

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GITARATTAN INTERNATIONAL BUSINESS SCHOOL

www.gitarattan.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2017

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kindly See the Link [Excutive Summary-Introduction](#)

Vision

To prepare outstanding professionals in business management and other disciplines, who can provide intellectual-emotional-psychological leadership; design-develop-implement systems & processes; and research-innovate-compete at national & international level.

Mission

1. Provide an integrated learning experience stressing basic skill development, academic excellence, employable skill preparation and intellectual rigor;
2. Promote integrated personality development of students;
3. Encourage research and excellence in all activities of teaching fraternity;
4. Promote continuous improvement in processes and systems through innovative ideas and technologies, and
5. Nurture culture of fairness, equity and partnership.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Kindly click on the link for full view [ES-SWOC Analysis](#)

Institutional Weakness

Kindly see the link above

Institutional Opportunity

Kindly see the link above

Institutional Challenge

Kindly see the link above

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kindly click on the link for full view [ES-Criterion-1](#)

Teaching-learning and Evaluation

Kindly click on the link for full view [ES-Criterion-2](#)

Research, Innovations and Extension

Kindly click on the link for full view [ES-Criterion-3](#)

Infrastructure and Learning Resources

Kindly click on the link for full view [ES-Criterion-4](#)

Student Support and Progression

Kindly click on the link for full view [ES-Criterion-5](#)

Governance, Leadership and Management

Kindly click on the link for full view [ES-Criterion-6](#)

Institutional Values and Best Practices

Kindly click on the link for full view [ES-Criterion-7](#)

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Gitarattan International Business School
Address	
City	New Delhi
State	Delhi
Pin	
Website	www.gitarattan.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	S. Chaturvedi	011-27555607	9711767666	011-27555609	vc@gitarattan.edu.in
Professor	A.K. Ghosh	011-27555608	9813201168	-	anup.ghosh@gitarattan.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-08-2004

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 Indraprastha Vishwavidyalaya	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	10-03-2017
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
AICTE	View Document	10-04-2017	12	Valid for Academic Year Two Thousand Seventeen Eighteen
BCI	View Document	08-06-2017	12	Valid for Academic Year Two Thousand Seventeen Eighteen

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	GGSSIP University and Govt of NCT Delhi
Date of recognition	09-06-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area		Urban	0.75	8175.784

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management	36	Senior Secondary	English	180	176
UG	LLB,Law	60	Senior Secondary	English	60	60
UG	LLB,Law	60	Senior Secondary	English	60	60
PG	MBA,Management	24	Any Graudate	English	180	174
PG	MBA,Management	24	Any Graduate	English	120	115
PG	MBA,Management	24	Any Graduate	English	60	56
PG	MCA,Information Technology	60	Senior Secondary	English	60	0
PG	MCA,Information Technology	36	Any Graudate	English	60	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				15				48			
Recruited	7	0	0	7	7	8	0	15	3	45	0	48
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			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						11
Recruited	5		6		0	11
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	5	6	0	1	1	0	19
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	1	0	0	3	40	0	44

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	2	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		2		3

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
PG	Male	148	36	0	0	184
	Female	128	33	0	0	161
	Others	0	0	0	0	0
UG	Male	157	20	0	0	177
	Female	109	10	0	0	119
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	5
	Female	1	1	0	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	0	1	12
	Female	0	2	1	6
	Others	0	0	0	0
General	Male	196	188	199	192
	Female	208	173	204	232
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		407	364	405	450

3. Extended Profile

3.1 Programme

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

Response : 214

Number of self-financed Programmes offered by college

Response : 6

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

Response : 3

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
894	816	831	827	720

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

2016-17	2015-16	2014-15	2013-14	2012-13
90	81	81	71	61

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

2016-17	2015-16	2014-15	2013-14	2012-13
373	366	409	346	282

Total number of outgoing / final year students

Response : 1776

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
67	68	64	61	52

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	68	64	61	52

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
67	68	64	61	52

Total experience of full-time teachers**Response : 530****Number of teachers recognized as guides during last five years****Response : 3****Number of full time teachers worked in the institution during the last 5 years****Response : 312****3.4 Institution****Total number of classrooms and seminar halls****Response : 33****Total Expenditure excluding salary year wise during last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
626	459	454	452	381

Number of computers

Response : 352

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

Response : 1.20

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

Response : 0.72

NAAC

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:

1. **Strategy:** The Institute follows 'process oriented approach', wherein each process is written down and shared with all concerned stakeholders. The details of processes are evolved after considering inputs from all stakeholders and are periodically reviewed and modified. The vision, mission and quality policy provide basic 'ideation framework' to develop action plans, which are shared with various stakeholders through:

- (a) The mechanism of effective organisation structure;
- (b) The various standing and ad-hock committees functionally organised;
- (c) Well formulated and written policies and procedures for each process, and
- (d) Continuous dialogue and meetings with all stakeholders.

2. **Academic Circulars:** Each major process is written down in the form of 'Academic Circulars', wherein objectives, scope, evaluation process, outcome expected and detailed procedure to be adopted are written down.

3. **Lesson Plans:** For each paper of each semester a detailed Lesson Plan is drawn with the details of topics to be taught in each lecture along with references - a basic delivery document. Lesson Plans are presented before the commencement of Semester for approval. Delivery side essentially contains two aspect:

- (a) **Glossary:** A system of discussing five key words with their English and contextual meaning, on every day basis for each paper.
- (b) **Teaching Effectiveness Quotient:** A system of daily feedback, by raising at least two questions at the end of each lecture, for assessing the assimilation and effectiveness; and planning remedial classes.

4. **Course File:** For each paper/subject a course file is prepared containing Lesson Plan, curriculum prescribed by the University, last three years question papers, case studies, assignments, quiz test, 'Weekly Monitoring Performa' and study material.

5. **Academic Calendar:** Before the commencement of each semester, a detailed Academic Calendar is prepared encompassing conduct of co-curricular, extra-curricular, tests etc and is shared with faculty and students.

6. Time Table: Lectures are strictly delivered in accordance with the Time Table, which is implemented through ERP system. Delivery of lectures in turn is integrated with the Students' Attendance Module of the ERP system-taken online on cessation of lecture, which ensures congruence between Task Assigned (Time Table) and Task Achieved (Attendance).

7. Communication Mechanism: Effective communication is maintained with the students through the organisational structure of Academic Coordinators, Programme Coordinators, Class Coordinators, Faculty and Director.

8. Feedback & Control: The system envisaged operates in the following manner:

(a) Issues related with any academic matters are discussed on daily basis in the first hour of the Institute during the operational meeting of Academic Coordinators and Programme Coordinators with the Director. Corrective actions are initiated on daily basis.

(b) Each faculty maintains Daily Monitoring Performa.

(c) Each Programme Coordinator maintains Weekly Monitoring Performa.

(d) At the end of semester, performance review is carried out suggestions are incorporated.

9. Delivery & Sharing. Each faculty is provided with dedicated computing facility, Internet with 100% connectivity on LAN and ERP system, multimedia projection system to present and share the digitised contents.

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

Response: 16

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	4	0

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

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

Response: 4.43

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

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

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 52.8

1.2.1.1 How many new courses are introduced within the last five years

Response: 113

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 37.5

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 80.34

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
720	685	685	660	540

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

Core Course: Corporate Social Responsibility, Human Values & Ethics

A courses on '*Corporate Social Responsibility, Human Values & Ethics*' is integrated with the curriculum of MBA provides students to develop perspectives to see issues from community orientation and working within the expected value system. The main features covered under the course are:

- (a) **Moral Values and Business Ethics:** Spiritual values, modern business ethics and dilemmas.
- (b) **Corporate Governance:** From the boardroom to the marketplace, corporate responsibilities towards consumers, stakeholders and the environment; value-based moral leadership, culture, strategy and self-regulation.
- (c) **Corporate Social Responsibility:** Corporate social responsibility of business, employees, consumers and community. code of corporate governance, consumerism, current csr practices.
- (d) **Challenges of Environment:** Environmental ethics, environmental challenges as business opportunity, affirmative action as a form of social justice.
- (e) **Moral conduct of Business and CSR:** Social audit, unethical issues in sales and technology, Internet crime and punishment, intellectual property rights, corruption in business and administration.

Exposure on Cross-Cutting Issues

Institute provides exposure to students on cross-cutting issues through carefully selecting topics for discussions during debates and elocution with following objectives.

- (a) Enhance awareness of students on contemporary issues from disciplines such as social science, geo-political, environmental etc.affecting nation and society in general.
- (b) Developing perspectives on issues affecting life and acquiring professional and reasoned position.

(c) Capacity building of students.

(d) Networking with experts from different disciplines.

Eminent Speakers Lecture Series

Eminent experts from different disciplines are invited to deliver talks/presentation on cross cutting issues that are relevant for all round development of students. The topics for talks are necessarily outside the syllabi. The tentative list of topics is listed in the Table below.

Serial No	Suggestive List of Topics
1	Human Rights & its Universal Character
2	Living with Values & Ethics: Issues & Challenges
3	Gender Sensitisation & Women Issues
4	Health Issues Afflicting Indians and Managing Personal Health
5	Environmental Issues & Challenges: Global & Indian Perspective
6	Disaster Management
7	Indian Constitution & Law Abiding Citizenry
8	Indian Political System: Contemporary Issues & Challenges
9	Understanding of National Security and its Various Dimensions
10	Geopolitical Environment and its impact on National Economy

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

Response: 14

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

Response: 14

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 34.38

1.3.3.1 Number of students undertaking field projects or internships

Response: 395

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 5.43

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	51	38	42	44

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 88.09

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
450	405	364	407	360

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
540	480	480	420	360

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 12.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	2	3	3	15

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

1. Entry Level Categorisation: Enrolled students are categorised on the basis of their performance levels in qualifying examination. These categories provide entry level status of each batch of students. These categories form the initial basis for classroom delivery, response to students' needs and academic counselling.

2. Value Added & Life Skills Courses: Following value added courses are conducted:

(a) Institute conducts *Soft Skills Course* with the following objectives:

- (i) Develop Communication skills and articulation of students.
- (ii) Inculcate habit of reading and analyse business news on daily basis.
- (iii) Enhance self confidence & self esteem of students.
- (iv) Prepare students for placement.

(b) **General Proficiency Development Course** for MCA students is conducted encompassing Soft & Technical Skills, Quantitative Aptitude, Language Skills and General Aptitude.

(c) For multinational operations and international positioning **Foreign Language Course** in French is integrated with the Time Table for the management students.

3. Subject Related Courses: Following subject related courses are conducted for certification level efficiency:

(a) **Industry Analysis & Presentation Course** is conducted for the following objectives:

- (i) Conduct research in team environment about the contemporary status of an industry.
- (ii) Gain knowledge and general awareness about business environment.
- (iii) Enhance technical report writing ability and presentation skills.
- (iv) Prepare and plan for placement and career development.

(b) **Entrepreneurship Development Course** is conducted with the following objectives:

- (i) Understand the conceptual and practical aspects of being an entrepreneur at the micro and macro levels.
- (ii) Expose students about current issues, concerns, dilemmas in dealing with entrepreneurial ventures.
- (iii) Develop skills that may contribute to entrepreneurial behaviour.
- (iv) Generate innovative ideas to assess and utilise opportunities.
- (v) Use available resources to develop best possible solution and plan the venture thoroughly.

(c) **Android Application Development Course** is conducted for MCA programme to enhance their market readiness. Android is otherwise is not in curriculum.

(d) **Application Development in C Programming and Application Development in Java Programming & Database** for MCA students are conducted during as Summer Internship. MCA programme has no provision of Summer Internship. Institute has devised two courses at the end of 2nd and 4th semester respectively.

4. For Advanced Learners, seminars, workshops, Guest Lectures and Inter-Institute Competitions as given below are organised by the Institute on

- (a) Summer Training Presentation Competition
- (b) Business Plan Competition
- (c) Debate Competition
- (d) Essay Writing Competition
- (e) Case Folio: Case Analysis & Presentation Competition

Students are encouraged to participate at other institutions in such competitions and many other co-curricular activities organised by the Institute.

5. Bridge Courses: Bridge courses are integrated with delivery system for specific areas such as accounting for students of science stream and basic maths for non- maths students.

6. The categorisation of students' performance is also done at the end of each semester, which is used for mentoring the students with a focus on enhancing the performance levels of slow learners. Additionally, remedial classes are conducted by each faculty in their respective subject.

2.2.2 Student - Full time teacher ratio

Response: 16.41

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0**2.2.3.1 Number of differently abled students on rolls**

File Description	Document
Institutional data in prescribed format	View Document

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:****1. Experiential Learning**

(a) **Summer Internship Project:** Each student of engages him/herself independently in Summer Internship Projects at a company/firm with clearly defined objectives and scope; understands systems and processes and submits the Project Report in per prescribed format and defends through presentation and viva before a Committee.

(b) **Working in the Computer Labs:** Each student works on assigned problems and applications and solves them in computer labs.

(c) **Presentation & Demonstration:** Many curricular and co-curricular activities are conducted wherein students are to compile, collate, present and demonstrate their variety of skills. Such activities are classroom assigned presentations & home assignments, extempore, elocution, debate, role plays, management games, quiz, news analysis & presentation, video & movies and mock interviews.

2. Participative Learning

(a) **Student Seminar:** Class is divided into teams of six students and each team presents a comprehensive seminar on “Industry Analysis” both in writing and presentation for management students. MCA students present seminar on latest technologies and subjects outside the syllabi.

(b) **Entrepreneurship & Business Plan Development:** Class is divided into teams of six students and each team presents Business Plan both in writing and presentation for management students.

(c) **Co-curricular Activities & Competitions:** Students participate in many co-curricular activities and competitions organised by the Institute and at other institutions such as

- (i) Summer Training Presentation Competition
- (ii) Business Plan Competition
- (iii) Debate Competition
- (iv) Essay/Creative Writing Competition

(v) Case Folio: Case Analysis & Presentation Competition

(d) **Extra-curricular Activities & Competitions:** Many sports and cultural activities and competitions are organised by the students and participate in them, which help them to hone their organising, leadership and competitive skills.

(e) **Exposure to Advanced Knowledge:** Students are exposed to advanced level of knowledge by their participation in Seminars, workshops and expert lectures on cross-cutting issues organised by the Institute and by participation at other Institutions.

2. Problem Solving Methodology

(a) **Research Project Dissertation:** Students of management and computer science are assigned live research problems, which they solve by using research techniques and software tools using analytical skills; submit detailed report and defend through presentation and viva before a Committee.

(b) **Case Method of Instructions:** Students undergo many case studies and resolve vexed problems in the case by applying their analytical skills and application of concepts and techniques.

(c) **Tutorials & Assignments:** Classroom tutorials and home assignments enhance students' problem solving skills.

(c) **Interactive Lessons:** Interactive classroom environment is created by drawing students into discussions by raising queries.

(d) **Assimilation & Teaching Effectiveness:** A system of asking two objective type questions at the end of each lecture is followed. The answer from students helps in gauging assimilation and teaching effectiveness as well as peer learning.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 70

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 17.15

2.3.3.1 Number of mentors

Response: 67

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

During the last four years the focus of the Institute has been to orient faculty members to be conversant with the 'process oriented approach', i.e., to identify the processes and writing them down and keep perfecting the process in each cycle. As the process gets stabilised, move up the value chain. Focus has been to standardise processes and systems wherein individual fallacies can be minimised in interpretation and implementation. Specific interventions have been listed below:

1. Rigorous lesson planning, their implementation and review, which created an environment to systematically prepare, sequence and deliver lessons.
2. A system of asking at least two questions in MCQ form at the end of each lecture to plan remedial/repeat classes and assess teaching effectiveness.
3. To improve vocabulary of students, a system of giving generic English meaning of at least five words and their contextual meaning at the end of each lecture is introduced; and glossary of each paper is provided to students for quick revision.
4. Extensive Templates have been developed for faculty guides and students alike to plan and collect, compile, collate and analyse data during the summer internship and present report in structured manner. This to large extent has been able to remove fallacies of individual faculty guides and focus the students towards structure approach. It improved the reports of summer internship to a large extent.
5. Similarly, through multiple FDPs on research methodology faculty members were trained to use compulsorily statistical tools for research project dissertation of students and prepare empirical reports. This not only enhanced the quality of dissertations but improved the analytical skills of students by working on real life problem. The byproduct of this system produced another research journal with research papers jointly written by faculty guide and the student to showcase the intellectual capital of the Institute.
6. To enhance the entrepreneurial skills team exercise on Business Plan Development has been introduced.
7. To prepare the students to grasp the industry functioning student seminars on industry analysis has been started. Each team of six students was given one industry to deliver one hour seminar before their peers.
8. To inculcate habit of newspaper reading and present analysis, daily exercise on Business News Analysis and Presentation was introduced. This kept the students abreast with the happening of corporate world and economic environment at national & international level. Additional exercises

are conducted for enhancing communication skills.

9. For soft skills, Personality Development Workshops are delivered by external experts.

- (a) Effective Communication Skills and Goal Setting
- (b) Time Management
- (c) Positive Attitude Building
- (d) Problem Solving Approaches
- (e) Team Building
- (f) Career Counseling - Corporate Life & Requirements
- (g) Grooming: Etiquette, Manners and Sense of Dressing
- (h) Managing & Sustaining Emotions, Motivation & Energy at Work
- (i) Values and Ethics in Professional & Personal Life
- (j) Self and Stress Management
- (k) Playing Leadership Role: Issues & Challenges faced by Fresh Professionals in Corporate Life

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	View Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 29.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	23	22	17	13

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in number of years**Response:** 7.57

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 51.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
36	36	33	32	25

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

1. University Policy for Internal Assessment: Institute follows the policy laid down by the affiliating university for evaluation. Policy entails 25% weightage for Continuous Internal Evaluation with only one class test and participation in various activities.

2. Academic Calendar

(a) Institute notifies the schedule of class tests through the academic calendar developed for each semester separately.

(b) The academic calendar is published in the beginning of each semester and shared with the students and faculty.

3. Reforms in Class Tests

(a) Institute has introduced **one test in Online Mode** using ERP for each paper in MCQ form.

(b) Second class test changed from two hour duration to **three hour duration**. This is written test conducted on the pattern of Term End Examination of University.

(c) A **system of showing the answer scripts** are to students in the class within seven days is introduced. Results are displayed on notice boards. Students are given opportunity to contest evaluation and allowed to represent.

4. Reforms in Long Duration Assignments

(a) A system of **Phase-wise Evaluation** is introduced for the excises for which large duration is given to the students complete and submit; such as summer internship, project dissertation, student seminar (industry analysis), entrepreneurship & business plan development.

(b) A well structured policy for conducting & evaluation of above assignments is laid down in writing and disseminated to students and faculty.

(c) Excises such as student seminar (industry analysis), entrepreneurship & business plan development are implemented by integrating them with the Time-Table.

(d) Specific marking scheme is provided for each phase.

5. Introduction of Value Added Courses & Life Skill Courses

(a) Institute designed Value Added & Life Skills Courses, which are integrated with the Time Table for delivery.

(b) The course comprises of excises/activities such as daily business news review, extempore, elocution, presentations, debate, mock interview, group discussions etc.

(c) Formative assessment is done by the faculty members on completion of each activity. For summative assessment five marks were borrowed from each paper of the semester and sum total was earmarked to value added course. Each activity was assigned marks and each student was awarded marks in each activity. At the end of conclusion all activities final marks were again scaled down to five and added back to each paper.

6. Procedural Reforms

(a) For larger participation of students in classes marks are assigned for the attendance for each paper on monthly basis that are averaged at the end of semester.

(b) Procedures for each exercise/assignment are written down and disseminated.

(c) Outcome (marks) of each test/activity is displayed on notice boards and students are permitted to contest.

(d) Aggregate analysis for each test is conducted and faculty is counseled.

(e) All marks are frozen on completion of activity and entered into ERP system.

7. Impact of Internal Assessment Policies on Students

(a) The transparency and procedural robustness in the internal assessment has resulted in nil complaints.

(b) Behavioural changes are observed in terms of better participation in co-curricular activities and attendance in classes.

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

Response:

1. Dissemination of Evaluation Policy

(a) The evaluation process is disseminated through Students' Information Manual and during the Orientation Programme.

(b) Evaluation process is also disseminated through Academic Calendar, Academic Circulars and students' Notices.

2. Class Tests (Post-Test Summative Evaluation)

(a) For each paper, two class tests are conducted per semester; first class test in 7th week in online **mode**.

(b) Second class test is a **written test** of three hour duration, conducted on the pattern of University Term End Examination after 12 weeks.

(c) Marks and answer scripts are shown to students on completion of test.

3. Integrated Assignment (Phase-wise Summative Evaluation)

(a) **Summer Internship Project:** For MBA, at the end of **second semester** each student of engages him/herself independently in Summer Internship Projects at a company/firm for the duration of 6-8 weeks. A well defined and detailed Template for collecting and analysis of data is laid down, which acts common document for faculty guides and students. Evaluation is done phase- wise and final presentation is conducted in **third semester**. The written policy is shared with the students before the commencement of task.

(b) For MCA, Summer Internship Project is conducted **at the end of** presentation is conducted in **third and fifth semesters** respectively. The written policy is shared with the students before the commencement of task.

(c) **Research Project Dissertation:** MBA students are assigned a real life research problem in the beginning of **fourth semester**. Students solve problem by applying management/statistical techniques and tools and submit detailed report at the end of the semester. Evaluation is conducted phase-wise. Detailed policy is laid down for achieving the task.

(d) For MCA students, live software development project is conducted in **sixth semester** in a company. Evaluation is done phase-wise. Students submit detailed report at the end semester under the guidance of detailed policy.

(e) Subject related courses conducted by the Institute, (as stated in Clause 2.2.1, Para 3) are conducted by **integrating them with the Time Table** in different semesters and evaluation is done in phased manner.

4. Assessment of Classroom Activities (Snap-shot Summative Evaluation)

(a) For Value Added Courses & Life Skill Courses (as stated in Clause 2.2.1, Para 2), various activities are conducted as per laid down plan in **each semester** and evaluation is conducted activity-wise on completion of each activity.

(b) For larger participation of students in classes marks are assigned to attendance and the evaluation is conducted at the end of each month.

5. Formative Assessment

Formative assessment is inherent in many excises/activities wherein, teachers provide qualitative feedback immediately on completion of activity. Examples of such activities are:

(a) News analysis and presentation exercises, role plays, group discussions, case studies, presentations, summer training & project guidance etc.

(b) Personality development workshops and making them aware of their strong and weak points.

(c) At the end of each lecture a system of asking two questions helps in assessing assimilation and

teaching effectiveness.

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

Response:

1. Transparent Policy Dissemination

(a) All Policies regarding conduct of examinations/tests etc are written down and disseminated in various Academic Circulars and Templates.

(b) Procedure for grievance redressal is well articulated in the Students' Information Manual.

2. Mechanisms for Redressal of Examinations related Grievances for Internal Examinations

(a) If students have any representation/complaint regarding setting up of question paper, marks awarded etc, a written representation is to be submitted to the 'Grievance Redressal Committee' of the Institute within seven days from the date of completion of the examination.

(b) The Committee examines the students' representation and submit its recommendations to the Director. The decision of the Director shall be communicated to the students.

(c) Further, when the answer scripts are shown to students, students can compare and contest marks awarded, which if found logical are corrected.

3. Mechanisms for Redressal of Examinations related Grievances for Semester-End Examinations

(a) If the students' have any grievance related to term end examination, students are to submit their written representation/ complaint to the Director within five days from the date of examination.

(b) The Director sends all such representations regarding setting up of question paper, marks awarded etc., along with his/her specific recommendations, to the Controller of Examinations of the University within seven days from date of the examination.

(c) Controller of Examinations puts up all such representations before the University 'Students Grievance Committee' for resolution.

(d) Besides the above, university has provided a system of rechecking and RTI.

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

Response:

1. Alignment of Institutional Academic Calendar with University's Calendar

Affiliating University provides broad academic calendar giving dates of commencement of semester, end of teaching, dates of term end practical & theory examinations etc. Institute plans its co-curricular, extra-curricular and CIE activities within the broad academic calendar provided by the university.

2. Institute's Policy Structure for Scheduling CIE Activities

(a) Before the commencement of each semester Institute publishes its Academic Calendar for the entire duration of the semester incorporating major CIE activities. These are shared with faculty and students.

(b) Many academic activities that require long duration to complete are scheduled through Academic Circulars.

(c) Time Table for each class and section are prepared on weekly basis and notified to all stakeholders. Many activities, which are implemented through the mechanism of Time Tables, are evaluated as scheduled in the Time Tables.

3. Class Tests

All class tests of theory and Lab practical are scheduled of through the academic calendar in each semester.

4. Long Duration Assignments

(a) All long duration assignments (such as summer internship, project dissertation, student seminar on industry analysis, entrepreneurship & business plan development) falling within one academic calendar are evaluated within the duration of the calendar.

(b) Separate Academic Circulars giving detailed phase wise schedules and distribution of marks are issued. These Circulars are shared with faculty and students.

5. Value Added Courses & Life Skill Courses

Scheduling & evaluation of activities (such as daily business news review, extempore, elocution, presentations, debate, mock interview, group discussions etc) related with Value Added & Life Skills Courses is done through Time Table mechanism.

2.6 Student Performance and Learning Outcomes

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

Response:

Communication of POs, PSOs and COs

The details of programme are described on the institutional website www.gitarattan.edu.in, wherein,

besides other details of programme, programme outcome and programme specific outcome are given.

Besides this, curriculum of each programme uploaded on the website of the Institute containing Course outcomes.

PROGRAMME: MBA	
Programme Outcomes	
PO 1	Provide in-depth Knowledge of Management Concepts, Techniques, Tools and their Application in live situation
PO 2	Develop Leadership Skill, Team Spirit and Analytical Abilities
PO 3	Develop Soft Skill and Holistic Personality
PO 4	Prepare Qualified Business Management Graduates
PO 5	Equip Students with Skills for their Career Development
PO 6	Prepare the Students for their Placement.
Programme Specific Outcomes (PSOs)	
PSO 1	Understand Marketing Discipline and to Grow as A Marketing Professional
PSO 2	Understand Finance Discipline and to Grow as A Finance Professional
PSO 3	Understand Human Resource Management Discipline and to Grow as A Human Resource Management Professional
PROGRAMME: MBA (INTERNATIONAL BUSINESS)	
Programme Outcomes	
PO 1	Provide in-depth Knowledge of International Business Management Concepts, Techniques, Tools and their Application in live situation
PO 2	Develop Abilities of Students to Apply Business Management Skills in Live Situations
PO 3	Prepare Qualified Business Management Professionals
PO 4	Develop Leadership Skill, Team Spirit and Analytical Abilities
PO 5	Develop Soft Skill and Holistic Personality
PO 6	Prepare the Students for their Placement
Programme Specific Outcomes (PSOs)	
PSO 1	Analyse International Business Environment
PSO 2	Understand International Marketing, International Finance and International Human Resource Management
PSO 3	Analyse Foreign Trade Policy and Procedures
PSO 4	Understand Global Competitiveness Environment and role of Trade Grouping
PROGRAMME: MCA	
Programme Outcomes	
PO 1	Provide in-depth Knowledge of Concepts, Techniques, Tools of Computer Science
PO 2	Develop Abilities of Students to Apply Computer Science Skills in Live Situations
PO 3	Prepare Qualified Information Technology Professionals

PO 4	Develop Leadership Skill, Team Spirit and Analytical Abilities
PO 5	Develop Soft Skill and Holistic Personality
PO 6	Prepare the Students for their Placement
Programme Specific Outcomes (PSOs)	
PSO 1	Develop Programming Skills using various Platforms and Languages
PSO 2	Understand Techniques of System Analysis, Design and Testing
PSO 3	Prepare Skills for Applications Development using various Technologies

PROGRAMME: LAW PROGRAMMES	
Programme Outcomes	
PO 1	Provide in-depth Knowledge, Concepts and Cases of Law & Legal Practices Techniques, Tools and their Application in live situation
PO 2	Develop Abilities of Students to Apply Legal Skills in Live Situations
PO 3	Prepare Effective Legal Professionals
PO 4	Develop Leadership Skill, Team Spirit and Analytical Abilities
PO 5	Develop Soft Skill and Holistic Personality
Programme Specific Outcomes (PSOs)	
PSO 1	Understand Jurisprudence, History of Law & Constitution
PSO 2	Understand Different Indian & International Laws and their Application
PSO 3	Develop Analytical Abilities to Interpret Situations from Legal Perspective & Develop Integrated Solutions

Course outcomes are uploaded as attached file.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

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

Response:

General Approach

The general approach to measure the outcome comprises of measurement of performance of students and carry out aggregate analysis; placement status of students; and feedback of students. Aggregate analysis is conducted for each excise, test, activity, students' feedback, placements and inferences are drawn. Revision and updating of policies are carried out wherever required.

Internal Evaluation

Institute conducts class tests, value added courses, subject oriented courses etc. Each such activity/exercise is evaluated and marks are awarded. These are recorded in the ERP system as they are measured. Aggregate analysis is carried out and faculty is given feedback. Course outcome is assessed.

Term End Evaluation

University conducts term-end examinations and announces results. These results are captured by the ERP system; analysed and both course outcome semester-end programme outcome are gauged. At the end of each semester each student is categorised and aggregate analysis provides semester programme outcome.

Similarly, on completion of programme, aggregate analysis of all semesters provide final programme outcome.

Students' Feedback

In each semester formal feedback of students is gathered and analysed. These are shared with faculty members. The grading so obtained through this analysis provide course outcome from the perspective of students.

Placements

Placement record of students provide programme output from another perspective.

Attached File shows Aggregate Analysis of Attainment of POs, PSOs, COs

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 100

2.6.3.1 Total number of final year students who passed the university examination

Response: 1776

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

Response: 1776

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4.29

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.02

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

Response: 5

File Description

Document

List of research projects and funding details

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

1. Research Promotion

- (a) The IQAC at the Institute facilitate research activities and create research culture within the Institute.
- (b) A new journal, by the name “Anusandhan-The Research Repository”, has come out from the joint efforts of faculty and students’ research projects since 2014-15.
- (c) To create research culture and knowledge creation, it was decided to conduct FDPs during winter breaks by involving faculty members to act resource persons. This FDP is being conducted for the last three academic sessions and created internal expertise and peer learning, better than one shot affair.

2. Institutional support to Facilitate Research

For smooth progress of research efforts and initiatives following measures are taken:

- (a) Support to faculty to attend seminars and conferences and present papers in conferences through leave and grant.
- (b) Faculty members are encouraged to conduct research & PhD. Study leave is granted for this purpose.
- (c) Total research output of faculty is linked to annual confidential report and increments.
- (d) Reduced teaching load is given and computing resources with Internet are provided at the desk of each faculty.
- (e) Faculty Development Programmes (FDPs) conducted in the Institute to enhance familiarity with new research tools and techniques. The faculty also attends FDPs conducted by other institutions.
- (f) Providing online and print journals.

3. Development of Scientific Temper, Research Culture and Aptitude among Students

- (a) Read, Collect data, analyse data, draw inferences and present findings is the basic approach towards research. This approach helps students to hone their scientific temper and attitude to analyse problems and generate their solutions. Many excises built-in within the system and implemented by the faculty members has developed fundamental ecosystem to galvanise faculty members and students into problem solving mode and research.

(b) Besides, short term excises (as discussed under Criterion 2), following assignments/activities directly contribute to the research capability of students as well as faculty members, who are intricately involved:

- Deliver student seminar on Industry analysis.
- Develop and present business plan.
- Conduct and present summer internship report.
- Conceive a research problem, design research experiment, collect data, analyse, and draw inference in the research project allows the student to create end-to-end solution.
- Participation in various inter-college co-curricular activities at the Institute and at other institutions helps students to hone their research aptitude and scientific temper.

4. Faculty Involvement in Active Research: Guiding Students' Research

- The faculty is actively involved in guiding the students in their summer internship project reports.
- The faculty members are also actively involved in guiding students in their research project dissertation. The faculty is involved from 'end-to-end' in the entire process from designing the project title, experiment design, data collection & analysis and writing report.
- Faculty members are also involved in training the students on specific tools and statistical technique to be used for project.

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

Response: 115

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	26	27	26	16

File Description

Document

List of workshops/seminars during last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.33

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.49

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	21	38	24	47

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.22

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

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

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

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

Response:

1. Blood Donation Camp

Institute organises Blood Donation Camp every year. Students (both boys & girls) and staff participate in large numbers voluntarily. Blood Donation Camp sensitises students to the needs of society without knowing to which individual the blood is being passed on. Students through this volunteer action relates themselves with the community. Lions Club is actively engaged every year in conducting Blood Donation Camp at the Institute.

2. Communal Harmony Campaign

Institute is associated with the efforts of Ministry of Home Affairs, Govt of India, for communal harmony by Celebrating National Flag Day every year. Institute sensitises students towards communal harmony by their financial contribution on this day. This action of students prepares them to be better citizen of the country and acquire higher values for furtherance of national development.

3. Clean India Activities

In congruence with the 'Swacch Bharat Mission', Institute conducts many activities for students such as Elocution Competition, Poster Competition, Rangoli Competition, Survey of Local Area and Presentation. These activities enhance awareness of the students towards major social issue afflicting the society at large and motivates them to take responsibility for social cause.

4. Tree Plantation Drive

Institute organises tree plantation drive periodically. Such drives orient students towards many issues linked with the environment management, pollution, global warming and climate change.

5. Anti-smoking Campaign

Anti-smoking campaign is organised to spread the message that smoking is one of the major cause of cancer.

6. Awareness Programme

A course on 'Corporate Social Responsibility, Human Values & Ethics' provides students to develop perspective to see issues from community orientation and support under-privileged and vulnerable sections of society.

7. Socially Relevant Surveys & Projects

Students conduct many socially relevant surveys and work on projects during summer internship projects and research projects extended to their academic course work.

8. Holistic Development through Inter-College Events

Many inter-college events (co-curricular and extra-curricular) are organised at the Institute and students participate in such events at other institutions. Participation and competing with students from various colleges; and organising such events provide laboratory to the students beyond classrooms for their holistic development.

9. Adding Value through Soft Skill Development

Students from heterogeneous background join the Institute unaware of requirements of professional life and varied presentation skills. Value Added and Soft Skill courses and personality development workshops organised by the Institute provide a platform to extend the learning in addition to academic learning.

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 232

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	44	47	53	43

File Description	Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	View Document

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
894	816	831	827	720

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 1362

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

2016-17	2015-16	2014-15	2013-14	2012-13
278	272	274	275	263

File Description

Document

Number of Collaborative activities for research, faculty etc.

[View Document](#)

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

Response: 9

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during last five years

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

File Description

Document

Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

1. Facilities for MBA Programmes

S No	Nomenclature	Required Number as per AICTE Norms for 2017-18	Available Rooms/Facilities
1	Classrooms	5	8
2	Tutorial Rooms	1	3
3	Seminar Hall	1	1
4	Number of Computers (PC to Student Ratio - 1:6)	80	120
5	Number of Printers (5% of Total No of Computers)	4	4
6	LAN	100%	100%
7	Internet	32 mbps	32 mbps + 5 m

2. Facilities for MCA & MCA (Integrated) Programmes

MCA and MCA (integrated) programmes are closed from the academic year 2017-18. In case of MCA, students of only one batch 2015-18 are left. The requirements for the balance of years are given in the Table below. Note that for MCA (Integrated), no extra facility is required as AICTE norms except classrooms. As these programmes close and infrastructure becomes free, it will be used for existing/new courses.

S No	Nomenclature	Required Number as per AICTE Norms for 2017-18	Available Rooms/Facilities
1	Classrooms	4	4
2	Tutorial Rooms	1	1
3	Computer Lab	1	1
4	Seminar Hall	1	1
5	Number of Computers (PC to Student Ratio - 1:4)	45	60
6	Number of Printers (5% of Total No of Computers)	3	3
7	LAN	100%	100%
8	Internet	32 mbps	32 mbps + 5 m

3. Common Facilities for MBA & MCA Programmes

S No	Nomenclature	Required Number as per AICTE Norms for 2017-18	Available Rooms/Facilities
1	Computer Centre	1	1
2	Library	1	1
3	Conference Room	1	1
4	Auditorium	0	1

4. Facilities for UG Programmes

The norms for UG programmes are decided by the University. Five Year BBA-LLB programmes started from academic year 2016-17. Five Year BA-LLB and Three Year BBA programmes commenced from academic year 2017-18. The requirements are given for the existing strength of students only, but the availability is given on actual basis. Further construction is in progress.

S No	Nomenclature	Required Number as per University Norms up to 2017-18	Available Rooms/Facilities
1	Classrooms	6	18
2	Computer Lab	1	2
3	Library	1	1
4	Number of Computers (PC to Student Ratio - 1:6)	30	60
5	Moot Court	1	1

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

Response:

1. Indoor Games Facilities

Institute has indoor sports facilities comprising of Table Tennis, Billiards/Pool, Chess and Carom spread in Common Rooms and Billiards Room. Students use these facilities regularly. Institute conducts annual competitions as Sports Days. Winners are facilitated during the Annual Felicitation Day.

2. Cultural Facilities

Institute has auditorium with seating capacity of 350 where most of the cultural activities are conducted. Institute conducts three Cultural Days in a year, where six cultural activities are conducted. In addition to Cultural Days, Institute also conducts two days inter-college annual event by the name Zenith.

3. Yoga Facility

Institute has created yoga facility for students. Yoga practice & lessons are given.

4. Outdoor Sports

Institute uses outdoor facilities of its sister school, run by the parent Society, Rohini Educational Society. Cricket and Badminton tournaments are conducted at the grounds of the school.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 33

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 99.05

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
620	455	450	450	375

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

1. Library Layout

1	Total area of the library (in Sq. Mts.)	322.701	
2	Total seating capacity	100	
3	Working hours	0830 AM to 6 PM (Daily). Library remains open throughout the day except holidays.	
4	Layout of the library	Library is air-conditioned.	

2. Library Access Tools

S. No.	Item	Response	
1	Enterprise Resource Planning (ERP) Package for Library	Customised from M/s IFW	
2	Participation in Resource sharing networks/consortia	1. Shodh Ganga 2. DELNET 3. Directory of Open Access Journals (DOAJ)	
3	Content Management system for e-learning/ILMS	Office 365	
4	OPAC	Yes	
5	Library automation/Bar code Reader System for Issue-Receipt and Stock Taking	Full Automation	
6	LAN	100%	
7	Internet	Yes	
8	Total number of computers for public access	10	
9	Total number of printers for public access	1	
10	Reprography Facility	1	

3. Learning Resources

(a) **Number of Books:** Status of availability of books during the last five years is given in the table below:

Number of Books in the Academic Year as on Close on 31st July Every Academic Year				
2012-13	2013-14	2014-15	2015-16	2016-17
28201	30322	31937	33621	37602

(b) Other Resources

S. No.	Item	Number (As on 31.07.2017)	
1	Subscription of Print Journals	78	
2	Online Journals (Management)	229	
3	Online Journals (Computer)	313	
4	Online Journals (Law)	205	
5	AIR Civil & Criminal Manuals	40 Volumes	
6	Periodical Subscribed	08	
7	Newspapers Subscribed	05	
8	Book Bank Facility for Students	100% for all students	

4. Library Resource Utilisation

S. No.	Item	Quantity	
1	Average number of walk-ins per day	115	
2	Average number of books issued/returned per day during 2016-17	45	
3	Ratio of library books to students enrolled as on 31.07.2017	31.8	

5. Library Procurement System

(a) Any faculty member or student can recommend a book for purchase. If the resource is found to be non-available in the library, Librarian obtains recommendation of library committee. Director then approves the purchase and management provides funds.

(b) Before the commencement of each semester the librarian through the staff circular requests each faculty to suggest new books in the areas of their assigned papers. The rest of the process is similar to that is explained above.

(c) Regarding the journals, the list of journals is reviewed every year by the library committee; on recommendation of the committee the journals are prescribed.

(d) All needs are reviewed by the Library Committee (comprising of ex-officio Academic Coordinators, Programme Coordinators and librarian) and suggestions are catered for.

6. Support by Library Staff to Students and Faculty Members

The library staff provides support to students and faculty members in following ways:

- Issue and receipt of books;
- In searching books, journals and guidance for the resources;
- User training on OPAC and interface for accessing online journals;
- Archiving & providing previous years' question papers to students; and
- Information on New Arrivals to the users.
- Taking feedback of users and acting on it.

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

Response:

Sl. No	Title	Author	Publisher	Year of Publication
1	The Setu and Rameshwaram	N. Vanamamalai Pallai	V. Narayan & Bror	1929
2	The Child in Ancient India	Kamalabai deshpandey	By the Author	1936
3	Indian Railways as Connected with British Empire in the East.	Sir William P. Andrew	W. H Allen & Co.	1884
4	Indian Sculpture	C. Sivaramamurti	Allied Publishers	1961
5	The Coins of India	C.J. Brown	Association Press, Calcutta	1922
6	The Embassy of Sir Thomas Roe to the court of the Great Mogul 1615-1619 As Narrated in His Journals and Correspondence.	Sir Thomas Roe	Not Available	Not Available
7	The Heritage of India Series; The Coins of India	C. J. Brown	Association Press, Calcutta	1922
8	History of India under the	William Erskine	Longman, Brown, Green and	1854

	sovereigns of the house of Taimur, Baber and Humayun Vol I		Longmans		
9	The Religious Quest of India	Ed. By J. N Farquhar	Not Available		Not Available
11	Tezkereh Al Vakiat, Private Memoirs of The Moghul Emperor Humayun,	Written In The Persian Language By Jouher, A Confidential Domestic of His Majesty ;Translated By Major Charles Stewart	Oriental Translation Fund		Not Available
12	Royal Conquests And Cultural Migrations In South India And Decan	C. Sivaramamurthy	Indian Museum	1964	
13	Rishis in Indian Art and Literature	C. Sivaramamurthy	Kanak Publications	1981	
14	Hatha Yoga Simplified	Shri Yogendra	The Yoga Institute	1955	
15	The Hakult Society -The Embassy of Sir Thomas Roe to Indian 1615-1619 Vol II				
16	The Purana Text of the Dynasties of the Kali Age with Introduction and Notes	Ed. By F. E Pargiter	Humphrey Milford Oxford University Press	1913	
17	History of Pallavas of Kanchi	R. Gopalan	University of Madras		Madras

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)

Response: 9.58

4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
11.13	2.79	5.31	10.66	18.03

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.43

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 115

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:**1. Computing Facilities**

S. No.	Item	Details
1	Number of Computers with Configuration	<p>A. For Training</p> <p>(i) Computer Centre: 120 computers, make Lenovo Think Centre i3 processor, 500 GB HDD, 2 GB RAM developed in 2013-14.</p> <p>(ii) Computer Labs: 60 PCs DEL, Pentium 3.00GHz, 2 GB RAM HDD and 60PCs assorted.</p> <p>(iii) Classrooms/Auditorium/Seminar Hall: 25 make Lenovo Think 2.5 GHz i3 processor, 500 GB HDD, 2 GB RAM upgraded grade 2013-14 onwards.</p> <p>(iv) Library: 10</p>
		B. For Admin & Faculty: 77 assorted, Pentium 3.00GHz, 2 GB GB HDD.
(b)	Stand alone facility	Nil (All computers are on LAN)
(c)	LAN facility	Each computer is connected through 10/100 Mbps LAN.
(d)	Wifi facility	Yes
(e)	Licensed software	Yes
(f)	Number of nodes/ computers with Internet facility	120 computers in computer centre for training and all computers of Classrooms.
(g)	Other	<p>Server: IBM, Xeon, 8 x 2 GB RAM, 320 x2 HDD, Raid system.</p> <p>Switches for LAN; laser printers; scanner, duplicating machines.</p> <p>Each classroom has LCD projector, with PC connected to central blue tooth KB & mouse.</p> <p>CCTV System.</p> <p>Air conditioning.</p>

2. Internet & Platforms

(a) The Institute has leased line of 5 mbps from Spectranet with 1:1 contention ratio and Broad Band with 32 mbps from Airtel. The Internet connectivity is provided to all computers in computer centre and each computer with faculty.

(b) Institute has customised dedicated ERP system introduced in 2014-15.

(c) Institute has 24x7 Office 365 Share Portal - Provided by Microsoft in collaboration with AICTE.

(d) Institute has its presence on Internet through its website (www.gitarattan.edu.in).

(e) Institute has ERP based bulk SMS facility.

3. Institutional Strategy for Provisioning & Upgradation of IT Facilities

(a) Hardware is provided as per AICTE norms. The AICTE policy provides for computer-student ratio as 1:6 from the academic year 2017-18.

(b) Software needs are looked after as per the requirements of syllabi and AICTE norms.

(c) As a policy, each faculty and staff is provided with computer at their workplace.

(d) Routine maintenance and replacement due to fare-wear-tear is carried out on daily basis or when reported by the faculty/staff/student.

(e) Worn-out machines are replaced by current level of technology and consistent with the software to be run.

4. IT Budget

Year/ Expenditure	IT Expenditure (Rupees in Lakh)				
	2012-13	2013-14	2014-15	2015-16	2016-17
Actual Expenditure (Rs)	12.35	47.47	6.46	2.04	5.2

5. ICT Resource Utilisation

(a) Each classroom is equipped with Multimedia Projector and PCs, which are in turn connected to Central Server through LAN. Each faculty is required to keep their presentation material in their respective folders and pick it at the time of actual delivery.

(b) Each faculty prepares digitised contents and shares them with students. Online journals and other reading material help the faculty to read, compile data in relation to topics and deliver it in effective

manner.

(c) Time table is generated through 'Time Table' module on Institute's ERP. The Time Table of each class is integrated with the Students' Attendance Module available on the ERP system. Attendance is taken online, real-time basis in classroom with visual display. Number of classes conducted by each faculty gets automatically recorded.

(d) Many activities of academics and administration are managed through institutional ERP system. Some running modules are students' attendance, online examination, Students' marks compilation & results, faculty leave etc.

(e) Office 365 Share Portal is used to house and display Lesson Plans, Study Material, Questions etc for 24x7 sharing with students.

(f) The library management and administration is conducted through ERP.

(g) Internet facility is available in Computer Centre and Wi-Fi is available.

4.3.2 Student - Computer ratio

Response: 3.26

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 20-35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 49.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
306	246	212	198	202

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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:

1. Resource Planning

(a) The requirement of built-up area & allied fittings and fixtures, library, computing resources, faculty are worked out as per the norms laid down by the statutory body/university/Delhi Govt; and provided for.

(b) All the norms laid down by various local bodies and agencies for firefighting services, facilities for differently abled people, structural soundness etc are adhered to.

(c) Conservancy and security services are provided by the specialised outsourced agencies.

2. Resource Allocation

Governing Body of the Society allocates the funds for capital and revenue expenditure.

3. Institutional Mechanism for Resource Maintenance

- (a) Any problem noticed by faculty, staff or student is reported at the reception through ERP system; which is then passed on to concerned person for rectification.
- (b) The electrical issues problems are maintained by the Society's electrician. All plumbing and building issues are maintained through inhouse plumber, carpainter etc.
- (c) Routine maintenance, repairs and replacement of computing resources and training aids is carried out by the technicians on daily basis, when reported by the faculty/staff/student.
- (d) Routine cleaning and upkeep of the building is done by the house keeping staff.
- (e) All major fittings and fixtures, such as lifts, ACs, RO water system, CCTV system, telecom system, UPS, are maintained on AMC basis.

4. Maintenance of Essential Services

- (a) All computers, servers and switches are powered by stabilised power supply through online UPS.
- (b) Standby power supply is provided through DG set of 125 KVA.
- (c) Municipal water supply is backed by ground water.
- (d) Entire building is fully covered by fire fighting facilities.
- (e) AMC of lifts, ACs, Gen Set, ERP, online UPS, Computers, CCTV, Intercom, LCD Projector.

5. Utilisation of Classroom Training Aids

Each class equipped with LCD projector and computer are connected with the central server and ERP system. ERP system supports online real-time attendance of students. The central server houses study material to be used by the faculty members for the class.

6. Academic Recordkeeping & Library Management

All records of students in respect of attendance, performance etc are maintained on ERP. All operations of library are computerised using ERP customised for the Institute and Bar Code system.

7. Web Based Resources

Institute is a member of Office 365 online system, which acts email server for all faculty, staff and students under the domain @gitarattan.edu.in. The Share Point server of Office 365 acts as web server to share and disseminate information. Note Book application on Office 365 acts as discussion forum and share platform between students and individual teachers.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.68

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	7	0	11

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.23

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	17	15	0	0

File Description

Document

Any additional information

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
894	816	831	827	720

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years**Response:** 100

5.1.5.1 Number of students attending VET year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
894	816	831	827	720

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 83.63

5.2.1.1 Number of outgoing students placed year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
312	301	344	280	246

File Description**Document**

Self attested list of students placed

[View Document](#)

Details of student placement during the last five years

[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 0.8**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 3

File Description**Document**

Details of student progression to higher education

[View Document](#)**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)****Response:** 38.81**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
27	26	25	22	21

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
67	68	64	61	52

File Description**Document**

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

[View Document](#)**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

Response: 135

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	18	12	35	43

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

1. Students' Representation

To develop leadership qualities among the students, to make them responsible citizens and to provide a mechanism for presenting their perspective in a peaceful and responsible manner a system of "Class Representative (CR)" is in place. Each class elects two CRs one boy and one girl. The Class Representatives act as interface between the class and the management, Director and faculty members and maintain communication lines.

2. Students' Feedback/Representation

A systematic mechanism has been developed to receive feedback and representation from the students, viz.

- (a) Students directly manage cultural, sports and co-curricular events, which ensures their representation in such events directly.
- (b) Formal written feedback at the end of each semester.
- (c) Personal & written feedback through the mechanism of organisation structure, i.e., through Class Coordinator, Programme Coordinator, Academic Coordinator, Director and Management.
- (d) Through Suggestion Box.
- (e) Through Grievance Handling Mechanism.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 12

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	12	12	11	13

File Description

Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

1. Non-Financial Support by Alumni

Alumni of the Institute contribute in many ways, viz.

- (a) Supporting placement efforts of IIPC of the Institute.
- (b) Arranging Guest Speakers from industry.
- (c) Sharing their experiences with students of subsequent batches.
- (d) Support in organising cultural activities.

2. Financial Support

The details of financial support rendered during last financial year as given below.

S. No.	Year	Amount (in Lakhs)
1	2012-13	6.96
2	2013-14	7.88
3	2014-15	6.98
4	2015-16	7.56
5	2016-17	0.28

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during last five years**Response:** 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision

To prepare outstanding professionals in business management and other disciplines, who can provide leadership & intellectual-emotional-psychological support to the people; design-develop-implement systems & processes; and research-innovate-compete at national & international level.

Mission

1. Provide an integrated learning experience stressing basic skill development, academic excellence, employable skill preparation and intellectual rigor;
2. Promote integrated personality development of students;
3. Encourage research and excellence in all activities of teaching fraternity;
4. Promote continuous improvement in processes and systems through innovative ideas and technologies, and
5. Nurture culture of fairness, equity and partnership.

Nature of Governance

The vision and mission provide fundamental framework to develop action plans and link them with:

Needs of the Society: To fulfill the aspirations of the society to provide quality professional education to their children, the management has created state-of-the-art infrastructure; runs it within the norms and standards prescribed by the statutory bodies, government and university; provides continuous support for its sustenance; and carries large number of faculty and staff along with it in their endeavour.

Needs of Students: The vision and mission support the needs of students by providing robust systems and processes written with clarity of role and objectives; ensure support by dedicated qualified faculty; provide environment and facilities for excellent teaching-learning, which encourage students to fulfill their endeavours and achieve their aspirations.

Role of Stakeholders in Formulation of Policy & Implementation

Top Management: At the design stage, the top management is intimately involved in giving direction on all aspects institutional running and vets each policy before its release. For implementation, top management provides adequate budgetary support for each activity; monitors the implementation through Academic Calendar and outcomes; takes feedback from each stakeholder; and gives direction for corrective action and improvement.

Director: At the design stage, the Director is the fulcrum and acts as integrator of various inputs and

provides intellectual support to faculty members and staff through the mechanism of discussion and writing. The Director then integrates management view into the policies. The policies are then disseminated and discussed with the stakeholders. Wherever required, training is carried out. All planned activities are incorporated in detailed Semester Academic Calendar, which is shared with all stakeholders. The implementation (monitoring, feedback and control) is carried out through the mechanism of organisational structure and committees. Review meetings and discussions are held; corrective actions and improvements are then initiated. Director is ex-officio secretary of the Management Committee.

Faculty Members: At the design stage, faculty members are fundamental resource persons, who help in ideation process, provide feedback from the ground level and generate alternatives. Representatives of faculty members (one Professor and one Asst Professor) are the part of Management Committee. At functional level, Academic Coordinators support Director in Planning; Programme Coordinators in Monitoring and Control; Class Coordinators maintain linkages and communication of policies with students; faculty members execute various plans and activities.

Involvement of Leadership for Ensuring Quality Implementation

The leadership intimately involved End-to-End, i.e., from conceiving an idea, designing the framework, developing the plan, communicating & training stakeholders, execution and review.

6.1.2 The institution practices decentralization and participative management

Response:

Delegation of Authority & Autonomy

1. Delegation of authority is done through mechanism of organisation structure and through various committees;
2. Each position and task has roles and responsibilities built within it. Each person, who is assigned the task, has autonomy to design procedures and achieve task;
3. Each faculty has autonomy to pursue intellectual activities as per his/her choice.

Culture of Participative Management

Process oriented approach, organisation structure, monitoring, feedback and control mechanism; and functioning through committees for specialised tasks fosters highly participative culture of working. Each individual is encouraged to contribute to the logic and reason for conducting every task and policy. Once the policy is framed it is discussed before operationalisation.

Case Study: Academic Calendar

Preparation of academic calendar is one example, where all faculty and management participate from its creation to approval and then to its implementation and monitoring. The academic calendar moves from bottom-up and then top-down.

Structure of Academic Calendar

The academic calendar of the Institute is the repository all major activities conducted by the Institute during a semester distributed on timeline. IT comprises of following activities:

1. Scheduling of Examinations, Class Tests and Practical Examinations;
2. Scheduling of Seminars, Conferences, FDPs;
3. Scheduling of various Co-curricular Events;
4. Scheduling of Sports and Cultural Events;
5. Scheduling of Vacations; and
6. Scheduling of Holidays.

Creation of Academic Calendar

1. Various Committees, Programme Coordinators and Academic Coordinators plan and design various activities in their respective area of responsibility. These activities their scope are well articulated and blueprints are ready with their creators.
2. These activities are properly placed on Monthly Charts at final stage by the Director and Academic Coordinators; and number of days available for teaching is worked out in every month and for the duration of the semester.

Approval by the Management

Designed Academic Calendar is placed before the management for its approval. For management, the academic calendar presents an opportunity to associate itself with planning of the semester and budget financial support to various activities.

Implementation of Academic Calendar

Approved Academic Calendar is disseminated to all faculty members, students and staff. The date-wise schedule is implemented by the Programme Coordinators and Committee members. The implementation is monitored by the Director and Academic Coordinators. The available teaching days become input to the Lesson Planning, where each faculty is intimately involved in delivery.

In the process of creating academic calendar to its implementation, all faculty members, director and management are intimately involved.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Regulatory Environment

1. The Institute is to operate within highly regulated environment, where it does not have any autonomy in basic areas of admission, curriculum setting, examination and award of degree.
2. Quantum of land allotment in Delhi and permissible built up area norms for educational institutions are regulated by Delhi Development Authority (DDA).
3. Statutory body (AICTE & BCI) permit Intake of students in a programme on the basis of permissible built up area.
4. Programmes to be offered by the Institute are to be selected from within the bouquet of affiliating Institute.
5. Fee is decided on the recommendation of State Fee Regulatory Committee and approval by Govt of NCT of Delhi.

Strategic Plan

1. It is evident from the above that the strategic plan of the Institute for its growth and deployment of resources is highly contingent on available degrees of freedom offered by the regulatory environment in running the Institute.
2. DDA in its Master Plan Delhi 2021 increased the FAR for educational institutions from 100 to 150%. Institute extended its built up area in academic year 2012-13 as per Master Plan and introduced a new programme MBA (International Business) from the academic year 2013-14. The Institute developed entire curriculum for MBA (International Business) and got it approved from BOS of affiliating university. It is noteworthy that this Institute is the only institution under GGSIP University that conducts MBA (International Business) programme.
3. DDA again revised FAR for educational institution in 2014 to 225%. Institute created another block in the year 2014-15 and 2015-16; and introduced BBA-LLB programme from the academic year 2016-17. On completion of new block another programme BA-LLB & BBA was introduced from the academic year 2017-18.
4. From the academic year 2014-15, AICTE made a provision of conducting five year MCA (Dual Degree) programme, where MCA is being conducted. Institute launched MCA (Dual Degree) programme from the academic year 2014-15.
5. Since the industry perception of MCA programme started dwindling, the admission status started going down across India. This Institute was also affected. MCA, therefore, was closed from the academic year 2017-18; and along with it MCA (Dual Degree) was also closed from the academic year 2017-18 (since its continuation is contingent to running of MCA as per AICTE regulations).
6. Institute started three year BBA programme from the academic year 2017-18.

Provisioning & Deployment of Resources

The management is fully involved in proving funds for creating large infrastructure through bank loans and internal resources of the Society.

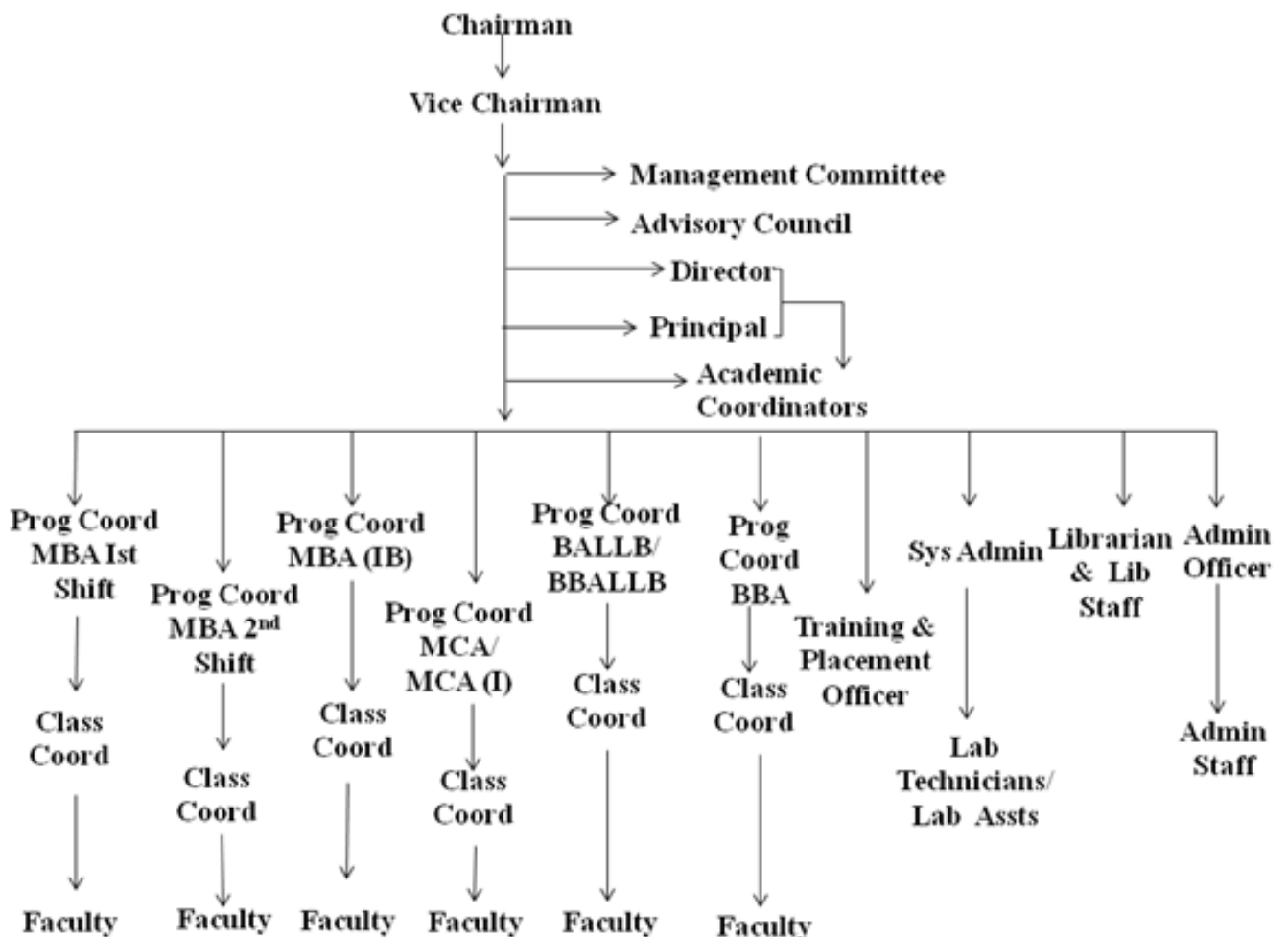
Dynamism & Realty

It is evident that the leadership of the Institute is alive to the changing environment conditions and reconfigures the status of programmes and keeps the Institute on growth path.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organisation Chart of Gitarattan International Business School



6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination
A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Issue

Every student of MBA is required to work on a research project dissertation under the guidance of a faculty member. This dissertation is the outcome of integrated learning by students; wherein students apply their analytical skills and technical knowledge to real world research problems. The output of this exercise is evaluated by the internal and external examiners independently. The large amount of work done by students and teachers goes un-reported in academic circles. The need was felt to develop a mechanism to report the research work of students in the form of research papers and demonstrate the output through an in-house journal with joint research papers of faculty guide and the student.

IQAC Meeting

The problem was handed over to IQAC to develop a solution. IQAC resolved that each faculty should convert one of their guided projects into a research paper and publish it along with student in an internal research journal.

Project Anusandhan

Each faculty guide prepared one research paper by converting one of their guided project dissertations. The papers so written during the summer vacation period are compiled into a journal. A research journal by the name "Anusandha: The Research Repository" was published in academic year 2014-15 comprising papers written on the basis research projects conducted in the academic year 2013-14. Since then, this the journal is published. Till now three issues have been published.

This has galvanised faculty members into a drill of conceiving a research problem, guide students to work on the problem, convert the outcome into a standard research paper and enhance Institute's capacity to showcase intellectual capital created by the Institute.

6.3 Faculty Empowerment Strategies

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

Response:

Organisational Support

1. Faculty and staff are given variety of leave, viz, Casual Leave, Vacation Leave, Maternity Leave, Study Leave, Academic Enhancement Leave (AEL) for attending seminars & conferences and University Examination & Evaluation Leave (UEEL).
2. Monetary grant is given to faculty members for attending seminar and conferences.
3. Group Insurance Scheme covering medical treatment for personal accident is provided to all faculty and staff and students.
4. Arrangement for emergency medical treatment in reputed hospital adjacent to the Institute.
5. Barrier free facilities.
6. Exclusive Lunch Room with refrigerator and microwave oven.
7. Free computing, printing and photocopying facilities.
8. Availability of First Aid Room.
9. Canteen facilities are available.
10. RO based system for Potable Water.

Bringing Faculty & Staff on a Common Platform

Institute routinely conducts many welfare activities, as given below, through which it brings faculty and staff on common platform.

1. Teachers' Day Celebration and Community Lunch.
2. Distribution of Gifts to faculty & staff and Community Lunch on the occasion of Dewali.
3. New Year's Community Lunch on every January 1.
4. Faculty & Staff join students on Lunch at Abhinandan (Welcome Party) and Abhiviyakti (Farewell Party).

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:** 24.33

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
26	19	12	15	6

File Description**Document**

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

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:** 1.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	1	1

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years**Response:** 84.8

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
62	68	64	45	30

File Description	Document
Details of of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

1. The Institute has developed all encompassing appraisal system which captures every facet of faculty output. The Appraisal system was developed encompassing the best of national framework enunciated by the UGC and realities of private higher education system. The Appraisal System was introduced in the academic year 2013-14 and continuing effectively till date.

Structure of AR

2. The structure of Appraisal Form comprises of following components:

Part No	Contents	Weightage (Marks)
A	Self Appraisal by Faculty	700
B	Feedback by Students, Peer & Supervisor	150
C	Potential & Attitudinal Assessment by Director	150
Total Marks		1000

3. Appraisal Report - Parameters & Attributes

PARAMETER-A: TEACHING

Attribute

A1-Lesson Plan: Preparation and Delivery

A2-Study Material: Preparation & Sharing

A3-Pedagogy: Assignments, tutorials, quizzes etc

A4-Students' Research Supervision: Thesis, Projects, Dissertation

A5-Outcome: Result of the Term End Exam

A6-Student Support: Remedial Teaching/ Additional Hours of Teaching

PARAMETER-B: ACADEMIC ADMINISTRATION

B1-Position Held

B2-Co-curricular Activities Organised - Seminars/Workshops/Conferences etc

B3-Examination & Evaluation Work – Invigilation, Paper Setting, Evaluation etc

PARAMETER-C: CONTRIBUTION TO RESEARCH

C1-Publication-Research Papers/Presentation/Books etc.

C2-Participation-Conference/Seminar/Workshop/ QIP etc.

C3-Planning & Execution - Consultancy/Sponsored Projects etc

C4-Preparation & Writing Reports - Concept papers/Policy Papers /Editorial Work

PARAMETER-D: CONTRIBUTION TO INSTITUTIONAL ACTIVITIES

D1-Member of Various Committees (Permanent or Adhoc)

D2-Extra-curricular Activities Organised – Cultural, Sports, etc

PARAMETER-E: FEEDBACK

E1-Students' Feedback

E2-Peer Feedback

E3-Supervisory Feedback

PARAMETER-F: POTENTIAL & ATTITUDINAL ASSESSMENT

S No	Parameter	Attribute
1	Basic Potential of Faculty	Knowledge & Skills
2		Development and Qualification enhancement
3		Oral Communication
4		Written Communication
5	Attitude	Planning & Organising
6		Initiative
7		Commitment & Sense of Responsibility
8		Punctuality
9		Loyalty & Discipline
10		Temperament
11	Interpersonal Relations	Teamwork
12		Leadership
13		Attitude towards superiors
14		Relationship with peers & staff
15		Relationship with students



4. Appraisal system envisaged above is fully functional and is used for increments etc.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial Audit

1. The concurrent and yearly audit of the Institute is conducted by the certified chartered accountant every year.

2. As per the rules, the controlling Society, namely Rohini Educational Society, files income tax return of the Institute along with audited accounts on the due date.

3. Observations, if any by the Income Tax department are resolved by filing replies. Till the financial year 2015-16 there are no audit objections.

4. State Fee Regulatory Committee constituted by the Govt of NCT of Delhi peruses Institute's audited accounts while fixing the fee for various programmes.

Status of Audit of Last Five years

The details of submission of audit and its submission to Income Tax department for the last five years are given below:

Financial Year	Audit Completed on Date	Income Tax Return Filed on Date	Observations Dept, if any
2012-13	05.09.2013	31.10.2013	Nil
2013-14	19.09.2014	12.11.2014	Nil
2014-15	15.09.2015	24.10.2015	Nil
2015-16	03.08.2016	16.02.2015	Nil

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

Response: 1186

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2	451	0	60	673

File Description

Document

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

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

Response:

Mobilisation of Funds

1. The Institute is private self financing, wherein major source of funds is the fee paid by the students. Major building projects, besides internal funds, are also financed through bank loans and loans from the

Society.

2. The fee for each programme is decided by the State Fee Regulatory Committee.

3. In first year, University collects part fee at the time of admission and balance fee is collected when students join the Institute. In subsequent year, full fee is collected by the Institute.

4. Fee for the complete academic year is collected at one time in the beginning of the year.

Utilisation of Resources

1. Budget is prepared by the Governing body.

2. Funds are allocated to various heads such as Building, Establishment (Salary), Library, Over Heads, Welfare etc. These funds are spent with the approval of management.

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:

INSTITUTIONALISING LESSON PLANNING PROCESS

The Context

Gitarattan International Business School is an affiliated Institute. Curriculum is laid down by the affiliating university. Invariably curriculum does not provide the breakdown of topics to be taught. Secondly, if more than one faculty is teaching the same subject in different sections, issue of standardisation across sections is a big issue. Thirdly, delivery is always subject to two constraints, namely,

(a) Level-1 Constraint: Number of teaching days available in a semester.

(b) Level-2 Constraint: Number of teaching hours available per paper.

These issues along with dynamics of human mind play out in variety of ways in the quality and quantum of content delivery. Such a vital issue cannot be left to individual's approach. Certain degree of standardisation/benchmark is required. In this context problem was resolved.

The Solution

A standard format was designed with following details:

Lecture No	Details of the Topics/Sub-topics to be covered	Methodology	Ref/Text Book	Date
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L1			
L2			

The lectures (L1, L2, L3-----) with details are clearly spelt out and monitored for their delivery by the respective Programme Coordinators. These details act as guide to compile study material, prepare lecture and deliver in sequential manner. For students, the Lesson Plans acts as guide to plan their studies. At the end of the semester the plans were reviewed for their efficacy.

The Outcome

The structuring of Lesson Plans for delivery was able to bring this process into the culture of the Institute. The system of Lesson plans provides the benchmark for most important activity of a teaching institution.

ASSOCIATING ENTREPRENEURSHIP DEVELOPMENT TRAINING WITH CURRICULUM

The Context

Training of entrepreneurship development is the contemporary requirement for management students. University prescribed curriculum does not provide any practical training on this important aspect. It was also felt that students do not have sufficient awareness and knowledge of various sectors and industry of Indian economy, which directly helps to orient them for entrepreneurship as well as to prepare for placement.

The Solution

IQAC addressed this issue by suggesting two specific activities. One, a student seminar on 'Industry Analysis' and development of 'Business Plan'. Industry Analysis was planned in second semester as team excise by a group of six students with following objectives:

- (a) Conduct research in team environment about the contemporary status of an industry and orient students towards entrepreneurship.
- (b) Gain knowledge and general awareness about business environment for at least ten industries through peer presentations.
- (c) Enhance technical report writing ability and presentation skills.
- (d) Prepare and plan for placement and career development.

For this purpose comprehensive format was developed to guide students to collate and present their seminar on assigned industry. Students are required to submit written as well as present the analysis before their peer group.

The 'Business Plan Development' development excise was scheduled in third semester and also as team excise by a group of six students. A comprehensive format was provided to the students for developing and presenting their business plans with following objectives:

- Understand the conceptual and practical aspects of being an entrepreneur at the micro and macro levels.
- Expose students about current issues, concerns, dilemmas in dealing with entrepreneurial ventures.
- Develop skills that may contribute to entrepreneurial behaviour.
- Generate innovative ideas to assess and utilise opportunities.
- Use available resources to develop best possible solution and plan the venture thoroughly.

Both these excises were integrated with time table and marks were allotted for evaluation for keeping the students involved. These were offered as certification course.

The Outcome

The outcome of these two excises is that these have enriched both students and faculty in acquiring knowledge of various sectors and industry of Indian economy give them an orientation towards entrepreneurship; and these excises are fully integrated with pedagogy.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

CASE-1: DEVELOPING GLOSSARY FOR EACH PAPER

1. The Context

During the semester review meeting it came out that students have poor vocabulary in English language, which impacts their grasp of particular paper and general learning ability. It was discussed in IQAC meeting and came out that at postgraduate level students are not inclined to go through English language development classes in structured manner. It was conceived that the solution to resolve this problem must be integrated with the pedagogy and lecture plan itself.

2. Solution

A solution was evolved to develop Glossary of each paper. The details are as given below:

- (a) During the conduct of each lecture, subject teacher is to ask generic English meaning of at least five words used during the delivery by involving students. It must be deliberate excise.
- (b) After supplying the correct generic English meaning, the subject teacher is to give 'Contextual Meaning' of those five words; so that students grasp correct perspective.
- (c) On completion of the course subject teacher is to publish full Glossary of the paper and share with the students.
- (d) With 45 lectures for a paper, a Glossary of 225 words per paper is prepared and shared.

(e) The Glossary is prepared for all papers of all semesters.

Outcome

The outcome of this process is:

(a) The subject teacher were to prepare each lecture (besides technical knowhow) more thoroughly compulsorily with proper contextual meanings of the words used in the lecture.

(b) It helped both students and faculty members to appreciate not only the correct perspective but develop a style to get into the 'Context' of the topic.

(c) Unintended outcome was that the students used Glossary as a tool to revise the papers at the time of examination and placement interviews.

CASE-2: FORMALISING PERSONALITY DEVELOPMENT & COMMUNICATION SKILLS TRAINING

1. The Context

Students with heterogeneous background, personality traits and values join the institute. However, at the end of professional education students are expected to be market ready not only in terms of intellectual pursuits but also in their soft skills. In the conventional teaching-learning environment, the intellectual dimension of the personality is addressed through the mechanism of University mandated curriculum. However, the 'gap' lies in providing systematic inputs on soft and communication skills.

2. Solution

The issue was discussed in the meeting of IQAC. It was felt that a Personality & Soft skills curriculum should be developed; be integrated with the general curriculum and offered across all four semesters as a certificate course. Following objectives were evolved for the course:

(a) To develop Communication & Social skills and Self Management skills encompassing Time Management, Goal Setting, Emotional Intelligence and Stress management.

(b) To enhance Self Confidence & Self-Esteem and develop Problem Solving & Positive Attitude.

(c) To nurture Values, Ethics, Motivation, Leadership and Team Spirit.

A comprehensive course curriculum for 120 hours spread to 30 hours per semester was developed and implemented from academic session 2013-14. The details are given below:

Semester-1

Lecture and Discussions (8 Hours)	Action Oriented Exercises (14 Hours)	Value Added Workshops on (9 Hours)
Basic communication concepts	Self- Introduction	Effective Communication Skills Goal Setting

Introduction to goal setting	Ice- Breaking Sessions	Time Management	
Importance of positive attitude in career growth	Role Play & Elocution	Positive Attitude Building	
Concept of time management	Management Games: Time Management		
Semester-2			
Lecture and Discussion (8 Hours)	Action Oriented Exercises (13 Hours)	Value Added Workshops on (9 Hours)	
Techniques for building self confidence	Extempore & Jam Session	Problem Solving Approaches	
Importance of self-esteem in career	Precious One Minute & Debate	Team Building	
Problem solving approaches	Self assessment of personality	Career Counseling-Corporate Life Requirements	
Team building approaches & skills			
Semester-3			
Lecture and Discussion (8 Hours)	Action Oriented Exercises (13 Hours)	Value Added Workshops on (9 Hours)	
Emotional dimensions of personality	Mock Interviews	Etiquette, Manners and Sense of Dressing	
Values and ethics in professional & personal life	Mock Group Discussions	Managing & Sustaining Emotion Motivation, Enthusiasm & Energy Work	
Group dynamics & group behaviour skills	Management Games on Anger Management & Cooperation	Values and Ethics in Professional Personal Life	
Developing interview & GD skills and associated FAQs			
Semester-4			
Lecture and Discussion (4 Hours)	Action Oriented Exercises (20 hours)	Value Added Workshops on (6 Hours)	
Understanding stress & its management	Resume Writing	Stress Management & Coping Strategies	
Understanding various dimensions of leadership in professional life	Excises on Developing interview & GD skills	Leadership Response to Issues & Challenges of Contemporary Business Environment	
	Counselling Sessions		

NAAC

NAAC

3. Outcome

- (a) The outcome of this course was that the students could be brought out of the shell to face the people and express themselves.
- (b) It helped them to overcome unknown fears by directly participating and through peer learning.
- (c) Students could learn many aspects of self management required in the professional life, which otherwise not transferred in structure manner.

(d) The Institute could develop experience curve to further sharpen the delivery and course contents gradually.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 6.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	8	10	10

File Description

Number of quality initiatives by IQAC per year for promoting quality culture

Document

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Response:

POST ACCREDITATION INITIATIVES

Prelude

Institute adopted 'process oriented approach' carried out many changes in many facets of institutional functioning. The focus in this approach was to identify processes and write the details about each; publish these as Academic Circulars and share with concerned stakeholders. These are recorded year-wise in the following paragraphs.

ACADEMIC SESSION 2012-13

S.No. 1	Value Added Course in French
Academic Circular No: 01/2013	Date of Issue: 08.01.2013
For ongoing French classes for MBA a structured curriculum was developed spread over to all four semesters. For larger & better participation of students and to have value it was offered as additional certificate course to the students.	
S.No. 2	Policy for Conduct of Project Work: MCA Semster-6
Academic Circular No: 02/2013	Date of Issue: 08.01.2013
Students of MCA Semester-6 are to carry out a project work or write a dissertation as part of curriculum. At the end of the semester the students are to submit a written report. This policy document lays down learning objectives for conducting project, guidelines to conduct the project work including its methodology, chapterisation plan, format of the project report, evaluation method to standardise the entire process.	
S.No. 3	Policy for Conduct of Project Work: MBA Semster-4
Academic Circular No: 03/2013	Date of Issue:10.01.2013
Students of MBA Semester-4 are to carry out a research project/dissertation as part of curriculum. At the end of the semester the students are to submit a written report. The purpose of this policy is to standardise the entire process for conducting project/dissertation, guidelines to conduct, methodology to adopt, chapterisation plan, format of the project report and evaluation method.	
S.No. 4	Publishing News Letter & its Composition
Academic Circular No: 04/2013	Date of Issue:07.02.2013

The Institute conducts many activities during an academic session. The activities range from pure academics to co-curricular and extra-curricular activities. The outcome of these activities is required to be compiled and presented for creating history and showcasing it to the stakeholders. This policy document lays down procedure for publishing news letter of the Institute and the contents to be included.

S.No. 5	Policy to Conduct of Internal Examinations
Academic Circular No: 05/2013	Date of Issue:18.02.2013

As per the University Scheme for Continuous Evaluation, Institute is to conduct Class Tests for every theory paper. This Academic Circular lays down the detailed procedure to conduct of class tests, schedule, marking system, format of question paper, instructions for faculty, role of concerned personnel.

S.No. 6	Policy to Conduct of Summer Training: MBA Semester-2
Academic Circular No: 06/2013	Date of Issue:21.05.2013

Students of MBA are to constructively engage themselves in summer internship as part of curriculum at the end of their Semester-2. The summer internship is to be carried out in a firm or company. This policy document lays down learning objectives for conducting summer internship and standardises chapterisation plan, scope of work and format for compilation of report and evaluation procedure.

S.No. 7	Policy to Conduct Summer Training: MCA Semester-2
Academic Circular No: 07/2013	Date of Issue:01.06.2013

MCA programme does not have provision for summer training in the curriculum. It was felt that large amount of time during summer vacation could constructively be used and technical skills of students could be enhanced, which would help them in their placements. The policy of summer training was evolved to hone their software design & development skills and implement software life cycle from end-to-end by developing Application in C-language. The design part of complete information system was covered in the curriculum during the second semester and execution was done in summer training. The submission was to be done in third semester; and accordingly marks were allotted from the practical paper for the purpose of evaluation. The project was offered as a certification course.

S.No. 8	Policy to Conduct of Summer Training: MCA Semester-4
Academic Circular No: 08/2013	Date of Issue:01.06.2013

The concept for summer training at the end of semester-4 of MCA was similar to that of summer training at the end of semester-2. The change was only in the platform. For summer training at the end of semester-4, the application was to be developed with object oriented approach and platform was Java, ASP.NET, C# or C++; and back end as MySql or Oracle. This was also offered as Certification course.

S.No. 9	Personality & Communication Skills Development
Academic Circular No: 09/2013	Date of Issue:15.07.2013

At the end of professional education students are expected to be market ready both in terms of intellectual pursuits and background. In Contrast to the demand of the market, students join the institutes with heterogeneous background. In the conventional teaching-learning environment, the intellectual dimension of the personality is addressed amply. The 'gap' lies in the background or personality dimensions. To fulfill this gap, personality & communication skills development curriculum was developed spreading over to four semesters. It was implemented as value added course.

S.No. 10	Policy for Formation of Committees & their Tasks
Academic Circular No: 10/2013	Date of Issue:16.07.2013

The Institute regularly carries out many co/extra-curricular activities along with academic activities. All

these activities are human intensive activities. The human effort is planned to be organised and carried out through various committees. This policy lays down the guidelines for committees for their smooth functioning in a time bound manner.

ACADEMIC SESSION 2013-14

S .No. 11	Annual Appraisal Policy
Ref No: GIBS/ADM/STF/13-14/09	Date of Issue:12.08.2013

The appraisal policy of the Institute is an innovative and comprehensive tool to measure the performance levels of faculty members. It is used for career planning, growth and monitors the health of the Institute. It is well designed tool that captures all activities and functions that a faculty participates.

S .No. 12	Functioning of Industry-Institute Partnership Cell (IIPC)
Academic Circular No: 10/2013	Date of Issue:16.09.2013

This policy lays down the objectives, structure, plan of action and activities to be performed by the Institute Industry Institute Partnership Cell (IIPC) to establish relationship with the industries and corporate houses with focus on:

- (a) Seek contribution of industry to enhance & enrich academic inputs at the institutions and provide market ready manpower to the industry;
- (b) Arranging and Placement of students;
- (c) Organising Industrial Visits for students;
- (d) Inviting Guest Speakers from the Industry;
- (e) Arranging Summer Training for students; and
- (f) To explore possibilities for academic collaboration/consultancy.

S .No. 13	Industry Analysis & Presentation
Academic Circular No: 01/2014	Date of Issue:01.01.2014

The students of MBA are to work in business environment which is functionally peculiar to each industry. On completion of the business education the students get connected to particular industry through companies, where they have opted to work. This policy entails students to work in a team, carryout research and present their learning about an industry/sector in cogent and comprehensive manner through a written document as well as seminar. The policy lays down the methodology, scope of seminar and evaluation framework to be offered as certificate course. This course is expected to orient students to understand various facets industries/sectors of economy and better prepare them for placement.

S .No. 14	Conduct of General Proficiency Activities for MCA
Academic Circular No: 02/2014	Date of Issue:02.01.2014

As per the curriculum of MCA every semester has a "General Proficiency" paper of 100 marks (2 credits). No details are given in the syllabi. The objective of this policy is to lay down the semester wise structure of various activities to be conducted in different semesters and develop a curriculum and offer as certificate course to all MCA students in different semester.

S .No. 15	Scheme for Conducting Project Classes for MBA
Academic Circular No: 03/2014	Date of Issue: 23.01.2014
<p>Each faculty member has been assigned certain number of students to guide them in their research project. This policy lays down 'Must Do' or 'Essentials' that each guide must discuss and educate students during the allotted hours in the Time Table for doing research project. It also lays down detailed Lesson Plan for conducting classes and standardises the system of research project guidance.</p>	
S .No. 16	Conduct of Online Class Test
	Date of Issue: 01.02.2014
<p>Institute introduced online examination system for class test-1. The purpose was to check the performance of students on their learning after completion of six weeks (for curriculum up to first unit). Online test was introduced to identify weak students in the beginning of semester and mentor them as the semester further progresses. Each subject teacher knows the outcome without elaborate paper setting and compilation of data. Each student also comes to know where he/she stands vis-à-vis each subject.</p>	
S .No. 17	Conduct of Summer Training: MBA (IB)
Academic Circular No: 04/2014	Date of Issue: 09.06.2014
<p>This initiative is similar to Serial Number 2. On commencing of MBA (International Business) in the academic session 2013-14, a policy was required for the students of MBA (IB) to carry out research project/dissertation. This policy lays down entire process for conducting project/dissertation, guidelines to conduct, methodology to adopt, chapterisation plan, format of the project report and evaluation method.</p>	
S .No. 18	Help Package for Data Collection for Summer Training
Academic Circular No: 05/2014	Date of Issue: 09.06.2014
<p>While guiding students of MBA for summer training an issue emerged on which aspects students to data collection. The issue was debated during the faculty meeting and a Help Package was developed. The package facilitates structuring the thought process for compiling and collection of data. The package provided a structured approach to guides and students alike to economise on efforts in collection of data.</p>	
S .No. 19	Entrepreneurship: Development of Business Plan
Academic Circular No: 06/2014	Date of Issue: 31.07.2014
<p>To develop entrepreneurship among students, Institute has envisaged a comprehensive course on business plan development. This course is sequel to industry analysis & presentation conducted in semester 2 (refer Initiative S. No. 13). The policy lays down methodology, evaluation system and detailed template to develop a business plan with following objectives:</p>	
<p>(a) Understand the conceptual and practical aspects of being an entrepreneur at the micro and macro levels.</p>	
<p>(b) Expose students about current issues, concerns, dilemmas in dealing with entrepreneurial ventures.</p>	
<p>(c) Develop skills that may contribute to entrepreneurial behaviour.</p>	
<p>(d) Generate innovative ideas to assess and utilise opportunities.</p>	
<p>(e) Use available resources to develop best possible solution and plan the venture thoroughly.</p>	
S .No. 20	Policy for Making Lesson Plans

Academic Circular No: 07/2014**Date of Issue: 31.07.2014**

A need was felt to restructure system of making lesson plans as it lacked details of each lecture, monitoring and review system. Lesson Plans were reframed with details of topic/sub-topics to be taught in each hour, its reference material and link to book issued through Book Bank. It also has a column for date on which particular lesson was delivered along with bench mark (total no of hours) in which the entire curriculum is to be completed. A Weekly Self-Monitoring Performa was included to be monitored by the respective Programme Coordinator.

ACADEMIC SESSION 2014-15**S.No. 21 Restructuring Vision, Mission and Quality Policy****Date of Issue: 01.08.2014**

Having embarked upon 'process oriented approach' in the functioning of the Institute, it was felt that vision, mission and the quality policy should indicate towards this approach. The issue was deliberated at different levels and vision, mission and quality policy were reframed and restated from the academic session 2014-15. During the process of restructuring Institute also developed core values.

S.No. 22 Students' Information Manual**Date of Issue: 01.08.2014**

Students' Information Manual is the handbook giving comprehensively all aspects that a student requires. It is more than the prospectus. It provides information in respect of academic administration, academic issues (examination, evaluation, academic calendar, attendance etc), code & conduct, fee, students' affairs (students' support services, students' representation, grievance redressal etc) and course structure.

S.No. 23 Organisation Structure & Duties of Key Personnel**Academic Circular No: 08/2014****Date of Issue: 05.08.2014**

The policy objective is to provide a framework for smooth functioning of Institute and effective implementation and monitoring of its policies. It lays down organisation structure and duties of key personnel for the management of the Institute.

S.No. 24 Procedure for Marking Attendance of Students**Academic Circular No: 09/2014****Date of Issue: 30.10.2014**

The attendance of students by policy carries marks in each paper under the heading 'participation'. Therefore marking attendance of students in various activities requires care to avoid complaints of students. The objective of this policy is to standardise the procedure for marking attendance during the classroom lectures and other activities conducted by the Institute.

S.No. 25 Policy to Conduct Debate**Academic Circular No: 01/2015****Date of Issue: 01.01.2015**

Besides enhancing the professional knowledge of students, it is necessary that their thinking skills are exercised upon to argue on variety of topical issues from two opposite perspectives. This policy lays down the methodology, evaluation framework and implementation mechanism for conducting debate, wherein each student is to participate. Debate as learning exercise is expected to provide contents to students for Group Discussion on variety of issues and handle interview during placement activities.

S.No. 26 Publication of ???????: The Research Repository**Date of Issue: 10.01.2015**

Every student of MBA is required to work on a research project dissertation under the guidance of a faculty member. This dissertation is the outcome of integrated learning by students; wherein students apply their analytical skills and technical knowledge to real world research problems. The output of this exercise is evaluated by the internal and external examiners independently. The large amount of work done by students and teachers goes un-reported in academic circles. The need was felt to develop a mechanism to report the research work of students in the form of research papers and demonstrate the output through an in-house journal with joint research papers of faculty guide and the student. Accordingly' first issue of journal was published based on research projects conducted by the batch of 2013-14 and submitted in May 2014.

It is expected that physical display of the research output shall release internal competitive zeal of faculty members and students and in turn lead to high quality research output in the routine process of teaching-learning; which shall in turn contribute to the general improvement in quality of education.

S.No. 27	Summer Training - Templates for Data Collection	
Academic Circular No: 02/2015	Date of Issue: 01.06.2015	

After the use of one cycle of Help Package for summer training, feedback was received that it was very generic and guides and students could not use it as was desired. A comprehensive faculty development programme was conducted in May 2015. After two rounds of presentations and discussions at panel levels the package was converted into Templates. Total eight templates were developed with following structure:

(a) **Outcome:** For each major functional area as given above, the outcome expected is defined as 'Characteristics' to be studied by the students in respect of the company where they have undergone summer training.

(b) **Parameters/Input:** Various measurable/observable parameters are given in the template for each 'Characteristic' on which students are to collect data. The data acts as input for the analysis to be carried out by the students.

(c) **Possible Sources of Data:** The templates also include indicative sources/ documents/entities from where data can be collected in respect of each 'Characteristic'.

S.No. 28	Action Plan Professional & Self Development Programme for Students	
Academic Circular No: 03/2015	Date of Issue: 10.07.2015	

The Professional & Self Development Programme has been restructured keeping in view the existing state of entry level behaviour of students and expectations of the market. The focus has been kept on the 'Action Orientation' in planning exercises and assignments. This plan of action is the comprehensive policy and provides integrated approach to all the policies that have been conceived over the previous years. A new concept of 'Business News Review & Presentations (BNRP)' has been introduced, wherein business news analysis is conducted every day in the classroom along with other exercises.

ACADEMIC SESSION 2015-16

S.No. 29	Enhancing Language Skills & Measuring Delivery Effectiveness	
Academic Circular No: 04/2015	Date of Issue: 01.08.2015	

(a) A system of asking at least two questions in MCQ form at the end of each lecture and getting immediate feedback of assimilation of students. This has helped to plan remedial or repeat classes.

(b) To improve vocabulary of students, a system of giving generic English meaning of at least five words and their contextual meaning related to the concerned topic is introduced; and at the end of semester the glossary of the subject is created and shared with students so that they can quickly revise the subject at the time interviews etc.

ACADEMIC SESSION 2016-17

S.No. 30	Consolidation of Standard Formats
Academic Circular No: 01/2016	Date of Issue: 04.08.2016

Institute has been developing many formats over the years, which are shared with faculty and staff. But as time passes distortions in format occurs. It was felt that all formats which are issued for routine functioning should be compiled under one umbrella and shared so that these can be traced easily. It is expected to economise the efforts on routine repetitive tasks.

S.No. 31	Practical Training BBALLB
Academic Circular No: 02/2016	Date of Issue: 15.12.2016

Institute started new course BBALLB from the academic year 2016-17. Requirement to impart practical training was assessed. Course structure for practical training, by the name of Professional Skills Development Activities (PSDA), was developed for each semester.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 12

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during last five years

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

Safety and Security

1. Institute is a co-education Institute with male and female ratio of students almost equal to 50:50 and with more than 90 % faculty & staff as female. The strength female faculty, students and staff itself provides large sense of safety and security for gender equality.

2. Various committees such as Prevention of Sexual Harassment Committee, Internal Complaint/Grievance Handling Committee, Anti-ragging Committee, Anti-ragging Squad are in place.

3. Total campus is covered by CCTV surveillance with back-up facility.

Counseling

1. Structured counseling mechanism is integrated with the organisational structure through the system of Class Coordinators, Programme Coordinators and Academic Coordinators.

2. Over and above Exclusive Counseling Cell.

3. Awareness lectures and programmes on gender sensitisation are conducted regularly.

Common Rooms

Exclusive common rooms for girls with sufficient furniture and other facilities are provided.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.94

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

Response: 24

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 1240

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 76.9

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 636

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 827

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management

- **E-waste management**

Response:

Solid Waste Management

Major solid waste at the Institute is generated in the form of papers & wrappers and limited amount of glass, plastic & metallic parts.

Biodegradable solid wastage such as papers and non-biodegradable (certain wrappers, glass etc) are collected by the housekeeping staff, segregated and disposed of on daily basis at municipal designated location.

Metallic waste is collected in store and disposed of periodically through vendors.

Separate bins are made available for biodegradable and non biodegradable.

Housekeeping staff is periodically reminded and for general awareness information is displayed and poster competitions on the environment theme are organised.

Liquid Waste Management

Waste food items and canteen food wastages are treated as biodegradable and collected disposed off accordingly.

E-waste

All computer wastage such as mouse, keyboards, cartridges etc are collected in store and disposed off periodically through vendors.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting as required by the building approval norms of the local body, two rain water harvesting structures are created. Rainwater harvesting pits are designed as per the specifications of the local body. The pits have filled with filter material through which rainwater passes through this filter and merges with ground water. These rainwater harvesting structures are functional at the Institute. These are periodically maintained. Rainwater from the roof is channelled into covered pipelines into the rainwater harvesting pits.

7.1.7 Green Practices

- **Students, staff using**

- a) Bicycles
- b) Public Transport
- c) Pedestrian friendly roads
 - Plastic-free campus
 - Paperless office
 - Green landscaping with trees and plants

Response:

Environmental Consciousness and Sustainability - Green Practices

Mode of Transport

Institute is located within the national capital well connected by pucca roads, Delhi Metro (two stations within 150 meters) and network of public bus/other transport system. Most of the students, faculty and staff use public transport system.

Use of Plastic

Campus is made polythene free except in case certain packaged food. Awareness campaigns are conducted periodically.

Paperless Office

Paper consumption is being gradually minimised by using ERP based office management system.

One of the class test is conducted in online mode.

Attendance is taken on ERP in online-real time basis.

Green Landscaping with Trees and Plants

Within the limited open area greenery is aesthetically developed.

As a policy most of florescent tube lights and CFL are replaced by LED Lamps.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.45

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.6	3.92	.31	.16	3.29

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 220

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
42	45	45	49	39

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 14

7.1.11.1 Number of initiatives taken to engage with and contribute to local community during year wise during last five years

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

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 13

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Independence Day

Independence Day is celebrated every year by hoisting the National Flag. In this event students, faculty

and staff participate and sing National Anthem together. Chairman/Vice Chairman and Director address the students at this occasion.

Republic Day

Republic Day is celebrated every year by hoisting the National Flag. In this event also students, faculty and staff participate and sing National Anthem together. Chairman/Vice Chairman and Director address the students at this occasion.

National Flag Day

National Flag Day sponsored by Ministry of Home Affairs, Govt of India for maintaining communal harmony is celebrated every year. Financial contribution is made by the students and faculty at this occasion.

Sadhbhavana Divas

Sadhbhavana Divas is celebrated to maintaining communal harmony. At this occasion, discussion on issues of communal harmony is conducted in the form of elocution competition.

National Education Day

This day is commemorated in memory of birth day of Maulana Abul Kalam Azad. Debate & Elocution competition is conducted on this day.

Teachers' Day

Teachers' Day is celebrated on every 5th September to commemorate birth day of Dr S. Radhakrishnan, former President of India. At this occasion, students and faculty participate in cultural activities. Vice Chairman and Director address the faculty members. Best Teacher Award for the previous academic session is declared and presented. Community Lunch is organised on this day for all faculty and staff; management also participates.

Deepawali Celebration

Institutes celebrates Deepawali by having Laxmi Pooja, followed by distribution of gifts and participation of all faculty, staff and management in community lunch.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Process Oriented Approach

1. Well defined organisation structure and committees ensure delegation and autonomy.

2. Adoption of process oriented approach has led to writing of major processes; and these are disseminated regularly to all concerned.

3. These process are periodically reviewed and updated by taking feedback from various affected parties in participative manner.

Students' Affairs

1. Students affairs are conducted in accordance with the norms as laid down by statutory body, Government and the University.

2. Students' Information Manual is provided to each student in printed form with clearly spelt out various procedures to be adopted and professional ethics on different aspects.

3. Information is disseminated through regular notices and displays on all aspects.

4. Grievance redressal system is in place.

Values & Professional Ethics

1. Duties and functions of faculty and staff in clearly spelt out in writing and are disseminated regularly and discussed at different forums.

2. 'Professional Conduct & Ethics Code' and for 'Research & Plagiarism' for faculty is available.

3. Periodic guest lectures, workshop and orientation programmes are conducted.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

CASE-1: ANUSANDHAN: THE RESEARCH REPOSITORY

Objectives

Institute systematically develops faculty members to enhance their capacity to research and disperse the acquired knowledge and skills to the students. This transfer of research potential to students is realised through the process of conducting Research Project Dissertation by the students under the guidance of faculty members. ????????: **The Research Repository**, a research journal, is created to showcase the intellectual capital created by the Institute with the objectives:

(a) Enhance the research abilities of faculty in the routine process of guidance to students.

(b) Synergise student-teacher efforts to generate intellectual capital.

(c) Report the research outcome in the form of research papers.

SEE ATTACHED FILE FOR FURTHER DETAILS

CASE-2: FRAMEWORK FOR SUMMER INTERNSHIP PROJECTS

Objectives

Management graduates at the Institute engage themselves in summer internship and submit a project report. The summer internship is conducted in a firm or company with well defined objectives. The summer internship by the students is carried out under the guidance of faculty members.

A need was felt that the Institute must lay down certain policy for each faculty to follow for providing guidance to students for their summer internship. The objectives of the policy framework were:

- (a) To standardise the approach to guide students in their summer internship,
 - (b) To enhance the abilities of faculty members for guidance, and
 - (c) To provide a structured approach to students for data collection, data analysis, data presentation and draw lessons cogently vis-à-vis a given firm or company.
- (b) Framework for Summer Internship Projects

SEE ATTACHED FILE FOR FURTHER DETAILS

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

DESIGN-DEVELOP-IMPLEMENT SYSTEMS & PROCESSES

Prelude

A leader designs quality into organisational systems and processes, delivers through faculty using infrastructure and technology. A leader cannot move faster than the systems, processes and people which he/she delivers. In this philosophy for delivery of quality, therefore, systems and processes acquire primacy.

Priority & Thrust

The focus during the last five years has been on design and write systems & processes with clear objectives; train faculty and ensure implementation.

Revision of Vision, Mission & Quality Policy

The vision, mission, quality policy and strategy provide basic 'ideation framework' to develop action plans. After long deliberations and discussions vision, mission, value orientation and quality policy were revised to guide and develop the framework.

The Strategy

The Institute follows 'process oriented approach', wherein various process are identified. The details of processes are evolved systematically with clearly defined inputs and outcomes. The delivery is effected through

- (a) The mechanism of effective organisation structure;
- (b) The various standing and ad-hock committees;
- (c) Well formulated and written policies and procedures for each process, and
- (d) Continuous review and modification.

Based on the above strategy following processes were identified for quality delivery in academics.

List of Identified Processes for Institutional Management	
Teaching Learning Processes	Academic Administration Processes
Lesson Planning.	Student Admission & Registration.
Scheduling (Academic Calendar & Time Table).	Students' Feedback Management.
Examination, Evaluation & Performance Analysis.	Students' Grievance Handling Management.
Summer Internship Management.	Students' Mentoring, Counselling & Discipline Management.
Research Project Management.	Students' Attendance Management.
Co-curricular & Extra Curricular Activities Management.	Institute-Industry Relationship Management.
Conduct of Seminars & Conference.	Placement Management.
Faculty Development.	Alumni Management.
Research & Development and Innovation.	Library Management.
	Academic Support Services Management.

The Performance

The identified processes were written down in the form of Academic Circulars and implemented. The details are given under 'Post Accreditation Initiatives' in Criterion 6, Para 6.5.5. These are not repeated for

the purpose of brevity and repetition. The approach to focus on developing written processes led to following specific achievements for quality deliverables (Note these are some and not all):

1. Standardised Lesson Plans for all courses across all programmes.
2. Developing benchmarks to conduct of Research Project, converting the outcome into a Research Journal and creating Intellectual Capital for the Institute.
3. Framework for Summer Internship Projects.
4. Framework for Entrepreneurship Development through course-ware of 'Industry Analysis' and 'Business Plan Development'.
5. Framework for Value Added Course on Soft Skills Development and General Proficiency.
6. Annual Appraisal Policy and Framework for Best Teacher Award.
7. Organisational Structure and Duties of Key Personnel.
8. Students' Information Manual.
9. Introduction of ERP System & Taking ICT to Classrooms.
10. Framework for enhancing language skills of students through pedagogical intervention of creating Glossary for each course.
11. Framework for Summer Training for MCA programme, which otherwise does not provided in the curriculum.
12. Standardised Academic Calendar for each semester.

The track is right. The approach has got into the culture and mindset of the Institute.

5. CONCLUSION

Additional Information :

In the existing accreditation framework in India, in case an institute is conducting variety of programmes (under different statutory bodies), it is subjected to accreditation by variety of accrediting bodies. For example, this Institute requires accreditation from NAAC, NBA, NIRF, Joint Assessment Committee (JAC) of State Govt & affiliating university, Academic Audit Cell of affiliating university and State Fee Regulatory Committee constituted by State Govt. Besides these AISHE collects its own data.

In all cases format for data collection are different and vary widely in degree of details. Since many of these requirements are mandatory in nature or are required for growth of institution and competition, they draw very heavy resource and attention of supervisory levels.

It is recommended that at least all Central Accrediting Agencies including AISHE evolve Common Formats and create Central Repository of Data. The institutions can deposit their annual data during summer vacations. Different Accrediting Bodies can fetch institutional data in their desired formats and with degree of details required using today's powerful Extraction Software Tools and Data Mining Techniques. Multitudes of benefits can be accrued not only in terms of efforts but it shall contribute tremendously towards accountability and quality of education.

Concluding Remarks :

A leader designs quality into organisational systems and processes, delivers through faculty using infrastructure and technology. A leader cannot move faster than the systems, processes and people through which he/she delivers. In this philosophy for delivery of quality, therefore, systems and processes acquire primacy.

Process oriented approach clearly defines outputs (outcomes), inputs (resources required) and procedures to be adopted. Based on the outcomes and their expected quality, resources can be reconfigured and procedures can be recalibrated. Well defined processes can easily align for technology interventions.

Institute during the last five years has embarked upon the above path and started identifying processes and writing them down and trained faculty member along to accept the responsibilities.

Last five years have been eventful, wherein Institute introduced five new programmes, namely, two year MBA (International Business), five year MCA (Integrated), five year BBA-LLB & BA-LLB and three year BBA.

Last five consecutive years Institute sustained Category 'A' during the Administrative Audit conducted by Joint Assessment Committee of Government of NCT of Delhi and Guru Gobind Singh Indraprastha University (the affiliating university) from 2012-13 to 2016-17.

The Academic Quality Audit Cell of Guru Gobind Singh Indraprastha consistently graded the Institute in category "A" since academic year 2012-13 till 2016-17.

State Fee Regulatory Committee (SFRC) upgraded this Institute to category "A+" from the academic year

2013-14 and has sustained Category 'A+' till 2016-17.

The Institute has acquired critical mass and direction to sustain qualitative growth.

NAAC