>22</td> <td>22</td> <td>22</td> <td>19</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 22  | 22  | 22 | 22 | 19 |         |         |         |         |         |    |    |   |   |   |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |
| 22        | 22  | 22      | 22      | 19      |         |         |     |     |    |    |    |         |         |         |         |         |    |    |   |   |   |



Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 13      | 13      | 13      | 12      |

Remark : AS per the clarification received from HEI, based on that DVV input is recommended.

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

**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 989

Answer after DVV Verification: 964

Remark : As per the data provided in the revised excel sheet based on that ,DVV input is recommended.

**2.1.1 Average Enrolment percentage (Average of last five years)**

**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 853     | 844     | 761     | 755     | 760     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 853     | 844     | 760     | 755     | 760     |

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 880     | 880     | 760     | 760     | 760     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 880     | 880     | 760     | 760     | 760     |

Remark : As the no. of admitted students should not be more than sanction seats ,so based on that DVV input is recommended.

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1. Number of mentors ?????????????? ???????**

Answer before DVV Verification : 112

Answer after DVV Verification: 87

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75      | 57      | 55      | 51      | 44      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 57      | 46      | 44      | 37      | 36      |

Remark : AS per the clarification received from HEI, based on that DVV input is recommended.

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 986.08

Answer after DVV Verification: 812.8

Remark : As per the data and clarification received from HEI, based on that visiting faculty are not considered so DVV input is recommended.

**2.6.3 Average pass percentage of Students during last five years****2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 715     | 711     | 675     | 694     | 535     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 715     | 711     | 675     | 694     | 535     |

**2.6.3.2. Total number of final year students who appeared for the university examination**

**year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 716     | 712     | 676     | 697     | 543     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723     | 717     | 686     | 720     | 576     |

Remark : AS per the clarification received from HEI, based on that DVV input is recommended.

**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)****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)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 151969  | 0       | 20000   | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.11969 | 0       | .20000  | 0       | 0       |

**3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years****3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**3.1.2.2. Number of departments offering academic programmes**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 3       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 3       | 3       |

Remark : AS non of the research got funded as per supporting documents provided in above metrics ,so DVV input is recommended accordingly.

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**

**3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 34      | 48      | 31      | 25      | 39      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 40      | 29      | 22      | 36      |

Remark : AS few activities such as CSI- Quizathon; CSI Regional Student Convention 2020 Region I; Guest Lecture - MS EXCEL; Workshop: National Youth Week etc.are not considered so DVV input is recommended accordingly.

**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**

**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 35      | 12      | 42      | 45      | 12      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 26      | 27      | 42      | 32      | 3       |

Remark : As per the provided sheet only paper which has complete required details only those are considered, So DVV input is recommended accordingly.

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

**3.2.2.1. 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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 50      | 64      | 127     | 64      | 10      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60      | 93      | 43      | 63      | 3       |

Remark : AS per the clarification and revised data received from HEI, based on that DVV input is recommended.

**3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 5       | 2       | 3       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : AS per the data and supporting documents provided by HEI none of the awards are related to extension activities so, based on that DVV input is recommended.

**3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 51      | 30      | 35      | 52      | 30      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 7       | 1       | 2       | 3       | 2       |

Remark : As per the revised data received from HEI, based on that DVV input is recommended.

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2313    | 2190    | 2032    | 2068    | 1969    |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2313    | 2190    | 2032    | 2068    | 1961    |

Remark : As total number of students participating in extension activities can not be more than the total number of students at metric id 2.1, DVV input is recommended accordingly.

### 3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 7       | 5       | 3       | 2       | 0       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 6       | 4       | 2       | 1       | 2       |

Remark : AS per the revised sheet received from HEI, based on that DVV input is recommended.

|         |  |         |         |         |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
|---------|--|---------|---------|---------|---------|---------|--------|---------|--------|--------|--------|---------|---------|---------|---------|---------|-------|--------|-------|--------|--------|
| 4.1.3   | <p><b>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</b></p> <p>4.1.3.1. <b>Number of classrooms and seminar halls with ICT facilities</b><br/>         Answer before DVV Verification : 17<br/>         Answer after DVV Verification: 27</p> <p>Remark : As per the clarification and supporting documents received from HEI, based on that DVV input is recommended.</p>  |         |         |         |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 4.2.4   | <p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.4.1. <b>Number of teachers and students using library per day over last one year</b><br/>         Answer before DVV Verification : 515<br/>         Answer after DVV Verification: 50</p> <p>Remark : AS per the data provided by HEI, based on that DVV input is recommended.</p>  |         |         |         |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 4.4.1   | <p><b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1227 1046 1361"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>81.321</td> <td>104.329</td> <td>87.322</td> <td>88.221</td> <td>83.091</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1442 1046 1576"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>80.27</td> <td>93.211</td> <td>77.09</td> <td>78.832</td> <td>65.090</td> </tr> </table> <p>Remark : As expenditure such as Meeting and Function expenses, advertisement, printing, magazines, house tax etc. are not considered in this metrics so based on that DVV input is recommended.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 81.321 | 104.329 | 87.322 | 88.221 | 83.091 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 80.27 | 93.211 | 77.09 | 78.832 | 65.090 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 81.321  | 104.329  | 87.322  | 88.221  | 83.091  |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 80.27   | 93.211   | 77.09   | 78.832  | 65.090  |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |
| 5.1.3   | <p><b>Capacity building and skills enhancement initiatives taken by the institution include the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Soft skills</b></li> <li>2. <b>Language and communication skills</b></li> <li>3. <b>Life skills (Yoga, physical fitness, health and hygiene)</b></li> <li>4. <b>ICT/computing skills</b></li> </ol>   |         |         |         |         |         |        |         |        |        |        |         |         |         |         |         |       |        |       |        |        |

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents provided based on that only soft skills and ICT/Computing skill are considered so DVV input is recommended accordingly.

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 853     | 844     | 761     | 755     | 760     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 640     | 600     | 761     | 755     | 760     |

Remark : As per the provided supporting documents activities such as Two Day workshop on 'Financial Literacy skills among youth'; Pre-placement Activity: Cracking The CTET by various govt.school teachers who are authors of books for CTET, UPTET books by McGraw Hill Publications; etc are not considered so based on that DVV input is recommended.

**5.1.5 The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents provided by HEI, based on that point 3rd and 4th are considered, so DVV input is recommended accordingly.

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 515

Answer after DVV Verification: 124

Remark : AS per the clarification received from HEI, based on that DVV input is recommended.



**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 94      | 46      | 97      | 33      | 7       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 73      | 21      | 51      | 18      | 0       |

**5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 94      | 46      | 97      | 33      | 7       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 73      | 21      | 51      | 18      | 0       |

Remark : As per the revised data received from HEI, based on that DVV input is recommended.

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 37      | 85      | 36      | 30      | 33      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 5 | 7 | 2 | 5 |
|---|---|---|---|---|

Remark : AS per the revised data received from HEI, based on that DVV input is recommended.

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 107     | 196     | 57      | 25      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 42      | 28      | 3       | 9       |

Remark : As per the clarification and revised data received from HEI, based on that DVV input is recommended.

**6.2.3 Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : AS per the supporting documents provided based on that ,DVV input is recommended.

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18      | 30      | 37      | 27      | 5       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |    |    |   |
|----|----|----|----|---|
| 15 | 30 | 35 | 26 | 5 |
|----|----|----|----|---|

Remark : As per the supporting documents and list provided by HEI, based on that DVV input is recommended.

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64      | 21      | 48      | 50      | 48      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 56      | 20      | 19      | 20      | 15      |

Remark : AS per the provide data sheet and supporting documents based on that teachers attending more than one program in an academic year should be counted as one. so DVV input is recommended accordingly.

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

**6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100000  | 120000  | 9000    | 47000   | 137000  |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.50    | 1.43625 | 0.14    | 0.42    | 0.27    |

Remark : As per the revised data received from HEI, based on that DVV input is recommended.

**6.5.3 Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected,**

|       |  |
|-------|--|
|       | <p><b>analysed and used for improvements</b></p> <ol style="list-style-type: none"> <li>2. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>3. <b>Participation in NIRF</b></li> <li>4. <b>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: B. 3 of the above<br/> Remark : As per the provided supporting documents based on that DVV input is recommended.</p>   |
| 7.1.2 | <p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. <b>Solar energy</b></li> <li>2. <b>Biogas plant</b></li> <li>3. <b>Wheeling to the Grid</b></li> <li>4. <b>Sensor-based energy conservation</b></li> <li>5. <b>Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above<br/> Answer After DVV Verification: C. 2 of the above<br/> Remark : As per the supporting documents provided by HEI, based on that only 1 and 5 should be considered so DVV input is recommended accordingly.</p>  |
| 7.1.5 | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/> Answer After DVV Verification: C. 2 of the above<br/> Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>   |
| 7.1.7 | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> |

Answer After DVV Verification: B. 3 of the above  
 Remark : As per the supporting documents provided based on that DVV input is recommended.

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the supporting documents provided based on that only 3 are considered (1,2 and 4) so DVV input is recommended accordingly.

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|--|---------|---------|---------|---------|---------|-----|-----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>103</td> <td>98</td> <td>95</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>84</td> <td>76</td> <td>70</td> <td>71</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 112 | 103 | 98 | 95 | 82 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 87 | 84 | 76 | 70 | 71 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 112     | 103  | 98      | 95      | 82      |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 87      | 84   | 76      | 70      | 71      |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of sanctioned posts year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>103</td> <td>98</td> <td>95</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>84</td> <td>76</td> <td>70</td> <td>71</td> </tr> </tbody> </table>       | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 112 | 103 | 98 | 95 | 82 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 87 | 84 | 76 | 70 | 71 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 112     | 103  | 98      | 95      | 82      |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 87      | 84   | 76      | 70      | 71      |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |