



**Maharaja Harishchandra Degree College,
Moradabad**

(Devoted to Quality Education with Cultural Values)

Accreditation—Cycle I

Self Study Report



Submitted to:

NATIONAL ASSESSMENT & ACCREDITATION COUNCIL

(February 2014)

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PREFACE

**“Don’t cry, because I cannot make you enlightened—only you can do that miracle to yourself. Be a light unto yourself—APPA DEEPO BHAVA.”
(Buddha)**

Maharaja Harishchandra Degree College, Moradabad follows in words and action what Buddha uttered. Here, by virtue of knowledge and wisdom, the faculty members inculcate the values in the minds of the students with the aim of their all-round development so that they may spread the light wherever they may go and bring peace and happiness to the society.

The specific object of this institution is to infuse cultural values in students and make them independent enough to cope with the present day world. “Students, not as Machines but Human Beings with Values” is the main motto of the college and, so, it always keeps it in view while focusing on the learning outcome.

The college offers the traditional courses, i.e. graduation with four subjects out of General English or Hindi Language as compulsory, Hindi Literature, English Literature, Urdu, Sociology, Philosophy, Economics and Drawing & Painting and Post-graduation in four subjects i.e. Hindi, Urdu, English and Drawing & Painting. These traditional subjects inculcate values and culture of tolerance, feelings and humanism in students.

Along with the traditional method, the college provides education with the latest technology which makes the learning process interesting and soothing for the students. Students study courses not as burden but love them because of their interest developed due to the audio and visual aids along with the sources from the internet.

All the faculty members from every department have discussed the minute details and suggested the points to be included while preparing SSR. The cooperative and participatory endeavours of the faculty members have resulted in the preparation of this SELF STUDY REPORT which, I, being the Head of the Institution, in compliance of your letter NAAC/NR-BSP/UPCOGN16853/22nd CRIEQA-Eligible dated 13th September 2013 (in response to our submission of LOI on 05/04/2013 with Track ID UPCOGN16853 & IEQA application on 04/07/2013 with its fee of Rs. 2247/- Demand draft 94669 dated 14/06/2013) am presenting for your kind perusal for the purpose of NAAC accreditation.

I, the Head of the Institution with my teaching and non-teaching staff, am waiting for your decision on PEER TEAM VISIT for inspection.

Thanks,

With Regards,

Yours sincerely,

Prof. Harbansh Dixit
Principal,
Maharaja Harishchandra Degree College,
Moradabad-244001 (UP) India
Email: harbanshdixit@rediffmail.com
Mobile: 09412389967
Website: www.mhcollege.net



Maharaja Harishchandra Degree College Moradabad-244001 (U.P.)

Ph. : 0591-2490669 (Off.)

0591-2493669 (Fax)

E-mail : info@mhpgcollege.com

Website-http://www.mhpgcollege.net

Ref. No. 213-A/2013-14

Date : 01.02.2014

Certificate of Compliance

(Affiliated / Constituent / Autonomous Colleges and Recognized Institutions)

This is to certify that MAHARAJA HARISHCHANDRA DEGREE COLLEGE, MORADABAD fulfils all norms

- 1 Stipulated by the affiliating University and / or
- 2 Regulatory Council / Body (Such as NCTE, AICTE, MCI, DCI, BCI, etc.) and
- 3 The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 01.02.2014

Place: Moradabad

Principal / Head of the Institution

(Prof. Harbansh Dixit)

Maharaja Harishchandra Degree College

Moradabad - 244001

Principal

Maharaja Harishchandra Degree College
Moradabad

EXECUTIVE SUMMARY

“A college is made of men, not by the size of buildings, number of students and football records.” (Stephen Leacock in ‘On the Need for a Quiet College’)

What Stephen Leacock states in his essay ‘On the Need for a Quiet College’ is actually translated into reality in Maharaja Harishchandra Degree College, which follows Rabindranath Tagore’s concept of Shantiniketan in its vision which is “to provide Quality-based Higher Education replete with cultural values” for making the poor and weaker students fruitful citizens so that they may contribute in the field of knowledge and lead a respectful life with their independent thinking, commitment and positive outlook on life.”

This institution was established in 1973 and since then, it has been following the above-mentioned ideal. What counts is not its building, but its faculty members who attempt to make this institution an ideal one. It provides education at the UG and PG level in the traditional subjects. At the UG level, Hindi, English, Urdu, Sociology, Drawing & Painting, Philosophy and Economics are taught. Physical Education and Environment are the qualifying subjects at UG level. At the PG level, Hindi and Urdu are the Government-aided courses while English and Drawing & Painting are self-financed courses. The admission process is in tune with the rules prescribed by the University. Merit list is prepared for this process and the reservation policy as per norms is followed. The Head of the Institution issues the order to maintain transparency and accuracy at every step. Along with these regular subjects, all the students are given the self-designed courses—Value-based Orientation Programme and Personality Development Programme. The Institution also provides facilities for distance education. A student can do the certificate or diploma course even while studying in a regular way in the institution. The courses from Rajarishi Tandon Open University prove to be fruitful for the students.

The Institution follows the syllabus framed by the University. The Head ensures the completion of the curriculum within time. If the course remains

incomplete, the extra classes are run to make it up. From time to time, the departments of Hindi, English and Urdu, with joint venture, organize programmes to infuse the cultural values so that the students may become human beings in proper sense. The IQAC puts a check and controls the academic activities while ensuring execution of the academic calendar and teaching plans. Moreover, the programmes of NSS and NCC develop the community feelings and make the students think of the pain and suffering of the weaker section. The UGC funded chair on Bhim Rao Ambedkar (it will be executed in the forthcoming session) will help the students in infusing the teachings of Ambedkar.

Though the academic calendar of the University is followed, the Institution prepares its own calendar. The Head of the Institution with all the Heads of the various Departments ensures the execution of the academic calendar and Time Table. The faculty members prepare the teaching plans in advance and submit it to the approval of the Head of respective department. To make the learning process effective, the latest tools and methods are applied. The evaluation is a matter of the University because annual system is followed. But, the projects which are given in a few subjects are evaluated properly by the concerned faculty members. While evaluating for viva voce and other class tests, the regularity is also taken into consideration.

To make teaching-learning student-centric, the IQAC motivates all the Heads of the departments to organize various events that may contribute in the learning process. Programmes to update the faculty members with the use of latest technology are organized from time to time. Educational tours in subjects like Urdu, Drawing & Paintings etc. are organized. Moreover, feedback responses from all stakeholders are taken into consideration for improving teaching-learning process.

The Institution nurtures critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators by providing a platform through the publication of its magazine *Spandan*, organizing the various clubs like Literary clubs, Contemporary Artists, Sports club etc. These clubs continue the activities (other than academic related to syllabus) from time to time. Such activities refresh them and provide a chance to think in an innovative way. Action Sociology, Projects, Seminars, Creative Competition, Research Paper Writing, Research Paper Presentation are such avenues which prepare academic climate for nurturing critical thinking, creativity and scientific temper among the students.

God helps those who help themselves. No one can help a man until or unless he helps himself. This is the same approach followed by the Career

Counselling Cell which intends to make students independent, creative, decision-making and innovate. The Counselling Cell is open for mentoring the students. What makes the Institution student friendly is that all the faculty members become mentor for students. Even more, the senior and mature students mentor the freshers and the weak students. Student Welfare Cell works for mentoring the students. In addition, Grievance Redressal Cell works regularly and attempts to develop a healthy environment for student-teacher relationship. Students can freely and unhesitatingly express their grievances concerning library, attendance, lecture shortage or any other. Their grievances are taken into consideration. If their grievances are genuine, the action is taken to redress them.

Library resources are used to augment the teaching-learning process by motivating the students to visit the Main Library regularly. The library is open to all the students in college hours. Here, students can access any book—be it reference or text or any and also use the Internet services for finding out the matter on a topic of their choice. All these facts help in augmenting the teaching-learning process. Very soon, the facility of INFLIBNET is to be provided to the students so that the interest in research may be developed. Competitive books are also issued if they ask for such books.

The Institution monitors and evaluates the quality of teaching learning through the IQAC and Academic Audit Maintenance Cell. These committees collect the feedback from the stakeholders and review in order to make the teaching learning effective and interesting. No compromise is made on the quality in teaching-learning process. Teachers, no doubt, are replete with knowledge and depth of their subject. But, even then, they need grooming which is provided by the refresher courses, seminars, workshops and faculty development programmes. The faculty members are motivated for joining these courses for upgradation. They learn the minute details in basic and advanced pedagogy and increase the domain of their knowledge. If any faculty member asks for leave for research purpose or attending any of such course, he is instantly relieved for joining the course. The college attempts to provide all the facilities which are required for creating the climate of research culture.

The Institution is blessed with the national and international fame faculty members. Prof. Harbansh Dixit, the Principal and Dr. Vishesh Gupta are the two scholars internationally recognized for excellence in their respective fields. Besides these two, all the faculty members contribute in the growth of knowledge on national and international scene. More than 90 percent faculty members are engaged in projects and research works. Till now more than 120 research papers, more than 30 books and more than 1000 newspaper articles have come out from the pen of the Head of the Institution and the faculty members. Besides the magazine *Spandan*, the Institution publishes its own journal *Survey of Social*

Sciences (A Quarterly Research Journal) with ISSN 0976-5565. The Principal Prof. Harbansh Dixit is its Editor. Annual Departmental Seminar is the feature of every department. More than five national seminars have been organized in Hindi, Sociology and Urdu.

The Institution has recognized research centres in Hindi, English and Sociology. It has also got Dr. Bhimrao Ambedkar Study Centre which will start working as soon as the grant is released by the UGC. It has a research committee to monitor and address the issues of research. The Research Committee informs the faculty members about the latest information concerning the projects, seminars and other things related to research work. It reviews and recommends the Minor and Major Research Projects and sends them to the UGC. Research facilities in the form of Internet connectivity, computers, main library etc. are available to the students and research scholars within the campus.

The Principal with the Research Committee is determined to develop the research culture in the Institution. For this, he attempts to make the Principal Investigator comfortable concerning the funds and availability of the resources. The Principal has started a new tradition by giving the cheque to the Principal Investigator when the account is opened in the bank in the name of UGC. This account is operated by the Principal Investigator who is responsible to the Principal for the expenses that he does. This new tradition is adopted to make him feel quite relaxed and comfortable in the financial matters. Release of resources and adequate infrastructure along with human resources are provided to him whenever he asks for. Not only this, his workload is also reduced. If he demands, special leaves are also given to him. Internet facility is provided so that he may have no difficulty in collecting the material. As soon as his Project is over or the time of Mid-term Evaluation comes, timely audit is done and the utilization certificate is issued so that he may submit it to the funding authorities.

In this institution, students belonging to the weaker section of the society study. Near about 80% girls belonging to SC, OBC and minority categories study. The Institution is student-centric and, so, all kinds of facilities are provided to the students. In admission, reservation policy concerning SC, OBC etc. are implemented as per rules. Financial assistance in the form of scholarship and amount from the PBF is given to such students. Remedial Classes and extra periods to solve their problems are organized from time to time. They are motivated to participate in the competitive examinations and for this they are given tips by the coordinator of the Career Counselling Cell. They are guided how to communicate well in Hindi and English. The college magazine *Spandan* provides them a medium for the exposure of their creativity.

The facility of games like Judo, cricket, volleyball is available for the students who are taken care of by the Head of Physical Education Department.

Besides the cultural and co-curricular activities at the college level, the students participate through NSS and NCC in NIC camps, BLC camps, RD Parade etc.

Maharaja Harischandra Degree College has its Management which governs the activities right from academic to financial ones. The Principal is the link that connects the teachers with the management. The teachers have their voice in the management through their two representatives who attend all the meetings. The Principal is the ex-officio member of the managing committee. Over all, he bears the whole responsibility in running of the administration of the college. He keeps in mind all the activities—academic, cultural, social and financial while drafting any policy with the management. He gives approval only to those policies which are healthy for making the academic environment. The management is quite friendly to both—teachers and students and, hence, does not pass any decision which may hurt to their sentiments. The Principal remains in touch with all the stakeholders, the faculty members and the non-teaching staff and keeps their feedback in view while implementing any plan or policy. The academic-centric attitude of the management makes the Institution work smooth and coordinated.

The students learn how to be a good leader. For this, the student election is organized in a democratic manner. Students stand in the election, deliver speeches, declare their manifestos and learn the practical lesson of politics. The officer bearers take students' problems into consideration and attempt to solve them at their own levels. The office-bearers communicate the students' problems to the Head of the Institution who take the corrective measures to solve their problems.

The Institution has its alumni association. It is a matter of pride that the old students of this college are doing well in the field of politics, industry and business. Some of them are in service. Three alumni Mrs. Qamar Fatma, Dr. Asma Aziz and Dr. Indira Kashyap are teaching here.

The students also learn outside the classrooms through NSS and NCC. Two NSS units are working under the guidance of Dr. Mukesh Chandra Gupta and Dr. Priyanka Gupta while Lt. (Dr.) Indra Kashyap is doing well in NCC. The students come in touch with the community particularly the less privileged and the weaker section and learn their problems while making an emotional touch with them. The purpose of the camp is to make the people aware of the miserable plight and introduce the ways with which they can improve their condition. Various awareness programmes— AIDS, No Alcohol, No Feticide, Cleanliness, Hygiene, Plant Plants and the like are organized to make the community aware. Moreover, the various important days are also celebrated.

The Institution is eco-friendly and, so, makes an attempt to keep the

campus green and calm. The gardener continues to plant the saplings and takes care of the blossoming multicoloured flowers. No student is allowed to pluck them. It is to maintain the green and peaceful environment for the students so that they may feel freshness during learning process. Polythene bags are not allowed. Right from the student upto the management, all are nature-loving. In spite of the limited field, the campus looks to be calm, green and peaceful.

The Institution through NSS and NCC makes the students aware of the importance of environment. For this, rallies and discussions are organized from time to time. Moreover, there is one compulsory paper of Environment which every student has to qualify. This qualifying subject also awakens the students towards the appreciation of nature while preparing them for planting more and more saplings for making the environment green and calm. Energy is saved as CFLs are used in place of bulbs and florescent tube lights. The different ways to save water are discussed with the students. The College is also equipped with rainwater harvesting and groundwater recharging system with the help of State Government. During festivals, students are asked not to use colours and let off crackers during Holi and Diwali respectively. The Department of Drawing & Painting often organizes the art exhibitions and competitions concerning the theme of environment and nature. Plantation is often put into application through NSS, NCC and other proper channels.

INNOVATIONS:

Smart classes have been started successfully. The process of teaching-learning has become quite easy and interesting with the help of ICT tools as the students can retain more when they listen to as well as see the demonstration on the screen or board.

Personality Development and Career Counselling Cell has started its work successfully and smoothly with the vision of guiding the students in solving their problems. The main focus is to make them independent in thinking.

Feedback responses have been collected from the stakeholders to make the system run smooth and student-friendly. The responses help much when the Head of the Institution designs any policy or plan. Research Committee and Academic Audit Maintenance Cell keep the research environment in view and attempts to create research culture among the faculty members and the PG students.

The latest innovation introduced by the Institution is Value-based

Orientation Programme for Boys and Girls. The faculty members guide and interact with the students to inculcate ethical values in them so that they may contribute in making of the nation. Girls are given special orientation programme because if they learn the ethical values, the result will be permanent as they will spread what they have learnt and pass it to the other people.

BEST PRACTICES:

To make up with the scarcity of the teachers, the Head of the Institution has started the best practice of using the creative talent of the intelligent students. This best practice is given the title “Teaching is Study, Study Teaching.” The goal of this practice is to provide the platform to the students for the exposure of their creative talents and critical insights. The Head with the faculty members trace out such students and, then, are given proper instructions and suggestions how to teach or guide the students.

The intelligent students guide their juniors and take classes in free periods. First, they discuss with the faculty members what to teach and how to teach. With full preparation, they enter the classes to enrich the junior students. This practice instills confidence and values in the intelligent students. The advantage of this practice lies in the fact that it requires no extra resources.

The other best practice which the Head of the Institution has initiated is “Value-based Orientation Programme for Girls and Boys.” The goal of this practice is to inculcate values in students and prepare them for future to be fruitful citizens for spreading the light of peace and happiness through knowledge and wisdom. This Value-based Orientation Programme has its particular topics which are discussed and the students are allowed to interact with the faculty members in order to get their mental horizon widened. It makes them responsible students who, now, know their duties well and this adds in creating an academic culture. The weak and slow students get motivation to the extent that they succeed in achieving their goals. What makes this practice striking is its vision of making a student a human being, not a machine that considers materialism far above the human relationship.

SWOC ANALYSIS

Strength:

What makes an institute a real institute is not its building but its faculty members who, by virtue of knowledge and wisdom inculcate the values in the minds of the

students with the aim of their all-round development so that they may spread the light wherever they may go and bring peace and happiness to the society. This is the main motto of Maharaja Harishchandra PG College which every faculty member keeps in view while guiding the students for their future career and bright perspectives. The College prepares their foundation by guiding them through the self-designed foundation classes on 'Personality Development' and 'Value Orientation Programme' for the freshers. What makes this institution different from others is its being student-friendly. With its limited resources, it endeavours to provide the quality-based education through the highly-educated faculty members who, from time to time, organize workshops, seminars and creative sessions to equip the students with the research aptitude for having innovative thinking that makes them enough to be a real Indian citizen. The college provides education to the boys and the girls but near about 80% girls from the weaker section study here. The main focus is to infuse confidence and the quality of leadership in the girls so that they may contribute their mite in the society. This institution is known for its highly reputed faculty members and devoted students. The community service under the banner of NSS and NCC spreads the message of love for the country and creates the positive vibes which make the students conscious of their contemporary scenario.

Weaknesses:

Due to the lack of fund, the college fails to establish any new programme in spite of the requirement of the students. The other thing that checks it to take decision is the controlled procedures of the University. It has to follow the guidelines in every way despite the fact that such guidelines sometimes do not suit the faculty members and the students.

Opportunities:

Through the output in the form of the students, the college creates its space on state and national scene. Some of the faculty members have displayed their talent on the international scene through books, articles and research papers. Students have better opportunities to present the Indian culture and its values on the International scene thorough Urdu, Hindi and English.

Threats:

Financial constraints because of low fee structure pose constraints in developmental areas. The professional institutions are the big threats for the

institutions that provide the traditional courses. To compete with them is a challenge faced by every institution. Numbers of students are increasing day by day but the government does not provide teachers in the ratio of the students. No appointment has been made for the last five or six years. The posts remain vacant. The institution does its best to cope with the student-ratio by appointing the part timers. But, how to have the financial support again becomes the cause of worry and tension. Despite the adverse circumstances, the institution has faced the challenge to achieve the academic excellence.

Future Planning:

The Institution intends to provide the best infrastructure equipped with the latest technology and wi-fi for the learning process of the students. To equip every department with the best of technology, communication and non-stop electricity is the priority. The library does not have much e-resources and, so, the focus will be on acquiring more and more e-resources including INFLIBNET.

Conclusion:

“Students, not as Machines but Human Beings with Values” is the main motto of this institution and, so, it always keeps this in view while focusing on the learning outcome. The building may not speak its greatness but the quality-wise rich result tells its story in itself. No doubt, it is not big in size (quantity) in matters of infrastructure but certainly big in quality in matters of its Head and the faculty members.

Profile of the Institution

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	Maharaja Harishchandra Degree College, Moradabad	
Address :	Lajpat Nagar, Kathghar	
City : Moradabad	Pin : 244001	State : Uttar Pradesh
Website :	www.mhcollege.net	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Prof. Harbansh Dixit	Office: 0591-2490669 Residence: 0591-2488321	9412389967	0591-2490669	harbanshdixit@rediffmail.com
Steering Committee Coordinator	Dr. Sudhir Kumar	Office: Residence 0591-2450083	9412474199		drsudhirkarora@gmail.com

3. Status of the Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a) By Gender

(i) For Men	<input type="checkbox"/>
(ii) For Women	<input type="checkbox"/>
(iii) Co-Education	<input checked="" type="checkbox"/>

b) By Shift

(i) Regular	<input checked="" type="checkbox"/>
(ii) Day	<input type="checkbox"/>
(iii) Evening	<input type="checkbox"/>

5. It is a recognized minority institution?

(i) Yes	<input type="checkbox"/>
(ii) No	<input checked="" type="checkbox"/>

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

6. Sources of funding:

Government

√

Grant-in-aid

Self-financing

Any Other

7. a. Date of establishment of the college: 03/08/1973

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

MJP Rohilkhand University, Bareilly

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	10/01/1980	
ii. 12 (B)	03/03/1986	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

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

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

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

Yes No

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

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

Location *	Urban
Campus area in sq. mts.	6240
Built up area in sq. mts.	3132

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ✓
- Sports facilities ✓
- play ground ✓

- swimming pool
- gymnasium
- Hostel
- Boys' Hostel
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
- Girls' Hostel ✓
 - i. Number of hostels: 01
 - ii. Number of inmates: 0
 - iii. Facilities (mention available facilities): In process
- Working women's hostel
 - i. Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
- Cafeteria
- Health centre

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health Centre Staff

Qualified Doctor Full Time Part Time

Qualified Nurse Full Time Part Time

- Facilities like banking, post office, book shops: Yes (available in the nearby area)
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage: 20 KV & 35 KV Generator available
- Solid waste management facility
- Waste water management
- Water harvesting: ✓

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

SN	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BA	3	12 th Pass	Hindi & English	1200	1116
	Post-Graduate	Hindi	2	Graduation	Hindi	120	58
		English	2	Graduation	English	160	112
		Urdu	2	Graduation	Urdu	160	153
		Drawing & Painting	2	Graduation	Hindi & English	60	58
	Integrated Programmes PG						
	Ph.D.						
	M. Phil.						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes

No

If yes, how many?

2 Programmes PG in English and Drawing & Painting

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

Yes	No	Number	
√		2	PG in English PG in Drawing & Painting

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (e.g. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts	Department of Physical Education	√		
	Department of English	√	√	√
	Department of Hindi	√	√	√
	Department of Urdu	√	√	
	Department of Sociology	√		√
	Department of Economics	√		
	Department of Philosophy	√		
	Department of D & P	√	√	
Commerce				
Any Other (Specify)				

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

- a. Annual System
- b. Semester System
- c. Trimester System

17. Number of Programmes with

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

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

Yes No

If yes,

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

- b. NCTE recognition details (if applicable)

Notification No.:

Date: dd/mm/yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Teacher Education programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

And the number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.: Date:

..... (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education programme separately?

Yes No

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

Positions	Teaching faculty						Non-teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>			3	2	4	5	13	3		
<i>Yet to recruit</i>					5		1			
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>				5					2	

Yet to recruit										
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***M-Male *F-Female**

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			2	2	3	4	11
M. Phil.					1		1
PG			1				1
Temporary teachers							
Ph.D.						1	1
M. Phil.							
PG							
Part-time teachers							
Ph.D.						2	2
M. Phil.						1	1
PG						2	2

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

N. A.

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

Categories	2009-10		2010-11		2011-12		2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	165	136	150	153	122	153	123	192
ST	-	1	-	1	-	1	-	-

OBC	179	402	202	458	167	514	193	569
General	184	312	181	368	129	355	114	318
Others	-	-	-	-	-	-	-	-

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is	1106	377	-	-	1483
Students from other states	10	4	-	-	14
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	1116	381	-	-	1497

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

UG

PG

	UG	PG	Total
2011-12	162	182	344
2012-13	172	166	338
Grand Total:	334	348	682

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

a. Including the salary component

10935/-

b. Excluding the salary component

281.5/-

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

Yes

No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes

No

b) Name of the University which has granted such registration.

Rajarishi Tandon Open University, Allahabad

c) Number of programmes offered

13

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

Yes

No

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

M. A. English	28:1
M. A. Urdu	51:1
M. A. Drawing	14:1
M. A. Hindi	20:1
Hindi Language	125:1
Hindi Literature	100:1

General English	90:1
English Literature	148:1
Sociology	150:1
Philosophy	50:1
Urdu	110:1
Physical Education	252:1
Drawing & Painting	82:1
Economics	93:1

29. Is the college applying for Accreditation?

Cycle 1 Cycle 2 Cycle 3 Cycle 4

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

Reassessment

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1:(dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3:..... (dd/mm/yyyy) Accreditation Outcome/Result.....

*** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.**

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year.

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

examination days)

137

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
 IQAC: 01/07/2012
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
- AQAR (i) (dd/mm/yyyy)
 AQAR (ii) (dd/mm/yyyy)
 AQAR (iii) (dd/mm/yyyy)
 AQAR (iv) (dd/mm/yyyy)
35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

Criteria-wise Analytical Report

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The Vision, mission and objectives of Maharaja Harishchandra Degree College, Moradabad:

“To provide Quality-based Higher Education replete with cultural values” for making the poor and weaker students fruitful citizens so that they may contribute in the field of knowledge and lead a respectful life with their independent thinking, commitment and positive outlook on life”

The vision, mission and objectives are clearly mentioned in the college prospectus and the college website www.mhcollege.net. They are communicated to the students, teachers, staff and other stakeholders through the “Orientation Programme” which is arranged for the freshers and others to make them familiar with the institution and its vision, mission and objectives. In the Orientation Programme, lessons and discourses on religions, human values, teachings of Vivekananda, Gandhi and Ambedkar, the use of latest technology etc., are discussed. Meetings with the students, alumni, parents and the media also become the channels through which the institution communicates its vision, mission and objectives.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The Institution has its set pattern for developing and deploying action plans for effective implementation of the curriculum. All the faculty members plan the schedule for every paper and submit to their respective heads. The respective head checks these plans and ensures the possibility of the completion of the curriculum in time. These schedules containing

the plans of teachings for the whole session are available for the students in the main library and on the notice boards. The faculty members guide the students according to the plans with the help of lectures, discourses and latest technology that includes power point presentation and the audio-visual aids. The IQAC regularly monitors the whole process and attempts to get feedback from the students and stakeholders from time to time for the effective implementation of the curriculum.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Maharaja Harishchandra Degree College is affiliated to MJP Rohilkhand University, Bareilly. Hence, it follows the curriculum and the academic calendar of the University. It prepares its own calendar keeping in view the University calendar and assigns more time and periods for ensuring the completion of the curriculum. For improving teaching practices, the Head of the institution is liberal enough to send the faculty members to join the refreshers, orientation programmes, workshops and seminars for updating. Faculty members after joining such programmes feel themselves recharged and, in return, recharge the students with the latest information in their respective subjects.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The Institution does not form its curriculum but contributes much by executing it through the use of latest technology and organizing the lectures, workshop, seminars and interdisciplinary activities.

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

The Institution interacts with the beneficiaries and ensures the effective operationalisation of the curriculum through the IQAC which ensures the participation of the students and the faculty members for making them familiar with the latest trends in their respective subjects. The faculty

members are motivated to take the membership of the professional bodies so that they may be well-equipped with the research tools. This also applies to the students who are encouraged to participate in departmental seminars, workshop and discourses.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

The University is responsible for the designing and restructuring of the curriculum. The Institution has its limited role in this matter. Even then, four teachers—Dr. Narendra Singh and Dr. Ravish Kumar from the Department of Drawing &Painting, Dr. Madhubala Saxena from the Department of English and Dr. Vishesh Gupta from the Department of Sociology represent in the Board of Studies in their respective subjects. However, the feedbacks from the teachers, students and parents are taken into consideration, discussed and analyzed. The outcomes or recommendations are drafted and, then, communicated to the University either through the members of the Board of Studies or sent directly to the concerned officer of the University.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

The Institution has not developed any certificate or diploma programme of its own. However, it has developed its own ‘Orientation Programme’ and ‘Personality Development Programme’ for the benefit of the students. Orientation programme is offered to all particularly the freshers in the beginning of the session so that they may be aware of the vision, mission and objectives of the Institution. For this, the value-based lessons, religions and teachings of Gandhi, Ambedkar and Vivekananda are taught. Moreover, special classes and lectures are given for the personality development of the students so that they may communicate better and make an exposure of their talent in the real world.

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

The Institution through the IQAC analyzes and ensures the implementation of the stated objectives of curriculum. The IQAC collects feedback from teachers, students and parents on curriculum and does its best to execute the outcome. For effective implementation, it ensures the academic and professional activities for the faculty members so that they may be enthusiastic in carrying out research activities and taking funds from UGC concerning the Minor and Major Research Projects. Inculcation of cultural values in students is realized through the cultural programmes, the orientation programme and the community-based programmes like NSS and NCC.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

The institution does not offer any certificate / diploma / skill development courses professionally. But, it offers 'Orientation Programme' and 'Personality Development Programme' so that students may be well-equipped with values and techniques which will help them to lead the challenging life in a peaceful and respectful manner. The main aim that the students may communicate better is achieved through self-prepared courses like Orientation Programme and Personality Development Programme which make them strong enough to face the challenges in life.

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

No, the Institution does not offer any such programme that facilitates twinning / dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

The Institution provides flexibility to the student to a certain limit. At UG level, students have to opt for either General English or Hindi Language as per rule of the University. Physical Education is compulsory in all the three years. However, it is not an optional subject but simply a qualifying one. Students with physical disabilities are exempted from Physical Education. The other paper that the University has introduced is of Environment. It is also of qualifying nature. The student has to opt it in one year of his graduation. Regarding the elective options, it offers Hindi Literature, English Literature, Sociology, Philosophy, Urdu, Economics and Drawing & Painting. Students can choose according to their choice based on interest. After opting for a subject, if the student finds any subject difficult or considers it a wrong choice, he may switch over to other subject within a period of one month by giving an application to the concerned subject faculty member. At PG level, four courses—Hindi, Urdu, English and Drawing & Painting are offered to the students who can opt according to their interest and requirement. Along with these subjects, all the students are taught the self-designed courses—Orientation Programme and Personality Development Programme. The Institution also provides courses in distance education. A student can do the certificate or diploma course even while studying regularly in the institution. The courses from Rajarishi Tandon Open University prove to be fruitful for the students. Here is the list of courses:

SN	Course Name	Duration	Qualification
1	P.G. in Hindi, English, Economics, Sociology & Philosophy	2 Years	Graduation
2	U.G.S.S. (B.A. in single Subject) Two year Programme	2 Years	Graduation
3	B.A. in Tourism	3 Years	10+2
4	P.G.D.T. (Post Graduate Diploma in Translation	1 Year	Graduation
5	D.T.S (Diploma in Tourism Study)	1 Year	10+2
6	D.R.D (Diploma in Rural Deveploment)	1 Year	10+2
7	P.G.S.W (P.G.in Social Work)	2 Years	Graduation
Semester-Wise Course			
1	B.L.I.S (Bachelor of Library & Information Science)	1 Year	Graduation
2	P.G.D.J.M.C (Post Graduate DP.G.D.J.M.C (Post Graduate Diploma in Journalism & Mass Communication	1 Year	Graduation
3	(D.I.C) Diploma in Computer	1 Year	10+2
4	(DCOM) Diploma in Office Management	1 Year	10+2
Certificate Course			
1	(CCP) Certificate Course in Public.	6 Six Months	10+2
2	(CHR) Certificate in Human Resource	6 Six Months	10+2
3	(CCC)Certificate Course in Computer	6 Six Months	10+2

These courses from RTOU are certainly enriching courses but the students show more interest towards the regular courses than the distance ones.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes, the Institution offers self-financed programmes in English and Drawing & Painting. They are different from the other programmes because the fee structure is high in comparison of the Govt. aided courses. Merit is the basis for the admission in these two courses. Regarding curriculum, the institution has no option except to follow the set curriculum of the University. Highly qualified teachers are appointed as per rules of the University and the salary is given as per UGC and Govt. norms.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

The college provides only self-designed ‘Orientation Programme’ and ‘Personality Development Programme’ which are certainly useful to the students who, after learning, contribute their mite in the regional and global market. But, there is no such additional skill oriented programme which may have the direct link with the employment markets.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

The University does not provide the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses / combination of their choice. However, the Institution runs RTOU’s courses which are useful for the students who may opt for them with their regular conventional study. The list is mentioned in 1.2.3.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

The Institution follows the syllabus framed by the University. However, through various academic and cultural activities, it attempts to incorporate its goals and objectives. It ensures the all-round development of the students through offering the orientation and personality development programmes. The Head ensures the completion of the curriculum within time. If the course is not complete, the extra classes are run to make it up. From time to time, the departments of Hindi, English and Urdu, with joint venture, organize programmes to infuse the cultural values so that the students may become human beings in proper sense. The IQAC puts a check and controls the academic activities while ensuring execution of the academic calendar and teaching plans. Moreover, the programmes of NSS and NCC develop the community feelings and make the students think of pain and suffering of the weaker section.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The Institution has no freedom in designing the curriculum though it attempts to enrich and organize to enhance the experiences of the students in such a way through various academic activities as they are able to cope with the needs of the dynamic employment market. If they do not get job, at least, they become well-aware of the need and demand of the present day employment market. For this, from time to time, seminars and workshops are organized and subject experts are invited to deliver their lectures for enhancing the vision of the students along with their enrichment in knowledge of the subject. Values are inculcated in the students through the self-designed 'Orientation Programme' and 'Personality Development Programme.' The UGC funded chair on Dr. Bhim Rao Ambedkar (it will be executed in the forthcoming session) will help the students in infusing the teachings of Ambedkar.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The University has introduced the subject Environment at the UG level. It is of qualifying nature and the student has to qualify in one of his three-year-degree course. In this subject, he becomes conscious of the climate changes and the environmental issues. But, this is not sufficient. The Institution makes extra efforts to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., through establishing Plant Saplings Club and Women Empowerment Cell. Besides these cells, the NSS and NCC programmes make the students aware of these cross cutting issues. The Women Empowerment Cell organizes the talks, discourses, lectures and seminars on gender issues and human rights for women. The Head of the institution is always interested in making the faculty members and the students well-equipped with the latest technology in teaching and research. For this, workshops in the form of training on ICT are organized from time to time.

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

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

The Institution does not organize any professional or regular programmes with certificate or diploma. However, some new practices which ensure the holistic development of students are followed. Mr. Manish Bhatt from the Department of Education takes care of the mental health of the students. For this, he organizes yoga classes which make them strong from within. Literatures—Hindi, English and Urdu offer the students a vision that makes them think of the society at the wider level. Orientation Programme and Personality Development Programme are organized from time to time to prune their skill and talent so that they may be independent and self-reliant in taking decision for the career not with the selfish end of earning but with the end of service of the community. Dr. Vishesh Gupta is always ready to offer his service for career counseling. He does not hesitate in giving the tips of how they can become successful in life. NSS

makes the students community-conscious while NCC makes them think for the nation.

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

The Institution has to follow the curriculum what the University prescribes. However, it takes feedback from the stakeholders like students, alumni and parents for enriching the curriculum. Through the IQAC, it collects the feedback, analyzes and prepares a draft which is sent to the concerned officer of the University. The University is informed with the opinion of the stakeholders regarding the present curriculum and the changes that they wish to make through the faculty members who attend the meetings of Board of Studies as members.

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

The Institution monitors and evaluates the quality of enrichment programmes through the IQAC. The IQAC takes the feedback from the students on the programmes and courses that are being taught. The members of the IQAC also interacts with the students and come to know their stand and, after knowing their stand, they give the report to the Principal who ensures the execution of the suggestions and recommendations by calling the meeting of all the Heads of the concerned departments.

1.4 Feedback System

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

The Institution has no free will in designing and developing the curriculum for the students. What it can do is simply to inform the concerned officers of the University. It performs this task either through the faculty members who are the members of the Board of Studies or by sending the draft after analyzing the feedback responses from the teachers, students, parents and alumni.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes, there is a formal mechanism to obtain feedback from students and stakeholders on curriculum though it does not help much as the sole right for restructuring and redesigning lies with the University. First of all, students are interacted through questionnaire and, then, feedback responses are collected from them. The same is applied to parents, alumni and the respectable members of the community. A draft is drafted after analysis and discussion on the feedback responses. The concerned officers of the University are informed either through the faculty members in the Board of Studies or by sending it directly. Sometimes, the faculty members also make the University conscious of the curriculum through the media and the newspapers.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.

The Institution introduced two PG Programmes i.e. Drawing & Painting and English in 2009. Both the subjects are taught at the UG level and the students after doing UG used to move to the other institutions. For Drawing & Painting they would shift to the other cities. The Institution became the first in the city in providing PG in Drawing & Painting which, no doubt, solved the problem of the students to a great extent. Regarding English, the students, after completing graduation remained in the college for the completion of PG. As these two master courses are career-oriented in nature, they are being run successfully.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

A complete transparency in the admission process is followed through the merit system. The college releases its prospectus which contains the complete information regarding the admission process along with the campus and faculty details. Besides college prospects, the website becomes the source of publicity. The great source is the mouth appreciation from the senior students and the reputation of being the sincere institution where classes are held regularly.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

The procedure for the admission in UG and PG classes is followed as per rules of the MJP Rohilkhand University. Applications are invited for the admission in the UG classes after the declaration of the result of the UP Board / CBSE Board or any other recognized board. Then, merit list is prepared as per rules of reservation belonging to the SC / ST/ OBC/ Freedom Fighter / Physically Disabled / Games Quota. The merit list is pasted on the notice board and the admission process is followed with the strict rules and regulations. For PG, minimum percentage for admission is 45 and the procedure is the same. Applications are invited and the merit list is prepared. Students are admitted according to the order of the merit.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The percentage as prescribed by MJP Rohilkhand University at the initial level is 40 % at the UG level and 45 % at the PG level for the general

students and the relaxation of 5% is given to the SC / ST students. There is a certain process of merit which is followed while keeping in view of the reservation policy. There is the limit of the minimum percentage but no limit of maximum one.

Classes	Minimum Percentage	Maximum Percentage
B. A. I	40	75
M. A. I (English)	48	62
M. A. I (Drawing & Painting)	56	64
M. A. I (Hindi)	45	61
M. A. I (Urdu)	48	63

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes, there is a mechanism for review in the Institution regarding admission. Profiles of the students caste-wise and percentage-wise are prepared. Such profiles are studied well for the analysis of the trend of the students concerning their percentage and class representation. If a case of injustice or fake admission is brought before the admission committee, it reviews the case and if it finds any discrepancy at any stage, it takes the action according to the rules and regulation.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- **SC/ST**
- **OBC**
- **Women**
- **Differently abled**
- **Economically weaker sections**
- **Minority community**
- **Any other**

The admission policy of the Institution and its student profiles reflect the national commitment to diversity and inclusion of SC/ST, OBC, and

Weaker Section etc., by virtue of its rules and instruction as per norms and the Govt. rules. The institution has more female scholars than male ones. The representation of the above mentioned section is ensured and attempts are made to provide facilities to the students in the form of scholarship, fund from PBF and books from the book bank. The students who win laurels in Sports and extracurricular activities are given special provisions as per rules.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	2009-10			2010-11			2011-12			2012-13		
	Number of Applications	Number of Students admitted	Demand Ratio	Number of Applications	Number of Students admitted	Demand Ratio	Number of Applications	Number of Students Admitted	Demand Ratio	Number of Applications	Number of Students admitted	Demand Ratio
UG	1402	1092		1568	1143		1479	1079		1466	1116	
PG Hindi	70	60		79	67		67	53		69	58	
PG Urdu	218	148		219	154		207	150		235	153	
PG D&P	33	24		65	50		79	57		81	58	
PG Eng.	8	8		98	83		110	89		137	112	
Ph. D.	6	6		5	5		1	1		-	-	

The above mentioned figures clearly reflect the current trend which is an outcome of the professional and materialistic viewpoint. No professional course is taught in this institution but the course that can support the

professional course is in demand. The relevance of the subjects like English and Drawing & Painting is still in vogue. Language helps a student in developing his communication skill along with supporting role in the personality development. Craze of students for Drawing & Painting demonstrate their longing for opting the professional as well as creative subject.

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The Institution endeavours to cater to the needs of differently-abled students and ensures adherence to government policies through the teachers who are always ready to give extra time for the academic and cultural activities.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Yes, the Institution assesses the students' needs in terms of knowledge and skills before the commencement of the programme through the Orientation Programme which becomes a platform to interact with the students who become quite familiar with the academic activities that they are going to have during the session. During Orientation Programme, every teacher contributes his or her best through interaction or lecture to make the students feel comfortable with the subjects that they are to study.

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

Orientation Programme in the beginning is enough to make the students to cope with the programme of their choice. Moreover, teachers are available for the students if they have any doubt or problem concerning the subjects or anything related to their programme.

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

The College sensitizes its staff and students on the contemporary issues through organizing lectures, workshop and seminars. The Women Empowerment Cell is so much active that it never forgets to invite talks on the current issues. It invites all the Departments to participate and interact. Practical Talks on Mental Health and Physical Health through yoga and exercise are given regularly to the students by the Head of the Department of Physical Education. Environment is a qualifying paper at UG level. Issues concerning environmental pollution and its solution are discussed in the classes as well as in the intellectual sessions of NSS.

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

The Institution identifies special educational / learning needs of advanced learners through the interactive sessions and Orientation Programmes. Such students are encouraged to share and discuss their problems with the faculty members. The teachers motivate them to participate in seminars, competition and workshop.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

The IQAC directly remains in touch with the students through the interactive sessions. All kinds of facilities are provided to the students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. The faculty members are always ready to guide them and if needed, they give time for extra classes. Students from the weaker sections are given help in the form of fee concession through PBF and scholarship as per norms and Govt. rules.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Though the academic calendar of the University is followed, the Institution prepares its own calendar. The Head of the Institution with all the Heads of the various Departments ensures the execution of the academic calendar and Time Table. The faculty members prepare the teaching plans in advance and submit it to the approval of the Head of respective department. To make the learning process effective, the latest tools and methods are applied. The evaluation is a matter of the University because annual system is followed. But, the projects which are given in a few subjects are evaluated properly by the concerned faculty members. While evaluating for viva voce and other class tests, the regularity is also taken into consideration.

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

To make teaching-learning student-centric, the IQAC motivates all the heads of the departments to organize various events that may contribute in the learning process. Programmes to update the faculty members with the use of latest technology are organized from time to time. Educational tours in subjects like Urdu, Drawing & Paintings etc. are organized. Moreover, feedback responses from all the stakeholders are taken into consideration for improving teaching-learning process.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

All the recommendations and suggestions mentioned in 2.3.2 are executed to make learning process more student-centric. Besides taking part in various programmes of the college, students are motivated to participate in the programmes like Quiz, Poetry Recitation, Creative Session, Debates, Poster Competitions, Essay Competition organized by the other institutions of the city. Interactive skill is developed through the

discourse, discussion and talks.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The Institution nurtures critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators by providing a platform through the publication of its magazine *Spandan*, organizing the various clubs like Literary clubs, Contemporary Artists, Sports club etc. These clubs continue the activities (other than academic related to syllabus) from time to time. Such activities refresh them and provide a chance to think in an innovative way. Action Sociology, Projects, Seminars, Creative Competition, Research Paper Writing, Research Paper Presentation are such avenues which prepare academic climate for nurturing critical thinking, creativity and scientific temper among the students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g.: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Lecture method, no doubt, has its value but the flavour of the latest technology puts the extraordinary effect in learning process. The Head of the Institution is determined to equip every department with the latest technology of teaching. Smart class rooms are in process. Teaching is done through power-point presentation. Internet is used for making learning more interesting. Seminars, Workshop and Creative session are organized from time to time for making teaching effective. A kind of mobile education is provided through educational tours.

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

The students and faculty members are exposed to advanced level of knowledge and skills through national and international seminars,

workshop, discourses, group discussions and invited talks. Educational trips and interdisciplinary programmes give them boost for further knowledge and skills.

2.3.7 Detail (process and the number of students benefited) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

God helps those who help themselves. No one can help a man until or unless he helps himself. This is the same approach followed by the Career Counselling Cell which intends to make students independent, creative, decision-making and innovative. The Counselling Cell is open for mentoring the students. What makes the Institution student friendly is that all the faculty members become mentor for students. Even more, the senior and mature students mentor the freshers and the weak students. Student Welfare Cell works for mentoring the students. In addition, Grievance Redressal Cells works regularly and attempts to develop a healthy environment for student-teacher relationship. Students can freely and unhesitatingly express their grievances concerning library, attendance, lecture shortage or any other. Their grievances are taken into consideration. If their grievances are genuine, the action is taken to redress them.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

This is the fact that in this modern age, lecture method, though its validity cannot be challenged, is not sufficient. Besides this lecture method, the other latest techniques like power point presentation, internet videos, educational trip, organizing seminar, workshop and invited lectures are employed to make teaching process more effective and interesting. ICT based teaching is the need of the hour. Hence, the Principal is determined to turn all the classes into Smart classes. The Institution encourages the faculty members to attend Refresher Courses and Orientation Programmes so that they may be well-equipped with the latest trends and technology in their respective subject. Their knowledge of the latest trends will be a

boon to the students.

2.3.9 How are library resources used to augment the teaching-learning process?

Library resources are used to augment the teaching-learning process by motivating the students to visit the Main Library regularly. The library is open to all the students in college hours. Here, students can access any book—be it reference or text or any and also use the Internet services to search out the matter on any topic of their choice. All these facts help in augmenting the teaching-learning process. Very soon, the facility of INFLIBNET is to be provided to the students so that the interest in research may be developed. Competitive books are also issued if they ask for such books.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

Though the Institution has a well-planned mechanism with academic calendar and subject-wise plan for the completion of the curriculum, it faces the scarcity of time sometimes due to the reasons which remain out of its control. Besides the medical leave of the faculty members, the closure of the college due to administrative reasons becomes the cause of worry. But, special arrangements in the form of extra classes are made for the completion of the curriculum within the planned time frame work and calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The Institution monitors and evaluates the quality of teaching learning through the IQAC and Academic Audit Maintenance Cell. These committees collect the feedback from the stakeholders and review in order to make the teaching learning effective and interesting. The committees recommend for the refresher and orientation of the teachers so that they may learn the latest trend and, in return, give what is best to the students. Teaching methodology and pedagogical tools are discussed and analyzed along with the sharing of experiences.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			2	2	3	4	11
M. Phil.					1		1
PG			1				1
Temporary teachers							
Ph.D.						1	1
M. Phil.							
PG							
Part-time teachers							
Ph.D.						2	2
M. Phil.						1	1
PG						2	2

The appointment is a matter of UP Higher Education Commission. Posts are advertised and the process is followed right from screening, interview, selection upto appointment. But, it is shocking as well as surprising that no appointment has been made since 2005. Ad-hoc appointments are also not in the pipeline. In Self-finance course, the Govt. has issued order for the appointment with the approval of the concerned University. The post is properly advertised in the national and local newspapers. Applications are screened and the candidates are called to attend the interview at the University Campus. The interview is held by the committee with the

subject expert nominated by the University. The interview is held and the expert submits the report with recommendation for the name of the candidate. The candidate is informed and, then, the University approves the appointment. The posts remain vacant due to the untimely death or the retirement of the teachers. The college management plans to meet out this challenge by appointing the part-time teachers.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

As mentioned in 2.4.1, the Institution appoints the Part-Time Teachers to cope with the scarcity of senior faculty members.

Teachers recruited in the last three years

Department	Faculty Recruited for Self-Finance Course as Per University Rules.
English	Dr. Subhra Gupta
Department	Recruited as Part Time Faculty
Urdu	Mrs. Qamar Fatma Miss Sheeba Parveen
Sociology	Dr. Meena Gupta
Economics	Dr. Indira Kashyap

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated			
	2009-10	2010-11	2011-12	2012-13
Refresher courses	Sudhir Kumar Dr. Mukesh Gupta Dr. Priyanka Gupta	Dr. Sudhir Kumar	Dr. Ravish Kumar Dr. Mukesh Gupta Dr. Priyanka Gupta	Dr. Ravish Kumar attended the refreshers.. two times Mr. Manish Bhatt
HRD programmes	Dr. Mukesh Gupta	-	-	-
Orientation programmes	Dr. Manish Bhatt	-	-	-
Staff training conducted by the university	-	-	-	-
Staff training conducted by other institutions	Dr. Manish Bhatt Dr. Mukesh Gupta	-	-	-
Summer / winter schools, workshops, etc.	-	-	-	-

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

Faculty Training Programmes (2009-13)	
Teaching learning methods / approaches	Computer training to the faculty members Invited lectures on Approaches to Teaching

Handling new curriculum	Meetings and Discussion with the Principal how to handle New Curriculum
Content / knowledge management	Discourses on New Contemporary Trends in Paintings Corruption, In Memory of M. F. Husain and Women Empowerment as shown through the Paintings organized by the Department of Drawing & Painting Creative Activities in Collaboration with the Departments of Languages
Selection, development and use of enrichment materials	Training on How We Can Enrich Materials with the Use of Latest Technology
Assessment	The traditional way “pen and paper” is still in use.
Cross cutting issues	Women Empowerment Cell organizes seminars and discourses on Human Rights, Rights for Women etc. NSS camps are organized to make the people aware of the contemporary scenario NSS volunteers plant the saplings in order to make the campus green
Audio Visual Aids / multimedia	Workshops on How to Use Audi-Visual Aids / multimedia are organized from time to time
OER's	Teachers along with students feel at ease in using the Open Educational Resources like internet and e-books.
Teaching learning material development, selection and use	Session on “How to select and use teaching learning material” with the invited experts

c) Percentage of faculty

- **invited as resource persons in Workshop / Seminars / Conferences organized by external professional agencies**
- **participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies**
- **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**

Percentage of Faculty	2009-10	2010-11	2011-12	2012-13
invited as resource persons in Workshop / Seminars / Conferences organized by external professional agencies	25	25	25	30
participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies	40	42	40	44
presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies	44	40	40	45

2.4.4 What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

To recharge the teachers, the faculty members are motivated to attend Refresher Courses, Orientation Programmes, Seminars and Workshop. The Management is always ready to help the faculty members in their endeavour to enhance the quality of teaching-learning process. If a teacher wishes to go for further research purpose, he supports him and grants study leave or the facility that he asks for.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

Prof. Harbansh Dixit, the Principal and Dr. Vishesh Gupta are the two scholars internationally recognized for excellence in Law and Sociology

respectively. Besides these two, all the faculty members contribute their mite in the growth of knowledge on national and international scene.

International:

Dr. Vishesh Gupta , Head, Department of Sociology visited University of Houston, USA for chairing session in Conference during 8-10 July, 2006			
Dr. Meena Kaul , Head, Department of Hindi visited Ujebikistan, Colombo, Sri Lanka, Mauritius, Kathmandu, Nepal during 2012-13 and presented her seminar papers . She got the following recognitions and awards:			
Dr. Meena Kaul	Award Name	Awarding Institution or Body	Date
	Srajan Shri	Srajan Samaj Bahuaayami Sanstha, Raipur	25 June 2012
	Hindi Gaurav Samman	Aadharshila, Viswa Hindi, Mission	2 Nov 2012
	Sharda Samman	Kashmiri Sahitya Sangam	9 June 2013
	Nirala Samman	Shri Nirala Sikshan Sanstha, Nagpur	11 Nov 2013

National:

Dr. Vishesh Gupta	Award Name	Awarding Institution or Body	Date
	Best Citizen of India 2012	International Publishing House, New Delhi	2012

State:

Dr. Vishesh Gupta	Award Name	Awarding Institution or Body	Date
	Prof. D. P. Mukerjee Social Scientist Award for contribution in Indian Sociology	UP Sociological Association, Varanasi, UP	10-12 March 1991
	Best of P. O. NSS Award for the Year 1996-97 at the College Level	UP Shasan, Higher Education, UP	21 September 2000
	Letter of Appreciation for being the Devoted Teacher	Samanaya Gyan Pratiyogita Samiti, U. P., Moradabad, UP	12-2-2006
	Gauhar Usmani Award for Education	Gauhar Usmani Foundation, Moradabad, UP	6-8-2006

Dr. Priyanka Gupta	Sikshak Kartvyanisht	G. K. Competition Samiti U. P., Sambhal, Moradabad, UP	12-03-2003
Dr. Mueksh Chandra Gupta	Sikshak Kartvyanisht	G. K. Competition Samiti U. P., Sambhal, Moradabad, UP	12-2-2006
	Letter of Appreciation for Contribution in Literature	Shaskiya Hamidia Kala Evam Vanijaya Mahavidyala, Bhopal, MP	10-10-2011
	Letter of Appreciation for the Participation in SVEEP Programme	Mukhaya Nirvachan Adhikari, UP	23-5-2012
	Letter of Appreciation for Participation in Rashtriya Hindi Vikas Sammelan	Purvottar Hindi Akademi, Shilong (Meghalaya)	May 24-26 2013
	Letter of Honour for Samagra Lekhan Aur Sahitya Dharmita	Purvottar Hindi Akademi, Shilong (Meghalaya)	May 24-26 2013

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Yes, the students and external peers give their feedback concerning the teaching method, methodology, contents etc. and the Head of the Institution studies such feedback responses and, then, takes corrective steps to improve the quality of the teaching-learning process.

2.5 Evaluation Process and reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The freshers are introduced with the academic activities including evaluation process through the Orientation Programme in the beginning of the session. Annual examinations occur in March, April & May and, then, the result is announced by the University in the month of June. The University provides the facility of Improvement Examination for the

students who get failure or who wish to improve their percentage. Regarding the internal assessment in the Project (in Hindi) and dissertation in Drawing & Painting, the faculty members keep students' regularity and discipline in view while awarding the marks. The college follows the instructions of the University in conducting examination and its evaluation process.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The Institution follows all the major evaluation reforms of the University. It keeps the attendance and discipline in view during the internal evaluation process. The papers in Physical Education and Environment are of qualifying nature. In these subjects, the students are given the OMR sheet to blacken the oval for the answer. Students are taught how to use the OMR answer sheet. Remedial classes and extra classes are arranged to solve the problems related to their curriculum.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The college has not much role in designing the curriculum and the evaluation process. It follows the instruction of the MJP Rohilkhand University, Bareilly. The college has its role in the internal assessment particularly in project and dissertation. Prizes are distributed to boost the students. Dr. Meena Kaul distributes the prizes to the students who get the highest marks in Hindi. Yes, the College has its own way of conducting the examination. The process includes the seating plan, flying squad, distribution of papers, invigilation work and, then, the collection of the answer books leading to the packing and sending them to the University for Evaluation.

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

The college follows the University rule. As per rule, the annual examination system is in vogue. There are no formative and summative

assessment approaches to measure student achievement. But, in the internal assessment of the dissertations and the projects (which are very rare as they are optional), students' sincerity and regularity are also taken into consideration.

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

As mentioned earlier, the college has not any significant role in the assessment. But, it keeps in view the behavioral aspects, independent learning, communication skill, regularity etc. of the students while making the internal assessment. Students opt for the dissertation and project though it is very rare among students. Besides the quality of the dissertations and Projects, the regularity and the way they think and communicate are also taken into consideration while making the internal assessment.

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

The Institution has clearly indicated the attributes of the graduate in its vision, objectives and mission. It believes in the all round development of the graduate. It does not believe in making a student machine but a true human being who is quite conscious of his environment. It ensures its attainment through organizing Orientation Programme and Personality Development Programme. The mission mentioned in 1.1.1 is the real test of the Institution. It leaves no stone unturned in making this mission realize.

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

At Institution level, the College has Grievance Redressal Cells. Anti-Ragging Cell and Cell for Protection of Women at work place are active in the college. Complaints against University are forwarded to University. Even then, if the student is not satisfied, he can apply for the improvement examination. The problem is solved instantly if it is related to the faculty

members of the college.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

“Students, not as Machines but Human Beings with Values” is the main motto of the college and, so, it always keeps it in view while focusing on the learning outcome. The students are made aware of this in the very beginning in the Orientation Programme. They are motivated to achieve the academic excellence through making the in-depth study with the independent thinking. They are made aware of the latest trend in education. All the possible steps are taken to execute the mission, vision and objective of the Institution mentioned in 1.1.1.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The Institution monitors and communicates the progress and performance of students through the duration of the course / programme by pasting their progress on the notice board or by informing them in the meeting. Here is an analysis of the students' result / achievements.

Year	DEPT. & CLASSES	Students (Enrolled)	No of students Passed
2010	M. A. Previous English	8	7
	M. A. Final English	-	-
	M. A. Previous Hindi	38	32
	M. A. Final Hindi	22	17
	M. A. Previous Urdu	80	77
	M. A. Final Urdu	68	63
	M. A. Previous Drawing &	24	24

	Painting		
	M. A. Final Drawing & Painting	-	-
	B. A. I	448	342
	B. A. II	328	295
	B. A. III	316	270
2011	M. A. Previous English	79	64
	M. A. Final English	4	4
	M. A. Previous Hindi	41	27
	M. A. Final Hindi	26	25
	M. A. Previous Urdu	77	76
	M. A. Final Urdu	77	73
	M. A. Previous Drawing & Painting	30	26
	M. A. Final Drawing & Painting	20	19
	B. A. I	442	283
	B. A. II	383	283
	B. A. III	318	286
2012	M. A. Previous English	33	33
	M. A. Final English	56	55
	M. A. Previous Hindi	27	25
	M. A. Final Hindi	26	25
	M. A. Previous Urdu	77	77
	M. A. Final Urdu	73	72
	M. A. Previous Drawing & Painting	30	29
	M. A. Final Drawing & Painting	27	22
	B. A. I	398	376
	B. A. II	337	328
	B. A. III	344	326
2013	M. A. Previous English	75	68
	M. A. Final English	36	33
	M. A. Previous Hindi	32	25
	M. A. Final Hindi	26	25
	M. A. Previous Urdu	78	75
	M. A. Final Urdu	75	73
	M. A. Previous Drawing & Painting	30	30

	M. A. Final Drawing & Painting	28	28
	B. A. I	397	281
	B. A. II	384	247
	B. A. III	338	309

The above figures clearly reflect that the Institution is on the path of progress though the students' interest is towards the career-oriented subjects. Opting for Traditional subjects is their last option.

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

The teaching, learning and assessment strategies of the Institution are monitored by the IQAC and Academic Audit Maintenance Cell. The review right from the teaching process upto the preparation of the examination is done and the measures, if there is any loophole, are taken into consideration. The faculty members have to take extra classes or arrange the classes for weak students. The achievement out of the learning process is the target that the Head of the Institution expects from all—be they faculty members, or students or any.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Though the Institution provides most of the traditional subjects, it organizes Orientation Programme for the Freshers and Personality Development Programme for All in order to make the students aware of the need of the global scenario. They are made independent in thinking and motivated to follow the innovative techniques. The Institution does its best to develop the research aptitude among students by organizing seminars, invited talks and discourses.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The Institution, through the class interaction and tests, attempts to identify the weak students, mediocre and intelligent students. After identifying, it instructs the faculty members to arrange the extra classes and remedial classes so that the better output may come out.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

The Institution monitors and ensures the achievement of learning outcomes through the IQAC. After collecting the feedback, it instructs students to join the special classes for solving their problems related to the syllabus.

2.6.7 Does the Institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

The main assessment is done by the University in the annual examination. But, at the college level, the faculty members judge the students by giving them test and assignment. They are also asked to organize the class seminar and talks. The faculty members judge their decision-making power and research capabilities through asking questions and discussing the problems.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Yes, the Institution has recognized research centres in Hindi, English and Sociology. It has also got Dr. Bhimrao Ambedkar Study Centre which will start working as soon as the grant is released by the UGC.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the Institution has a research committee to monitor and address the issues of research. The present composition of research committee is as follows:

1. Dr. Meena Kaul : Coordinator
2. Dr. Sudhir Kumar: Co-Coordinator
3. Head of the Department (Subject-wise)
 - i. Dr. Madhubala Saxena (English)
 - ii. Dr. Vishesh Gupta (Sociology)
 - iii. Mr. Madhukar Srivasatava (Philosophy)
 - iv. Dr. Meena Kaul (Hindi)
 - v. Dr. Narendra Singh (Drawing & Art)
 - vi. Dr. Asma Aziz (Urdu)

The Committee informs the faculty members about the latest information concerning the projects, seminars and other things related to research work. It reviews and recommends the Minor and Major Research Projects and sends them to the UGC.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- **autonomy to the principal investigator**
- **timely availability or release of resources**
- **adequate infrastructure and human resources**
- **time-off, reduced teaching load, special leave etc. to teachers**
- **support in terms of technology and information needs**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- **any other**

The Principal with the Research Committee is determined to develop the research culture in the Institution. For this, it is insured that the Principal Investigator may feel comfortable concerning the funds and availability of the resources. The Principal has started a new tradition by giving the cheque to the Principal Investigator when the account is opened in the bank in the name of UGC Major Project. This account is operated by the Principal Investigator who is responsible to the Principal for the expenses that he does. This new tradition is adopted to make him feel quite relaxed and comfortable in the financial matters. Release of resources and adequate infrastructure along with human resources are provided to him whenever he asks for. Not only this, his workload is also reduced. If he demands, special leaves are also given to him. Internet facility is provided so that he may have no difficulty in collecting the material. As soon as his Project is over or the time of Mid-term Evaluation comes, timely audit is done and the utilization certificate is issued so that he may submit it to the funding authorities.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are motivated by the faculty members for developing scientific temper and research culture and aptitude. In Hindi, the students of M. A. Final are given the projects. A few students at the UG level also opt for the project in Sociology. The students are also asked to participate in seminars and submit articles for the college magazine *Spandan*. The main aim is to make students independent, innovative and research-oriented.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Dr. Vishesh Gupta in Sociology, Dr. Madhubala Saxena in English and Dr. Meena Kaul in Hindi are actively involved in research activity. They are continuously guiding the Ph. D. students. Their complete profiles along with the details of research candidates are mentioned in the Department-wise details.

Ongoing Major Research Projects

Name	Type	Status	Title of Project	Capacity	Name of Funding Agency	Value of Project
Mr. Manish Bhatt	Major	Ongoing Letter No. F. 5-391/2013 (HRP)	Two Dimensional Kinematic Analysis of Harai Goshi Among Three Different Height Groups of Judo Players	Principal Investigator	UGC	904800/-
Dr. Sudhir Kumar	Major	Ongoing UGC Letter No. F. NO. 5- 520 / 2010 HRP	Indian Culture in Indian English Poetry	Principal Investigator	UGC	411200/-

Completed Minor Projects:

Name	Type	Status	Title of Project	Capacity	Name of Funding Agency	Value of Project
Dr. Narendra Singh	Minor	Completed UGC Letter No. F. 52.2(24)/2004 (MRP/NRCB)	Samkaleen Kala Me Lucknow Ke Kalakaron Ka Texture Me Yogdaan	Principal Investigator	UGC	80000/-
Dr. Mukesh Gupta	Minor	Completed F. 6-2 (31)/2007 (MRP / NRCB) dated 24 Feb 2007	Dalit Sahiya Mein Ubharati Nootan Samajik Pravrattiyen: Itihas Se Vartman Tak	Principal Investigator	UGC	35000.0
Dr. Vishesh Gupta	Minor	Completed in 1989	The Process of Institutionalisa tion of Sikh Shrines with Special Reference to Prominent Sikh Shrines in Delhi	Principal Investigator	UGC	25000
Dr. Vishesh Gupta	Minor	Completed on October 2007 Letter No. F.5.2.2(201)/2 004 (MRP / NRCB)	Primary Education and Competency Development in Child Labour	Principal Investigator	UGC	65000
Dr. Sudhir Kumar	Minor	Completed UGC Letter No. NF 6-2 (66) / 2006 (MRP / NRCB)	Narrative Techniques as Delineator of the Image of Woman: A Study of Kamala Markandaya's Novels	Principal Investigator	UGC	40000/-

Ongoing Minor Projects:

Name	Type	Status	Title of Project	Capacity	Name of Funding Agency	Value of Project
Dr. Ravish Kumar	Minor	Ongoing F. N. 8-3 (287) /2011 (MRP/ NRCB) dated: 30 March 2012	Bhartiya Samkaleen Kala Ke Paridrashya Me Rachna Samagri Ki Bhoomika (Chitrakala Evam Murtikala Ke Vishesh Sandarbh Me)	Principal Investigator	UGC	150000/-

Dr. Narendra Singh, Dr. Sushma Gupta, Dr. Madhubala Saxena, Dr. Mukesh Gupta and Dr. Priyanka Gupta have submitted their proposal for Minor Research Project in December 2013.

3.1.6 Give details of workshops / training programmes / sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

The Institution organizes discourse and interactions with the eminent scholars from time to time with the intention of imbining research culture among the staff and students.

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

It is a matter of pride that the Institution has got Dr Bhimrao Ambedkar Study Centre which will certainly develop the research culture among the students. Researches in Hindi and English are in progress. These researches focus mainly on Gender Issues. Even, in Sociology, the priority is the status of woman, leisure and society. The attempt is to make the research relevant to the present day world.

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

The Institution does its best to attract the researchers of eminence to visit the campus and interact with teachers and students so that an environment of research and innovations may be developed within.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Till now, no faculty member has utilized the Sabbatical leave for research activities. If any faculty member asks for granting him or her Sabbatical Leave, the Head of the Institution will sanction the leave then and there. This provision is a boon to improve the quality of research as the faculty members will have no tension of work and can complete the work in peace at home or visit the place where he or she may find the material for the research.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

Researches in Hindi, English and Sociology are being made quite relevant to the society. The researches on gender issues, leisure, status of woman etc. are no doubt being made in library or lab but the attempt is to make the society aware of the contemporary scenario. People particularly women will be benefitted out of the researches that are being done when the findings are applied to them. The whole endeavour is to take lab to land so that a layman may be benefitted out of it.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

There is no provision of earmarking the budget for research. The College depends totally on UGC for grants for Minor and Major Research Projects. UGC sends grant (if the MRP is sanctioned to the faculty member after a process) under the heads of non-recurring (Books and Journal and Equipments) and recurring (Field Work, Travelling, Contingency, Project Fellow) along with the Overhead charges.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No, there is no such provision to provide seed money to the faculty for research. He can apply only to the UGC for grants for travelling and Projects.

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

No finance is given to the students. But, the facilities for research project are made available to them. They can explore the material through the library and Internet.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The various departments like Hindi, English and Sociology are actively engaged in research work. Their priority remains to make it interdisciplinary. Hence, they explore the topic like status of woman, gender issues, suicide, leisure and virtual world versus real world which are directly interrelated to the extent that they become interdisciplinary.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The Institution continues to update its various equipments and research facilities to ensure their optimal use. Repairs and maintenance remain in

process from time to time.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The Institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facility except UGC.

Dr. Vishesh Gupta received 25000/- for the Action Project "Inter State Youth Exchange Programme Between Rohilkhand University, Bareilly and Osmania University, Hyderabad 3-10 January 1995" from Ministry of HRD. He also received 10000/- for the Two Awareness Campaign Projects from Ministry of Health and Environment during 1995-96. But, these two instances are not in the category of research orientation.

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

Mentioned in 3.1.5

3.3 Research Facilities

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

Internet connectivity, computers, main library etc. are the research facilities available to the students and research scholars within the campus.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Institution plans to provide all kinds of facilities to the meet the needs of researchers especially in the new and emerging areas of research. It plans to have INFLIBNET which will help the researchers much in exploring the new areas. Latest journals and software that may be helpful

to the researches are in the process of being ordered. Computers in every department are being upgraded to cater the need of the researchers.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes' what are the instruments / facilities created during the last four years?

No. The Institution has received grants only from UGC for Major and Minor projects. The detail is mentioned earlier in 3.1.5.

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

No facility is available to the students and research scholars outside the campus / other research laboratories.

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

The INFLIBNET services are in process. The main library is rich enough to provide material for projects and researches. It has 14 journals along with a good number of reference books. The internet facility is available for the researches.

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

The Institution has well-developed Drawing & Painting lab, rich library with internet resources and the upgraded computers. The Overhead charges received from the UGC are spent in providing research facilities. Recently Dr. Bhimrao Ambedkar Study Centre has been allotted to the college by UGC. It will certainly contribute in the field of research and knowledge.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- Patents obtained and filed (process and product)
- Original research contributing to product improvement
- Research studies or surveys benefiting the community or improving the services
- Research inputs contributing to new initiatives and social development

Researches in Sociology, English and Hindi have contributed much in the field of knowledge. Dr. Vishesh Gupta attempts to connect his researches to the society—be it leisure, suicide, status of working woman or virtual reality or any. Dr. Madhubala Saxena focuses on Indian women novelists with the intention of exploring the plight of women and the possible solution to ameliorate their status. These researches will give inputs to the fresh researchers who will take again the initiative for further explorations.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Yes, the Institute publishes its own journal. The Principal Prof. Harbansh Dixit is its Editor.

Name of the Journal	Survey of Social Sciences (A Quarterly Research Journal)
ISSN	0976-5565
Registration	RNI No. 66058/93
Patrons	Prof. S. K. Singh, Vice-Chancellor MP Bhoj Open University, Bhopal, MP
Board of Editors	
Editor	Prof. Harbansh Dixit
Co-editor	Dr. Anand K. Singh

Members
<ul style="list-style-type: none"> • Prof. B. P. Singh • Dr. S. B. Mishra • Dr. Shahbuddin • Dr. J. P. Singh ‘Vyast’ • Dr. Priyaranjan Shukla
Advisory Board
<ul style="list-style-type: none"> • Dr. R. P. Singh • Prof. K. P.S. Mahalwar • Prof. Shailendra Pratap Singh • Prof. M. N. Varma • Prof. R. P. Rai • Prof. M. Kumar

The other journal *Shabad Shilip* is to be started in 2014 by Dr. Meena Kaul (Editor-in-Chief), Dr. Ravish Kumar (Editor), Dr. Madhubala Saxena (Co-editor), Dr. Asma Aziz (Co-editor) and Dr. Sangita Gupta (Co-editor).

3.4.3 Give details of publications by the faculty and students:

- **Publication per faculty**
- **Number of papers published by faculty and students in peer reviewed journals (national / international)**
- **Number of publications listed in International Database (for E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- **Monographs**
- **Chapter in Books**
- **Books Edited**
- **Books with ISBN/ISSN numbers with details of publishers**
- **Citation Index**
- **SNIP**
- **SJR**
- **Impact factor**
- **h-index**

Name of the Faculty	No. of Peer reviewed journal in National / International	Chapters in books	Total
Department of Sociology			
Dr. Vishesh Gupta	15	3	18
Dr. Meena Gupta	0	0	0
Department of Drawing & Painting			
Dr. Narendra Singh	2	1	3
Dr. Ravish Kumar	1	1	2
Dr. Sushma Gupta	0	1	1
Dr. Sangita Gupta	0	1	1
Department of Economics			
Dr. Indra Kashyap	0	0	0
Department of Philosophy			
Mr. Madhukar Srivastava	0	0	0
Department of Physical Education			
Mr. Manish Bhatt	2	0	2
Department of Urdu			
Dr. Asma Aziz	1	0	1
Mrs. Qamar Fatma	6	12	18
Miss Sheeba	0	0	0

Department of Hindi			
Dr. Meena Kaul	2	7	9
Dr. Mukesh Chandra Gupta	5	8	13
Dr. Priyanka Gupta	2	1	3
Department of English			
Dr. Madhubala Saxena	1	7	8
Dr. Sudhir Kumar	25	29	54
Dr. Shubhra Gupta	0	0	0
Dr. Richa Sharma	0	0	0

Books

Department of Sociology	
Dr. Vishesh Gupta	<i>The Sikhs and Gurdwara System</i> . New Delhi: Anmol Publications Pvt. Ltd, 1998. ISBN: 81-261-0049-4. Price: Rs. 500 Pp. xiii+273.
Department of Urdu	
Dr. Asma Aziz	<i>Farhang-E-Kulliyata "Sauda"</i> . Moradabad: Good Printers, 2013. Pp. 442. Price: 700. (No ISBN)
Mrs. Qamar Fatma	<i>Chirag Shahar-e-Jigar Ke</i> . Moradabad: Iram Publications, 1984.
Department of Hindi	
Dr. Meena Kaul	<i>Hindi Dhwani Roopak: Kathya Aur Shilp</i> . Delhi: Lokvani Sansthan, 2010. Pp. 296. Price: 450/- ISBN: 81-86201-96-3.
Dr. Mukesh Gupta	<i>Saket: Ek Punarpath</i> in Process (Funded by Ministry of HRD Kendraya Hindi Nideshalaya, New Delhi Letter No. Mi San. 5-14/2013 Ke Anu. A. dated 23-9-2013)

Department of English	
Dr. Sudhir Kumar	<p><i>A Study of Kamala Markandaya's Women.</i> New Delhi: Atlantic, 2006. Pp. 149. ISBN: 81-269-0648-0</p> <p><i>The Poetic Corpus of Stephen Gil: An Evaluation.</i> New Delhi: Sarup, 2009. Pp. xiii+243. ISBN: 978-81-7625-953-8</p> <p><i>Aravind Adiga's The White Tiger: A Freakish Booker.</i> New Delhi: Authorspress, 2011. Pp. 203. ISBN: 978-81-7273-583-8</p> <p><i>Niranjan Mohanty: The Man and His Poetry.</i> Bareilly: Prakash Book Depot, 2011. Pp. xii+136. ISBN: 978-81-7977-412-0</p> <p><i>Multicultural Consciousness in the Novels of Kamala Markandaya.</i> New Delhi: Authorspress, 2012. Pp. 210. ISBN: 978-81-7273-601-9</p>

Books Edited

Department of Sociology	
Dr. Vishesh Gupta	<p><i>Mahila Baal Shramik: Shakshik Evam Samajik Dasha.</i> New Delhi: Radha Publications, 2013. ISBN: 978-81-7487-813-7. Price: Rs. 695 Pp. viii+284.</p> <p><i>Leisure and Social Change</i> (in process)</p>
Department of Hindi	
Dr. Meena Kaul	<p><i>Naveen Adayatan Kavya.</i> Ed. Meena Kaul and Asha Gupta. Bareilly: Raj Book Depot, 2013. Pp. 72. Price: 65/- (Text-book of Syllabus)</p> <p><i>Hindi Ka Vaishvik Paridarshya.</i> Delhi: Vishwa Pustak Prakashan, 2013. Pp. 342. Price: 400/- ISBN: 97-81-89092-37-5.</p>

	<p><i>Samiksha Ke Nikash Par Dr. Mahesh Diwakar.</i> Delhi: Vishwa Pustak Prakashan, 2011. Pp. 720. Price: 500/- ISBN: 978-81-89092-16-0.</p> <p><i>Kavya Sudha: Adhunik Hindi Kavya.</i> Ed. Moolchand Gautam, Ram Saran Mishra and Meena Kaul. Allahabad: Lok Bharati Prakashan, 2009. Pp. 160. Price: 60/- ISBN: 978-81-8031-397-4.</p> <p><i>Hindi Giti Kavya Vikas Ke Sopan.</i> Delhi: Vishwa Pustak Prakashan, 2012. Pp. 182. Price: 200/- ISBN: 978-81-89092-20-7.</p> <p><i>Uttar Pradesh Ke Hindi Sahityakar Part-2.</i> Delhi: Vishwa Pustak Prakashan, 2012. Pp. 176. Price: 200/- ISBN: 978-81-89092-22-1</p> <p><i>Bhrashtachaar Ke Virudh.</i> Moradabad: Saraswati Prakashak, 2012. Pp. 322. Price: Not Mentioned.</p>
Dr. Mukesh Chandra Gupta	<p><i>Hindi Patrakarita: Atit Aur Vartmaan.</i> Delhi: Nirmal Publications, 2012. Pp. 192. Price: 400/- ISBN: 978-81-86400-171-0.</p> <p><i>Hindi-Hindi Shabadkosh.</i> Delhi: Lakshmi Prakashan, 2010. Pp. 824. Price: 375/- ISBN: 81-88601-15-2</p>
Department of English	
Dr. Madhubala Saxena	<i>A Fresh View of General English B. A. Part One.</i> Bareilly: Student Store, 1991.
Dr. Sudhir Kumar	<p><i>The Flame Unmasked: Stephen Gill's Epic Critically Examined.</i> Ed. Sudhir K. Arora. Bareilly: Prakash Book Depot, 2010. Pp. x+230. ISBN: 978-81-7977-357-4.</p> <p><i>Thunder on the Stage: A Study of Girish Karnad's Plays.</i> Eds. C. L. Khatri and Sudhir K. Arora. Jaipur: Book Enclave, 2008. Pp. xi+235. ISBN 978-81-8152-222-1</p>

	<p><i>Festivals of Fire: An Evaluation of Niranjan Mohanty's Poetry</i>. Eds. Binod Mishra and Sudhir K. Arora. New Delhi: Adhyayan, 2009. Pp. xviii+258. ISBN: 978-81-8435-209-2</p> <p><i>Indian English Poetry: A Discovery</i> Eds. C. L. Khatri and Sudhir K. Arora. Jaipur: Aadi, 2010. Pp. ix+317. ISBN: 978-81-8435-209-2 ISBN: 978-81-910569-0-7</p>
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3.4.4 Provide details (if any) of

- **research awards received by the faculty**
- **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- **incentives given to faculty for receiving state, national and international recognitions for research contributions.**

Prof. Harbansh Dixit, the Principal and Dr. Vishesh Gupta are the two scholars internationally recognized for excellence in their respective fields. Besides these two, all the faculty members contribute their mite in the growth of knowledge on national and international scene.

Dr. Vishesh Gupta, Head, Department of Sociology visited University of Houston, USA for chairing session in Conference during 8-10 July, 2006

Dr. Meena Kaul, Head, Department of Hindi visited Ujebikistan, Colombo, Sri Lanka, Mauritius, Kathmandu, Nepal during 2012-13 and presented her seminar papers . She got recognitions and many awards.

Dr. Mukesh Chandra Gupta and Dr. Sudhir Kumar are in editorial boards of the various journals and known for their contribution in the field of knowledge.

The Institution welcomes and honours the faculty members who get the national and international recognitions for research contribution.

3.5 Consultancy

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

As the Institution runs only the traditional course, there is no need to follow or adopt strategies for establishing institute-industry interface.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The Institution makes the consultancy available through the faculty members particularly from the departments of English and Sociology. The Personality Development Cell and Career Counselling Cell are always ready for consultancy. The Institution publicizes the expertise for consultancy service through the information on the Notice board and announcement in the campus.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The Institution calls the experts from the other institutions and encourages the staff to utilize their expertise and available facilities for consultancy service.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The Institution provides consultancy to the students free of cost. Hence, no revenue is generated.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

No revenue is generated through consultancy.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The Institution promotes institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students through the NSS Camps, NCC Camps, rallies related to literary and environment, blood donation camp, discourse on eye donation, celebrating festivals, organizing counseling camps, free medical check-ups, etc. which not only provide the experience of practical study outside class room but make them independent in thinking and decision-making leading to the quality of true leadership also.

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

Students are motivated to join either NCC or NSS to have the experience of outreach activities which provide them a feel of work outside class room and make them independent in thinking and decision-making. The spirit of team work and leadership come naturally to the extent that they think that they are the fruitful citizens who have to contribute their mite to the growth of nation leading to the peace and prosperity at the global level. Here is a good tradition of celebrating all important festivals like Holi, Diwali etc. and Days like Hindi Divas. Days of national importance along with Jayantis like 15th August, 26th January and 2nd October etc. are celebrated. Through the camp of NSS, the less privileged people residing in slum area are taught the importance of cleanliness and literacy. Rallies regarding AIDS and Save Trees are organized from time to time. Such and many more activities develop confidence in them culminating into the formation of a health society which will certainly contribute to the nation building. Some faculty members have joined the NGOs like Lioness club and Sanjivini for the protection of Old people. Their models motivate the students to come ahead, join such activities and do something innovative for the weaker section of the society.

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

The Institution always solicits stakeholder perception on the overall performance and quality of the institution seriously. Parent-teacher meeting is a regular phenomenon. Parents can meet the Heads and the concerned faculty members. The Head of the Institutions is kind enough to invite the stakeholders to meet him directly for any complaint or suggestion. Feedback responses are taken from the stakeholders. These feedback responses are analyzed and discussed and, then, certain suggestions are taken into consideration culminating into their execution.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The Institution plans and organizes its extension and outreach programmes through NSS, NCC, Women Empowerment Cell, Personality Development & Counselling Cell, Foundation Programmes and the like which provide them a feel of work outside class room and make them independent in thinking and decision-making. The spirit of team work and leadership come naturally to the extent that they think that they are the fruitful citizens who have to contribute their mite to the growth of nation leading to the peace and prosperity at the global level.

The Budgetary Detail of the Extension and Outreach Programmes:

2009-10	2010-11	2011-12	2012-13
Rs. 63799/-	Rs. 126236/-	Rs. 84121/-	Rs. 56298/-

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The Institution promotes the participation of students and faculty in extension activities including participation in NSS and NCC and other National / International agencies positively. It is a matter of pride that almost all the faculty members have been the NSS programme officers.

Dr. V. K. Gemini, the Ex-Principal (also Ex-Manager) established NSS unit in this Institution. The Institution ensures the participation of the students by informing them in the meetings and pasting the information on the notice boards. Then, the students apply for either NSS or NCC. After the process of application, the selection process begins. The complete transparency is followed in the selection. The news of the selection is pasted on the notice board. The extension activities are performed in the nearby area particularly slum area where the less privileged and weaker section of the society live. The attempt is to make them conscious of their present condition and, then, motivate them how they can improve their present status. Programmes like literacy, cleanliness etc. are organized to make them aware so that they may also lead a respectable life. The faculty members with the students also organize rallies and discourse concerning 'Save Environment', 'Save Ramganga', and 'Save the Female Child' to bring social awareness in the society. Such outreach and extension activities fill the students with confidence as they learn something practical outside classrooms. Moreover, the spirit of team work and leadership is developed in the students to the extent that they think that they are the fruitful citizens who have to contribute their mite to the growth of nation leading to the peace and prosperity at the global level.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The NSS Programme Officer chooses or adopts a slum area where the less privileged section of the society resides. Volunteers work there at least for two years with the intention of bringing awareness among the people residing there. As in this institution, most of the girls study, the focus is always on ameliorating the condition of women. Here, the volunteers go from door to door to make them conscious of their miserable plight and do the possible attempts to improve it to a respectable level. The target is to make them awake and the volunteers under the guidance of their programme officers succeed in their attempts. Literacy programme is operated. They are taught the lessons of cleanliness and hygiene. Free Medical check-up is organized.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The main purpose of the extension and outreach activities is to make the students independent in thinking and decision-making through a feel of work outside class room. Through the spirit of team-work and leadership, they learn to be the fruitful citizens who have to contribute to the growth of nation-building leading to peace and prosperity at the global level. Studies in the class room make them excel in academic pursuit. But, such extension and outreach activities provide them an opportunity to have the first hand experience what they study in the class. Moreover, such activities help them to become a true human being. The Foundation Course in the beginning of the session prepares them for an interaction with the society.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The Institution ensures the involvement of the community in its reach out activities and contributes to the community development as it knows that without involvement of the community, the concept of community development is only a fake. The NSS officer informs the Ward Member of the concerned slum area where the Camp is to be held. The Ward Member cooperates the NSS officer who, with his volunteers works at least for two years with the intention of bringing awareness among the people residing there. Here, the volunteers go from door to door to make them conscious of their miserable plight and do the possible attempts to improve it to a respectable level. The target is to make them aware and the volunteers under the guidance of their programme officers succeed in their attempts. Literacy programme is operated. They are taught the lessons of cleanliness and hygiene. Free Medical check-up is organized. The people residing in the community participate and learn as they know that the students have organized the camp for their welfare.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The Institution participates in the activities when the University issues a circular for working on outreach and extension activities.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The Institution feels pride to share the information that Dr. Vishesh Kr. Gupta, who started his participation in Institutional Social Responsibilities through NSS Programme Officer from 1993 to 1997, was declared the Best Programme Officer by Govt. of Uttar Pradesh. Not only this, he also worked at the University level as the Programme Coordinator, NSS, MJP Rohilkhand University, Bareilly (UP) from 2001 to 2006. The great honour came to him when he was selected for OSD / SLO (2006-2008) in Higher Education Department UP Government, Lucknow (UP). Currently, he is performing his social duties as the Honorary First Class Juvenile Magistrate in CWC (JJ ACT 2000), Moradabad. The Institution feels honoured to have such faculty as Dr. Vishesh Kr. Gupta who wrote the new script of National Service Scheme.

After Dr. Vishesh Kr. Gupta, Dr. Madhubala Saxena, Dr. Madhukar Srivastava, Dr. Meena Kaul, Dr. Sudhir Kumar performed their duties as PO NSS seriously and satisfactorily.

Dr. Mukesh Chandra Gupta, who led the group of RD Parade in 2007, was declared the Best Programme Officer NSS. The Institution feels pride in sharing the information that Samreen Mujeeb was selected for RD Parade in 2013. At present, Dr. Mukesh Chandra Gupta and Dr. Priyanka Gupta are the Programme Officers NSS for Boys Unit and Girls Unit respectively.

The Institution has also NCC Girls' Unit of 50 students. This Girls' Unit was established on July 2010. Dr. Priyanka Gupta was the first NCC officer. Later on, she has to withdraw due to minor injury in her leg. Then, Dr. Indira Kashyap took the charge and became the Lieutenant, NCC. Under her able guidance, NCC cadets have participated in NIC camp at Nagpur, BLC camp at Kanpur and Tracking Camp at Darjeeling.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

As the research work is available only in the traditional subjects like Hindi, English and Sociology, there is no need of collaboration and interaction with research laboratories, institutes and industry.

3.7.2 Provide details on the MoUs / collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

As traditional subjects are taught, no need arises concerning the MoUs / collaborative arrangements with Institutions of National importance /otheruniversities/ industries/Corporate (Corporate entities) etc.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation / up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The Institution has no link with the industry though it is directly connected with the community and continues to make interaction through the platforms of NSS and NCC. The plight of the woman in the community gives the researchers to do researches in this field and, thus, attempts are made to find out solution of such miserable condition.

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

Till now, the college has organized four national seminars successfully. Eminent scholars attended the seminars and discussed the issues.

<p style="text-align: center;">National Seminar:</p> <p style="text-align: center;">Organized by Dr. Mukesh Chandra Gupta, Dept. of Hindi <i>Samkaalin Sahitya Aur Dalit Vimarash</i> (2007 F.7 (104) / 2007 (Sem/NRCB) dated 23-2-2007) Funded by UGC <i>Soochana Taknik Aur Hindi Patrakarita</i> (2010 F. 7-1 (201) / 2010 (Sem / NRCB) dated 11-3-2010) Funded by UGC</p> <p>Eminent Scholars:</p> <ul style="list-style-type: none"> • Dr. D. N. Sharma, Former Principal and Reader & Head, Department of Hindi, MGM, PG College, Sambhal • Dr. Ramanand Sharma, Head, Dept. of Hindi, Hindu College, Moradabad. • Dr. Mahesh Diwakar, Head, Dept. of Hindi, GSH College, Chaandpur. • Dr. Shachindra Vashishtha, Reader, Dept. of Hindi, SM College, Chaundusi. • Dr. R. N. Pathak, Former Principal, Bahjoi Mahavidyalaya Bahjoi.
<p style="text-align: center;">National Seminar:</p> <p style="text-align: center;">Organized by Dr. Vishesh Kr. Gupta, Dept. of Sociology <i>Indian Society in 21st Century: Challenges and Responses</i> (November 5-6 2004) Funded by UGC Letter No. F. 5.4.2 (85) / 2004 (SEM / NRCB) Amount: Rs. 72000/- dated 30 March 2004</p> <ul style="list-style-type: none"> • Dr. J. K. Mishra, Head, Department of Sociology, Hindu College, Moradabad. • Prof. Yogendra Singh, Prof. Emeritus, CSSS, JNU, New Delhi. • Prof. J. K. Pundeer, CCS University, Meerut. • Prof. Madhu Nagla, M. D. University, Rohtak, Haryana • Prof. S. D. Singh, Ex. Prof. of Sociology and Criminology, Kashi Vidyapeeth, Varanasi. • Prof. Satyamitra Dubey, Ex. V. C. Dibrugarh University, Assam. • Prof. R. C. Sarikwal, Ex. Prof. & Head, Department of Sociology, CCS University Campus, Meerut • Prof. CSS Thakur, Prof. & Head, Department of Sociology, Rani Ahilyabai University, Jabalpur • Dr. Satish Kumar, Principal, Govt. Raza PG College, Rampur, UP • Dr. Rachna Singh, Dept. of Sociology, IGNOU, New Delhi

- Prof. Anand Kumar, Prof. & Head, Centre for Studies of Social System, School of Social Science, JNU, New Delhi

National Seminar:

Organized by Dr. Asma Aziz, Dept. of Urdu

Shehryar: Shakhsyat Aur Shayri Date: 13 Feb 2013 Sponsored by: National Ministry of Human Resources Development, Govt. of India, New Delhi. Letter No. 47 / GIA / S / 12.NCPUL dated 4 March 012 Amount: 50000/-

- Dr. Abbas Raza Nayyar, Head, Department of Urdu, Lucknow University, Lucknow
- Dr. Sabir Husain, Retired Head, Department of Urdu, Maharaja Harishchandra PG College, Moradabad
- Dr. Arif Hasan, Head, Department of Urdu, Hindu College, Moradabad.
- Prof. Anees Ashfaq, Retired Head, Lucknow University, Lucknow

3.7.5 How many of the linkages / collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated:

- a) Curriculum development/enrichment**
- b) Internship/ On-the-job training**
- c) Summer placement**
- d) Faculty exchange and professional development**
- e) Research**
- f) Consultancy**
- g) Extension**
- h) Publication**
- i) Student Placement**
- j) Twinning programmes**
- k) Introduction of new courses**
- l) Student exchange**
- m) Any other**

The Institution has no linkages or collaborations with the industry as it runs only the traditional courses. Hence, there is no question of formal MoUs and agreements.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

The Institution plans, establishes and implements the initiatives of linkages or connection not with the industry but with the community. The researchers and faculty members minutely observe the contemporary scenario and attempt to analyze the plight of women. They take subjects from the community and, in return, attempt to enrich the community through their contribution in the field of knowledge.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The Institution has clear-cut policy regarding infrastructure. With its limited resources it creates the new infrastructure and attempts to upgrade the existing one so that the teaching and learning process may not be interrupted. Grants from UGC help much to create the infrastructure. All the departments are equipped with the internet facility. The attempt is to make the entire campus connected with wireless fidelity. The class rooms are turned into the smart classrooms where the faculty members teach with the help of projectors and the latest technology to make the learning process easy and interesting. Labs are equipped with the latest tools and equipments.

4.1.2 Detail the facilities available for

a) **Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**

The Institution has a lecture theatre-cum-seminar hall of the capacity of 100 students. In this lecture theatre, curricular and co-curricular activities are organized. There is one lab of Drawing & Painting which has the latest equipments. To make the learning process student-centric, smart classes have been started. This is the way that learning becomes not only easy to grasp but interesting also. The facility of internet is available for the faculty members and the students.

b) **Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

The Institution has a playground where the indoor and outdoor games are organized. Sometimes, the outdoor stadium is taken when the event is

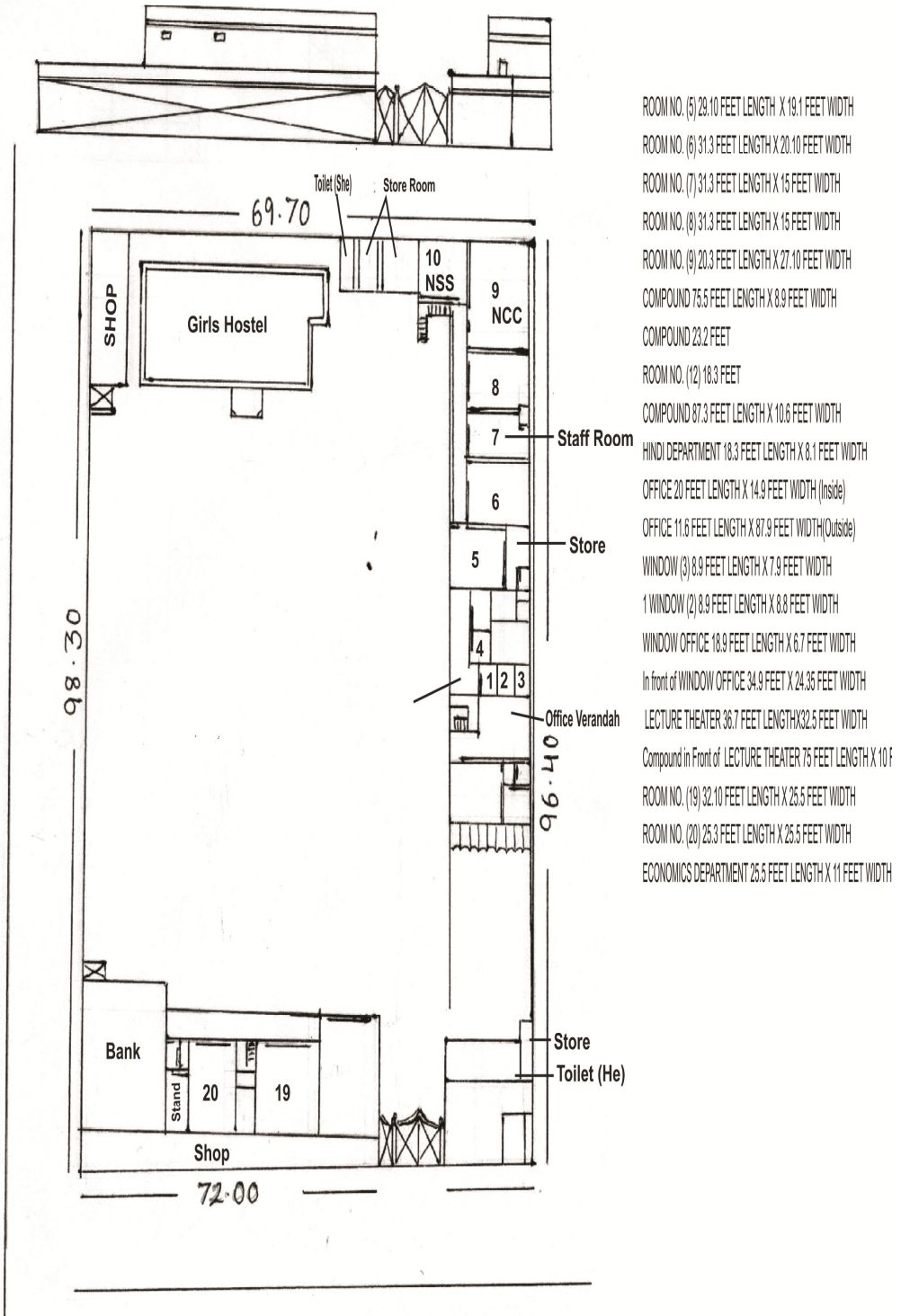
organized at the big level. The well-furnished rooms for NSS and NCC are available to the concerned programme officers who run the activities well and satisfactorily. Lecture theatre is used to organize a discourse, invited talks or lectures. Counselling at the individual level is done by IQAC coordinator in his well-equipped room.

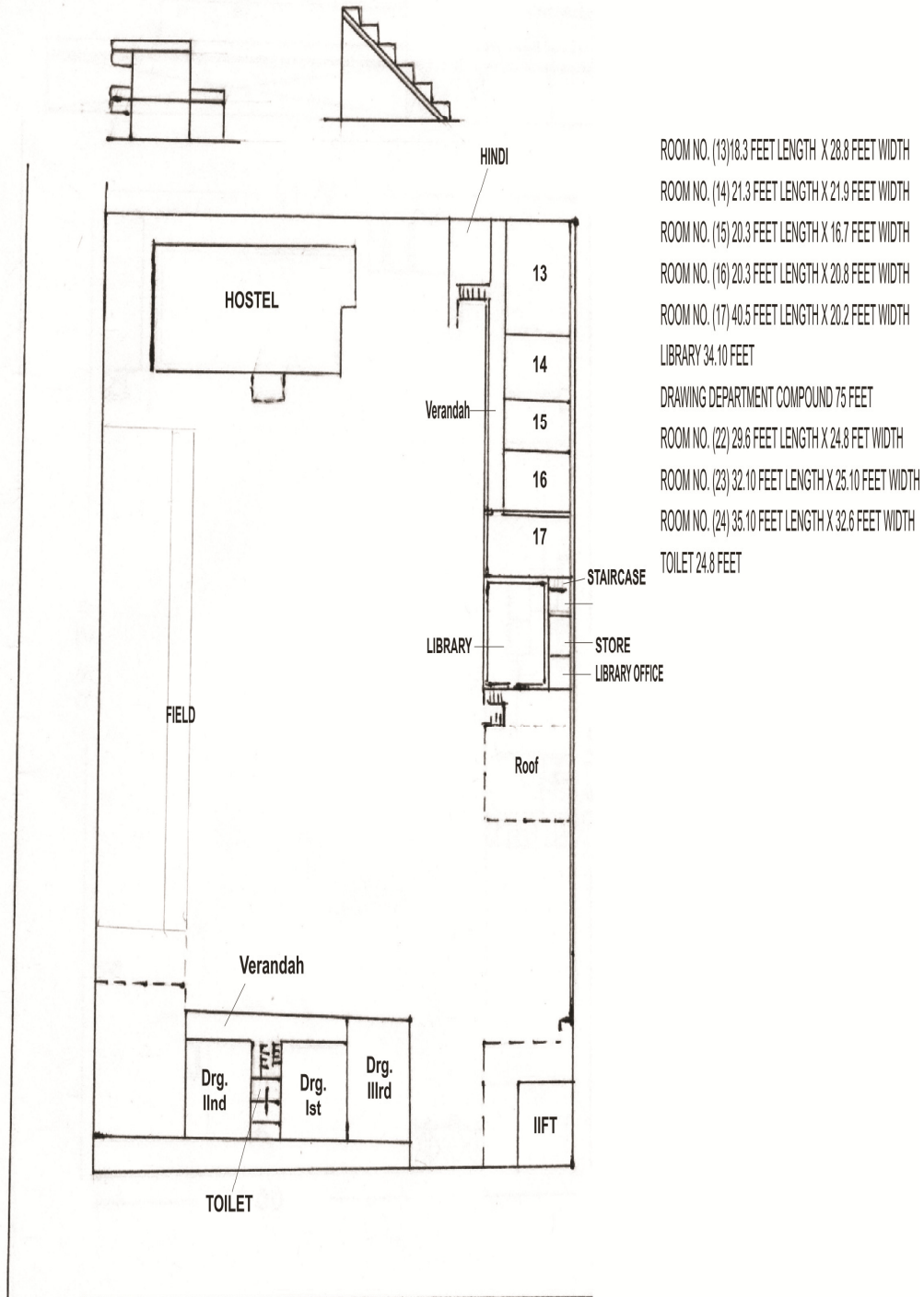
4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus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

The Institution plans and ensures the availability and optimally utilization of infrastructure in tune with the academic growth. It always ensures the upgradation of the present infrastructure, labs (Computer and Drawing & Painting) and library. With its limited resources, it attempts to provide the maximum facilities for teaching-learning process. In future, with the grant of UGC or State Government, it plans to construct new buildings and create new infrastructure equipped with the latest technologies.

Amount spent during the last four years:

2009-10	2010-11	2011-12	2012-13
Rs. 77703/-	Rs. 234748/-	Rs. 18569/-	Rs. 83327/-





4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The Institution ensures the infrastructure facilities for the requirement of students with physical disabilities. Such students are at the priority of the Institution. It provides all the equipments like wheel chairs etc. so that they may feel comfortable. Such students are taken care of, particularly during the examination days.

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

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy Constant supply of safe drinking water
- Security

With the help of the UGC grant, the construction of one Girls' Hostel with the capacity of 80 girls is over. At present, no girl is residing. The process for the registration at the hostel will begin soon.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Off campus, the provisions in terms of health care are not available as the process of registration of girls is yet to be started. But, on campus, the facility of First Aid is available. If any health problem arises, the staff gets the students admitted to the nearby hospitals.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

One room equipped with internet and other facilities is available for the coordinator of IQAC. The coordinator calls the meetings here and discusses the issues related to the learning process and the other issues which help in making an academic culture. The coordinator of Women Empowerment Cell is Dr. Madhubala Saxena who organizes meetings in her department of English. Counselling and Career Guidance Cell is in the charge of Dr. Vishesh Gupta who is also the coordinator of the IQAC. The facility of safe drinking water is available to the staff and the students.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the Library has an Advisory Committee. Its composition is as follows:

Coordinator	Dr. Meena Kaul
Members	Dr. Madhubala Saxena Dr. Vishesh Gupta Mr. Madhukar Srivastva Dr. Narendra Singh Dr. Ravish Kumar Dr. Sudhir Kumar Dr. Mukesh Chandra Gupta Dr. Priyanka Gupta Mr. Manish Bhatt Dr. Asma Aziz Dr. Sushma Gupta Dr. Sangita Gupta Dr. Subhra Gupta

Student Members	Uzma Niaz, B. A. II Swati Gupta B. A. III
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The Advisory Committee is student-friendly. Hence, it recommends the guidelines in favour of students. It ensures the optimal use of library facility for the faculty members, research scholars and students. It ensures the availability of the books which are prescribed in the course. It also invites complaints and suggestions from the stake holders for the improvement of the facilities in the library.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)	96
Total seating capacity	40
Working hours	
on working days	8 hrs
on holidays	None
before examination days	8 hrs
during examination days	2 hrs
during vacation	4 hrs
Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	Reading Hall Internet Facility Photo copier

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The Head of the Institution sends the notice to all the Heads of the Department, who, in return, ask each faculty members to suggest the titles of books and journal that may be useful in teaching-learning process. The library procures the suggested titles with the available fund. In emergency, the Head of the Institution has given the right to the faculty member to procure the books if he finds it important and essential for the learning process. He has to submit the bill if he procures himself for the institution.

Library holdings	Year -1 2009-10		Year - 2 2010-11		Year - 3 2011-12		Year - 4 2012-13	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	846	53795/-	1765	159038/-	678	27906/-	209	20596/-
Reference Books	238	41172/-	68	17325/-	685	42719	144	52805/-
Journals/ Periodicals	3	4145/-	12	17145/-	14	11645/-	13	11645/-
e-resources	-	-	-	-	-	-	-	-
Any other (specify)	-	-	-	-	-	-	-	-

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

OPAC (Online Public Access Catalogue)	
Electronic Resource Management package for e-journals	-
Federated searching tools to search articles in multiple databases	-
Library Website	-
In-house/remote access to e-publications	-
Library automation	-
Total number of computers for public access	6
Total numbers of printers for public access	1
Internet band width / speed * 2mbps *10mbps *1gb (GB)	10 mbps
Institutional Repository	1
Content management system for e-learning	-
Participation in Resource sharing networks/consortia (like Inflibnet)	-

4.2.5 Provide details on the following items:

Average number of walk-ins	40
Average number of books issued/returned	4
Ratio of library books to students enrolled	14:1
Average number of books added during last three years	3588
Average number of login to opac (OPAC)	-
Average number of login to e-resources	-
Average number of e-resources downloaded/printed	1%
Number of information literacy trainings organized	-
Details of “weeding out” of books and other materials	450

4.2.6 Give details of the specialized services provided by the library

Manuscripts	-
Reference	3000
Reprography	Photocopiers
ILL (Inter Library Loan Service)	-
Information deployment and notification (Information Deployment and Notification)	
Download	Syllabus, material from Google
Printing	-
Reading list/ Bibliography compilation	Available
In-house/remote access to e-resources	-
User Orientation and awareness	-
Assistance in searching Databases	-
INFLIBNET/IUC facilities	-

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

The library is student-friendly. Hence, the library staff is always available to the students and teachers of the college. Books and other materials are issued without any delay.

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

The library staff keeps the visually/physically challenged persons at the priority. Such persons need not climb the stairs as the assistants simply ask them to make the books they need. Then, books are provided to them.

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

The library gets the feedback from its users on a prescribed Performa. The advisory committee studies the feedback and the corrective measures are taken to make the library facility better.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Number of computers with Configuration (provide actual number with exact configuration of each available system)	<ul style="list-style-type: none"> • 5 Desktop (Pentium R, Dual Core, CPU E 5200 02.50 GHZ 2.52 GHZ, 1.99 GB RAM • 3 Desktop (Intel (R) Atom™ CPU (N270) 1.60 GHZ 1.60 GHZ RAM 1.00 GB • Laptop: Intel R, Core™ i3-3110M CPU @ 2.40 GHZ 2.40 GHZ 4 GB RAM 64 Bits • Laptop: Pentium R, 2 GB RAM, 32 Bits OS • Laptop: Pentium R, Dual Core, CPU-T4200 @ 2.00 GHZ 2.00 GHZ 896 MB
Computer-student ratio	1:100
Stand alone facility	-
LAN facility	Available
Wifi facility	Not available

Licensed software	5
Number of nodes / computers with Internet facility	8
Any other	3 Internet devices are available

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Each department is equipped with internet facility. Students can surf in computer lab as well as in the library. Even the faculty members are kind enough to offer them the internet facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The Institution ensures the upgrading of the IT infrastructure. With its limited sources, it provides the facilities of latest configurations and software. In future, it plans for the automation system.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Details of the budget allocated during the last four years:

Year	2009-10	2010-11	2011-12	2012-13
Computer	Rs. 69500/-	Rs. 162700/-	Rs. 5200/-	Rs. 89600/-

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The Institution facilitates extensive use of ICT resources including development and use of computer-aided teaching / learning materials by its staff and students by organizing a training programme from time to time. The students and the staff may make a good use of internet, printer, scanner and projector.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The Institution encourages its staff to go through the training on computer-aided teaching skills. Smart classes have become the fashion and, so, it attempts to turn all the classes into smart classes. Teaching is done through the use of the latest technology so that the learning process may be not only interesting but also grasping. An attempt is made to keep the student in centre. As the teaching has become student-centric, the contents are designed according to the need of the students.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No, the Institution does not avail itself of the National Knowledge Network connectivity directly or through the affiliating University.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

S N		2009-10 (In Rupees)	2010-11 (In Rupees)	2011-12 (In Rupees)	2012-13 (In Rupees)
a.	Building	37175/-	1386358/-	4510180/-	531810/-
b.	Furniture	27700/-	69121/-	73713/-	18030/-
c.	Equipment	27180/-	15950/-	336438/-	369400/-
d.	Computers	69500/-	162700/-	5200/-	89600/-
e.	Vehicles	-	-	-	-
f.	Any other	-	-	-	-

The Head of the Institution with the Office Superintendent under the guardianship of the management ensures the optimal utilization of the available financial resources for the maintenance and upkeep of the above mentioned facilities.

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

Besides the provisions mentioned in 4.4.1, the OS at the instruction of the Head gets the infrastructure and equipment repaired or upgraded as the case may be. As per need, the orders for the new equipments including computers are given and the old ones if not repairable are cast off or if repairable are sent for repairing.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

A proper mechanism for the calibration, maintenance and repair of the equipment / instruments works through OS at the instruction of the Head of the Institution under the guardianship of the Management. The OS hires electrician, carpenter, mason, plumber, painter etc. for such cases from time to time. Their services are available at one call.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Two Generators (20 KV & 35 KV) are available for the continuous flow of the electricity. Others measures that are essential for the maintenance of sensitive equipments are with the Institution.

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

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the Institution publishes its updated prospectus annually. The prospectus contains the information related to courses, admission criteria, procedures, fees, rules, and the other related information so that the students may feel comfortable in making choice of subjects and courses.

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

The Institution provides the financial help to the students from the Poor Boys Fund. This is the only fund (other than the Government scholarship) available to help the poor boys. The student applies to the Principal who, after perusal, sanctions the amount.

Year	2009-10	2010-11	2011-12	2012-13
PBF	Rs. 1900/-	Rs. 5700/-	Rs. 3750/-	Rs. 8750/-
Any Other	-	-	-	-

Yes, the financial aid was available and disbursed on time.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

The following is the detail regarding the financial assistance from state government in the form of scholarship.

Scholarship

	General		SC		ST		OBC		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
2011-12	51	43	188	109	-	-	487	374	726	526
2012-13	26	24	223	132	-	-	84	65	333	221
PWD 2011-12	-	-	-	-	-	-	-	-	-	-
PWD 2012-13	-	-	-	-	-	-	-	-	-	-
Muslim Minority 2011-12	-	-	-	-	-	-	-	-	160	124
Muslim Minority 2012-13	-	-	-	-	-	-	-	-	474	392

5.1.4 What are the specific support services/facilities available for

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
- Skill development (spoken English, computer literacy, etc.,)

- Support for “slow learners”
- Exposures of students to other institution of higher learning/ corporate/business house etc.
- Publication of student magazines

In this institution, students belonging to the weaker section of the society study. Near about 80% girls belonging to SC, OBC and minority categories study. The Institution is student-centric and, so, all kinds of facilities are provided to the students. In admission, reservation policy concerning SC, OBC etc. is implemented as per rule. Financial assistance in the form of scholarship and amount from the PBF is given to such students. Remedial Classes and extra classes to solve their problems are organized from time to time. They are motivated to participate in the competitive examinations and for this they are given tips by the coordinator of the Career and Counselling Cell. They are guided how to communicate well in Hindi and English. The college magazine *Spandan* provides them a medium for the exposure of their creativity.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

There is no certificate or diploma course run by the Institution to facilitate entrepreneurial skills officially. But, it attempts its best to facilitate entrepreneurial skills among the students by motivating and grooming them through the Personality Development and Career Counselling Cell.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- additional academic support, flexibility in examinations
- special dietary requirements, sports uniform and materials
- any other

Students are motivated to participate in extracurricular and co-curricular activities. Certificates of participation are given to all the participants for boosting them up. All the departments through the meetings and information on the notice board inform them about the sports, games,

essay competition, debate, discussions and other cultural activities. Students who participate in sports are taken care of their diets, uniforms and other essential materials. Such cultural, co-curricular and extracurricular activities develop confidence and decision-making power in them.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT/ Central/State services, Defense, Civil Services, etc.

There are no special provisions for providing support and guidance to the students separately. But, the faculty members guide them in their preparation for competitive examinations. More than ten students have qualified UGC NET examination in Urdu, Hindi and Drawing & Painting.

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

The coordinator of Personality Development and Career Counselling Cell ensures counselling services to the students at every level—be it academic, personal, psycho-social or any. They are made strong from within so that they may face any challenge in the real world without feeling stress, anxiety and tension.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

No, the Institution does not have a structured mechanism for placement of its students. It only motivates its students through the Personality Development and Career Counselling Cell so that they may be clear in their goals and ready to face the interviews.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the Institution has a Student Grievance Redressal Cell for redressing grievances related to academic and other matters of the students. Under the guidance of the Principal, this cell works satisfactorily to maintain the ethical values and an academic environment. As it attempts to find out solution then and there, not more than one or two grievances are reported. Complaint boxes are installed at the various places in campus but they remain empty. This is because of an academic and emotional relationship between the teacher and the student.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The Student Grievance Redressal Cell (Girls) resolves issues pertaining to sexual harassment. No such matter is yet reported.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, there is an anti-ragging committee to resolve the issues related to ragging though such issues do not occur because of the student-friendly atmosphere. The senior students welcome the freshers and help them in making familiar with the college and its values. The Value-based Orientation Course in the beginning for the fresher proves to be a good attempt for bringing the old and the new students together resulting in the creation of a proper academic atmosphere. No incident related to ragging is yet reported to the anti-ragging committee.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The welfare schemes related to scholarship, government schemes, NSS and NCC schemes etc. are made available to the students either by announcing in the class-rooms or pasting such information on the notice-boards.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

Office Bearer: Dr. Vishesh Kr. Gupta (Coordinator)

Designation	Name
President	Shri Phool Kunwar, Ex. MLA
Vice President	Shri Girish Chandra Ex. MLA
Coordinator	Shri Asad Maulai (Political leader)
Secretary	Shri Rajesh Rastogi (Social Activist)
Joint Secretary	Shri Junaid Azaz(Advocate)
Treasurer	Smt. Qamar Fatma
Names of Top Alumni	Mr. Vikas Rustgi, Director, Govt. of India. Mr. Anwar Ali, M.P. Massorrie Mr. Ram Singh, Ex. MP Mr. C. P. Srivastav (Advocate) Dr. Anchal (Assistant Professor) Dr. Mohd. Ayyub (Assistant Professor) Mr. Vishwanath Dixit (Film Director) Mr. Abhinav Chauhan (Correspondent) Mr. Kamal Kishore Gulathi (Entrepreneur) Mr. Haji Atik Ahmad Smt. Gulnaz Akbar, Ex. President, Zila Panchayat Mr. Mahendi Hasan (President, N. Panchayat, Kundarki) Mr. Haji Rizwan, MLA Mr. Mahendra Kumar Babbu, Govt. Employee Mr. Bhasham Tyagi Dr. Zohra Zabi Smt. Mamta Gupta (Entrepreneur) Dr. Asma Aziz (Assistant Professor) and Dr. Indra Kashyap are engaged in teaching in the departments of Urdu and Economics respectively.

Dr. Vishesh Gupta, who is the coordinator of the Alumni Association, calls the alumni meet from time to time. They share their experiences regarding the betterment of the institution. Their responses on academic, cultural and social aspects related to the Institution are taken into consideration while drafting the policy.

5.2 Student Progression

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

Students Progression	%
UG to PG	15
PG to M. Phil.	-
PG to Ph. D.	-
Employed	
Campus Selection	-
Other than Campus selection	40

As the Institution runs mostly the traditional subject, it does not attract the students who wish to opt for the professional or career-oriented courses. Hence, 85 % students, after completing their graduation, move to the other institutions either for opting for the professional courses or for doing MA in subjects which are not available here.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Year	DEPT. & CLASSES	Students (Enrolled)	No of students Passed	College Pass %
2010	M. A. Previous English	8	7	87.5
	M. A. Final English	-	-	-

	M. A. Previous Hindi	38	32	84.2
	M. A. Final Hindi	22	17	77.2
	M. A. Previous Urdu	80	77	96.25
	M. A. Final Urdu	68	63	92.64
	M. A. Previous Drawing & Painting	24	24	100
	M. A. Final Drawing & Painting	-	-	-
	B. A. I	448	342	76.33
	B. A. II	328	295	89.93
	B. A. III	316	270	85.44
2011	M. A. Previous English	79	64	81.01
	M. A. Final English	4	4	100
	M. A. Previous Hindi	41	27	65.85
	M. A. Final Hindi	26	25	96.15
	M. A. Previous Urdu	77	76	98.7
	M. A. Final Urdu	77	73	94.80
	M. A. Previous Drawing & Painting	30	26	86.66
	M. A. Final Drawing & Painting	20	19	95
	B. A. I	442	283	64.02
	B. A. II	383	283	73.09
	B. A. III	318	286	89.93
2012	M. A. Previous English	33	33	100
	M. A. Final English	56	55	98.21
	M. A. Previous Hindi	27	25	92.59
	M. A. Final Hindi	26	25	96.15
	M. A. Previous Urdu	77	77	100
	M. A. Final Urdu	73	72	98.6
	M. A. Previous Drawing & Painting	30	29	96.6
	M. A. Final Drawing & Painting	27	22	81.48
	B. A. I	398	376	94.47
	B. A. II	337	328	97.32
	B. A. III	344	326	94.76
2013	M. A. Previous English	75	68	90.66
	M. A. Final English	36	33	91.66
	M. A. Previous Hindi	32	25	78.12

	M. A. Final Hindi	26	25	96.15
	M. A. Previous Urdu	78	75	96.15
	M. A. Final Urdu	75	73	97.33
	M. A. Previous Drawing & Painting	30	30	100
	M. A. Final Drawing & Painting	28	28	100
	B. A. I	397	281	70.78
	B. A. II	384	247	64.32
	B. A. III	338	309	91.42

Above-mentioned pass percentage is calculated before improvement examinations. The MJP Rohilkhand University does not provide details regarding the programme wise pass percentage and completion rate of its affiliated colleges. Hence, the data is unavailable.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The Institution facilitates student progression to higher level of education and / or towards employment by providing the tips on Personality Development and Communication Skill. It also organizes talks and discussions on topics which help them to make a maximum use of their talents.

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

The Institution provides special supports to students who are at the risk of failure and drop out by counselling them if they have financial and psychological reasons or by making an arrangement of extra class / remedial courses if they are weak in studies.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Games	2009-10			2010-11			2011-12			2012-13		
Level	National	AIU	State	National	AIU	State	National	AIU	State	National	AIU	State
Athletics	-	1	-	-	-	-	-	-	-	-	-	-
Judo	-	1	-	-	1	-	-	2	-	-	-	-
Softball	-	2	-	-	1	-	-	-	-	-	-	-
Wrestling	-	1	-	-	1	-	-	-	-	-	-	-
Cricket	-		-	-	1	-	-	1	-	-	1	-
Football	-	1	-	-	-	-	-	1	-	-	-	-

The facility of the above mentioned games is available to the students who are taken care of by the Head of Physical Education Department. The calendar of sports activities is pasted on the University website. The same is pasted on the notice board.

Besides the cultural and co-curricular activities at the college level, the students participate through NSS and NCC in NIC camps, BLC camps, RD Parade etc.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

The Institution feels pride in sharing the information that Samreen Mujeeb was selected for RD Parade in 2013. Many NCC cadets have participated in NIC camp at Nagpur, BLC camp at Kanpur and Tracking Camp at Darjeeling.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality

of the institutional provisions?

The Institution takes the feedback from the graduates and employers. The IQAC calls the meeting to analyze and discuss the issues and suggestion mentioned in the feedback forms. With keeping their suggestions, it takes the corrective measures to improve the performance and quality of the Institutional provisions. The students can also email their feedback to either the Head of the Institution or the Coordinator of the IQAC.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college involves and encourages students to publish materials through the college magazine *Spandan*. It also gives a flip to their creativity through the wall magazines published almost every department. Cartoon Wall Magazine Corner is an initiative taken by the Department of Drawing & Painting for the exposure of the creativity of the students.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The State Government has issued an order for the student election in the colleges for the creation of an academic environment according to Lingdoh Committee. Yes, the college has a well-chosen student body. In 2012-13, the composition of the student council is as follows:

President: Faizan Khan
 Vice President: Tamur Alam
 Secretary: Moin Khan
 Library Representative: Gunjan Yadav
 Representative of Art Faculty: Shahnewaj

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

The Institution has included the student representative in Library Committee, Cultural Committee, College Magazine Editorial Board and other similar committees.

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

The Institution takes an advantage of the experiences of the alumni and former faculty by inviting them to interact with the students for their enrichments. The coordinator of the Alumni Association invites them from time to time for the discussion on the issues related to the enrichment of the college.

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

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The vision and mission of Maharaja Harishchandra Degree College, Moradabad is “to provide Quality-based Higher Education replete with cultural values” for making the poor and weaker students fruitful citizens so that they may contribute in the field of knowledge and lead a respectful life with their independent thinking, commitment and positive outlook on life.” This vision is the need of the society. The Institution serves the weaker section of the society as most of the students belong to the SC/OBC and Minority categories. It has its vision of turning the students not into machines but into true human beings with ethical values so that they may become the useful citizen of India in particular and of the World in general. It fulfills its mission and vision through various cells and courses like the Personality Development & Career Counselling Cell and Value-based Orientation Programme. The main focus is to link the students with the society through the platforms like NSS and NCC.

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

Maharaja Harisichandra Degree College has its Managements which governs the activities right from academic to financial ones. The Principal is the link that connects the teachers with the management. The teachers have their voice in the management through their two representatives who attend all the meetings. The Principal is the ex-officio member of the managing committee. Over all, he bears the whole responsibility in running the administration of the college. He keeps in mind all the activities—academic, cultural, social and financial while drafting any policy with the management. He gives approval only to those policies which are healthy for making the academic environment. The management is quite friendly to both—teachers and students and, hence, does not pass any decision which may hurt to their sentiments. The Principal remains in

touch with all the stakeholders, the faculty members and the non-teaching staff and keeps their feedback in view while implementing any plan or policy. The academic-centric attitude of the management makes the Institution work smooth and coordinated.

6.1.3 What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

The management provides leadership to the Principal, who executes the action plan for the fulfillment of the stated mission which is “to provide Quality-based Higher Education replete with cultural values” for making the poor and weaker students fruitful citizens so that they may contribute in the field of knowledge and lead a respectful life with their independent thinking, commitment and positive outlook on life.” He prepares an action plan that includes proposals right from infrastructure to the promotion of the faculty members and gets it passed by the management committee. The OS at the instruction of the Principal keeps the details of the financial matters and contacts the management for approval if needed. As the management is teachers and students friendly, it remains available even at the one phone call or perusal visit for any guidance if needed. The principal with various important committees like IQAC, Women Empowerment Cell, the Research Committee and Student Welfare Committee discuss the issues related to their respective responsibilities and finds out solution outright. He takes into consideration all the suggestions and complaints in the form of feedback from the stakeholders while executing any plan or policy. He is always ready to welcome the stakeholders who can meet him directly and offer their suggestions or send emails for making the academic environment better. The Institution wishes to develop a culture of excellence which can be achieved through the cooperative endeavours of all—faculty members, stakeholders and

management. The Institution is above all considerations. Hence, he does not compromise on its quality. He champions for the development of this pious organization and, so, introduces suitable changes whenever necessary.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The Head of the Institution monitors and evaluates the effective implementation of the policies and plans through the IQAC which, from time to time, collects feedback from the stakeholders and, then, analyzes to come to conclusions. The IQAC discusses the drawn conclusions with the Head who takes corrective measures to put everything in the right order. The Head takes the meetings with all the Heads of the departments and ensures the improvement out of the implementation of the executed policies.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management remains in touch with the Head of the Institution who is authorized for the smooth functioning of the college through the faculty members—teaching and non-teaching. The Manager often discusses the issues related to the scarcity of teachers, temporary appointments, infrastructural needs, financial matters etc. Two teachers' representatives attend the meeting of the management committee and communicate their stand if any. The members of the management committee are available at one call for any guidance.

6.1.6 How does the college groom leadership at various levels?

The Institution is positive enough to encourage all the faculty members to take the initiative in the areas of their interest. Role of faculty members are determined according to their areas of interest. Teachers—seniors and juniors are in the committees like IQAC, Women Empowerment Cell, Examination Committee and the like. In every committee, juniors are included so that they may learn from the seniors and develop a rich tradition of leadership. The faculty members are boosted for performing their duties and responsibilities well. The Head, if any programme

concerning the grooming of the leadership is organized, encourages his faculty members to join it.

In order to develop leadership in students, the student election is organized in a democratic manner. Students stand in the election, deliver speeches, declare their manifestos and learn the practical lesson of politics. The officer bearers take students' problems into consideration and attempt to solve them at their own levels. The office-bearers communicate the students' problems to the Head of the Institution who take the corrective measures to solve their problems.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The college delegates authority and provides operational autonomy to the departments to decentralize the system so that the system may run smooth for the betterment of the academic culture. The Heads along with the faculty members are permitted to plan the innovative policies for the academic atmosphere and execute them. But, it does not mean there is no check and balance. The higher authorities take their decisions regarding the policies into consideration and review them. Corrective measures are followed if there are some lacunas in the decisions.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes, the college promotes a culture of participative management. In addition to Principal, teaching and non-teaching staff are represented in Managing Committee of the College.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The Institution has a formally stated quality policy in its vision and mission.

Maharaja Harishchandra Degree College undertakes “to provide Quality-based Higher Education replete with cultural values” for making the poor and weaker students fruitful citizens so that they may contribute in the field of knowledge and lead a respectful life with their independent thinking, commitment and positive outlook on life.”

The Head of the Institution ensures the execution of this quality policy through the IQAC which prepares the plans and policies keeping it in view. The Management also monitors and reviews the plans. It remains in touch with the Head. The faculty members continue to enrich the students academically and update them with the latest trends in education. The attempt is to make the learning process grasping and interesting with the help of audio-visual aids.

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

Yes, the Institution has a perspective plan for the development. The Head of the Institution shares the short and the long term plans with the Management and gets them approved. Satisfactory measures have been taken to implement the plans concerning the teaching and learning process, research excellence, community development, infrastructure and the facilities of internet and the like. The plans are executed within the constraints and limits prescribed by the University.

6.2.3 Describe the internal organizational structure and decision making processes.

The Head of the Institution in consultation with the Management takes the decision in matters related to finance and infrastructure while he is free to take any decision in matters related to the growth of academic activities and discipline. The Head, who is responsible for the smooth running of the Institution, monitors the academic and administrative activities through the Heads of the Department, who, in return ask the faculty members to implement the plans related to syllabus and the other academic activities given to them. Various committees, e. g., IQAC, Students Welfare Cell, Library Advisory Committee, Admission Committees, Examination Committees, are formed for creating the academic environment. The Head of the Institution has attempted to decentralize the system to avoid any delay in the academic matters.

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

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

The Institution does not compromise on quality in matter of teaching and learning. To improve the quality, the Head of the Institution provides all kinds of facilities which are quite essential for improvement. The Government has not recruited the teachers for a long time. So, within its sources, the Management recruits the highly qualified teachers so that the teaching-learning process may not be affected. Moreover, the Head encourages the faculty members to attend the OP, Refresher Courses, seminars, workshop and the like so that they may update their knowledge in their respective fields. When they are updated, they teach the latest things to the students.

The Research Committee works to promote the culture of research among the faculty members and the students. In the Institution, almost every permanent faculty member is involved in research activities through the Minor and Major Research Projects. Five faculty members have recently sent their proposals for Minor Research Projects. The Principal Prof Harbansh Dixit himself edits a journal while Dr. Meena Kaul and Dr. Ravish Kumar are going to edit a research journal soon. Research facilities in the form of books and internet are available. The facility of INFLIBNET will be provided soon.

The students also learn outside the classrooms through NSS and NCC. Two NSS units are working under the guidance of Dr. Mukesh Chandra Gupta and Dr. Priyanka Gupta while Dr. Indra Kashyap is doing well in NCC. The students come in touch with the community particularly the less privileged and the weaker section and learn their problems while making an emotional touch with them. The purpose of the camp is to make the people aware of the miserable plight and introduce the ways with which they can improve their condition. Various awareness programmes—AIDS, No Alcohol, No Feticide, Cleanliness, Hygiene, Plant Plants and the like are organized to make the community aware. Moreover, the various important days are also celebrated.

The Management makes a good use of human resource. Within its limited sources, it recruits the highly qualified Part Time Faculty so that the

teaching-learning may not be affected due to the scarcity of teachers. The Head through the IQAC collects the feedback on teachers and, after analysis, takes the corrective measures. From time to time, at his instruction, various faculty programmes for updating the faculty members are organized.

As the Institution runs the traditional subjects only, it has no concern with the industry though the Personality Development and Counselling Cell prepares the students for interaction when they leave after completing their education.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Head of the Institution ensures the feedback process through the IQAC which collects and, then, analyzes to come to a conclusion. The conclusion is shared with the Head of the Institution who takes the corrective measures to put everything in right order. The stakeholders including students, alumni, parents and others can share feedback with the Principal and the coordinator of the IQAC related to teaching-learning process, curriculum, extra-curricular activities and infrastructure. They can also email feedback responses which are properly read and analyzed. Suggestive measures are incorporated in the policies and plans for the betterment of the Institution.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Management encourages and supports involvement of the staff by giving the representation of the two teachers. Teachers are also represented in various committees meant for the implementation of activities and plans. This is done to make the effectiveness and efficiency of the Institutional processes.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The Management meeting is held from time to time for the smooth

functioning of the college. Academic and Administrative matters related to the college are discussed and decisions related to the appointment of the Part Time Faculty Members, Promotion of the Teachers etc., for its betterment are taken.

The last meeting of the Managing Committee was held on 11 June 2013. Thirteen members were present. The progress of the execution of the implementation of the proceedings was discussed. Regarding Dr. Pragati's resignation, the Committee approved her resignation. On the request of the Principal, in the Hot & Cold Account, the amount was raised from Rs. 6 (for electricity) & Rs. 15 (for generator) to Rs. 10 & Rs. 18 per annum respectively. The new construction (4376 Square Feet) of Art Faculty and Reading Room on the upper storey and the amount Rs. 30,25000/- spent on it were approved. In the meeting, the progress of Self-finance PG Courses in Drawing & Painting and English along with its income-expenditure was also discussed. The C. A. verified accounts related to the Managing Committee during 2011 and 2012 were produced and, then, approved unanimously.

On 19 January 2014, Mr. Kavya Saurabh Rastogi was elected the new Manager of Maharaja Harishchandra Degree College, Moradabad. The new manager is quite young, dynamic and determined to bring new courses for the progress of the Institution.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The Institution has not yet taken any step to obtain autonomy. .

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The Institution ensures the remediation of the grievances / complaints by establishing the committees like Student Welfare Committee, Women Empowerment Cell and Grievances Redressal Committee. The complaint boxes, where the students can drop their grievances in written, are installed in the campus. The students are allowed to share their grievances with the members of the concerned committees or the Principal. The coordinators of concerned committees take the active steps for the disposal

of such complaints. The focus of the Institution is to provide a fearless and free atmosphere congenial to the teaching-learning process resulting in the quality education with human values. Parents or alumni or any if they have grievances can meet directly to the Principal or can express any grievances in the parents meet.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No court case against the Institution during the last four years has been filed.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, the Institution has a proper mechanism for analyzing student feedback on Institutional performance. The feedback process is monitored by the IQAC in consultation with the Head of the Institution. Students submit the questionnaire related to infrastructure, library, teachers, and curriculum along with suggestions. These forms are analyzed and discussed. Suggestions are incorporated if they are genuine. The Institution has started the Personality Development Programme and Value Orientation Programmes for Girls and Boys which have given the positive results in improving the students' personality and inculcating the ethical values and principles.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The reputation of an Institution does not depend on its building but on its faculty members. Hence, the Head of the Institution takes special care for enhancing the professional development of its teaching and non-teaching staff. The faculty members are encouraged to attend the Orientation Programme, Refresher Courses, Faculty Development Programmes, Seminars and Workshop so that they may update in their respective fields.

The teachers are duly recognized and honoured for their participation in research publications and their association with national and international academic bodies. Computer training programmes are organized from time to time to make the non-teaching staff skilled in their work.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The Institution provides the training concerning the use of ICT tools to the faculty members so that they may deliver lectures through them and make the teaching and learning process more grasping and interesting. It also motivates its faculty to attend the faculty enrichment programmes, seminars and workshop. The Head sanctions the Duty leave to the faculty members who attend the conferences and academic programmes for enriching themselves in their respective fields for the better outcome that will ultimately be useful for the students.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The Performance appraisal system of the staff is taken seriously by the Head of the Institution. Students give the feedback on the teachers concerning their knowledge of the subject, communication skill and the interest they create in the topic. The feedback forms are analyzed to come to the conclusion. The Principal shares it with the faculty members and gives suggestions if he finds any loophole in teaching process. Every teacher fills the appraisal form for the process of promotion. Moreover, the Principal ensures the participation of every teacher in various college affairs through the committees. He monitors each and every activity in which the teacher participates.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The promotion of the faculty members is recommended by the Principal and sent to the management. The management sends its representative to recommend for the promotion to higher authorities. The Management can

either delay or stop the increment of the faculty member at the recommendation of the Principal if he finds the progress unsatisfactory. In Maharaja Harishchandra Degree College, all faculty members are quite serious and aware of the performance in their respective fields. Hence, till now, no occasion occurred for stopping or delaying the increment. The management is kind enough to provide any help if it concerns with the progress of the Institution. Time increments and other benefits are given in time by the management committee.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The welfare schemes available for teaching and non-teaching staff are PF and GLIC. The whole staff avails the benefit of these schemes. The Institution sanctions the Medical leave, Duty Leave or any if it is in favour of the employee. If any faculty member wishes to pursue the Doctorate, the leave is sanctioned as per provision.

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

The Institution has no role to attract and retain eminent faculty as the appointment of the faculty is matter of State Government though it retains the present faculty members and attracts the Part-Time Faculty by developing emotional relationship and providing facilities by creating the academic environment conducive to research and teaching-learning process.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

We are yet to develop such type of mechanism.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The internal audit is done by Chartered Accountant and external audit is done by CAG Office, Directorate of Higher Education and Local Bodies Audit Teams.

Audit Objection: by Audit Team of Local Bodies, Date: 30-01-2013

Objection:

1. (a) Purchase of Computers worth Rs. 104700/-
(b) Objection: Tender Required
(c) Quotation was taken as cost of single computer within permissible limit of quotation.
2. (a) Purchase of K-Yan Computers
(b) Objection: Tender was required
(c) Purchase was made on basis of Rate approved by Central Government.
3. Objection: No stock entry of certain purchased items :
Instruction has been issued to make stock entry of all purchased items.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Major sources of Institutional receipts / funding are State Government, UGC and Fees from students.

Year	Income (Rs.)	Expenditure (Rs.)
2008-09	12208436	7191615
2009-10	16018808	10698231
2010-11	25752189	13691551
2011-12	13407922	13576753

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

We are yet to evolve a mechanism to procure external funding.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. **Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

Composition of IQAC

Chairperson (IQAC):	Prof. Harbansh Dixit (09412389967)
Coordinator (IQAC):	Dr. Vishesh Gupta (09412245301)
DCF Nodal Officer:	Dr. Mukesh Chandra Gupta (09412140174)
Administrative Officers:	ADM City, Moradabad
	SP Rural, Moradabad
	CO Katghar, Moradabad
	CO Civil Lines
IQAC Members	
From Teaching Community	Dr. Madhubala Saxena (09897140737)
	Dr. Meena Kaul (09412243664)
	Dr. Narendra Singh (09410613987)
	Dr. Ravish Kumar (09412243665)
	Dr. Sudhir Kumar (09412474199)
	Dr. Priyanka Gupta (09410827147)
	Mr. Manish Bhatt (08755315566)
	Dr. Sushma Gupta (09412245302)

From Management	Dr. V. A. Gemini (09359714600)
From Local Society	Shri Maheswar Tiwari (Renowned Nav-getkar)
	Shri Mansoor Usmani (International Urdu Poet)
	Dr. Jaipal Singh Vyast (Educationist)
	Shri Sardar Gurbindar Singh (Social Activist)
Student Representatives	Adnan Yajdani Nisha Gola

The IQAC cell was established on 01/07/2012 and revised in 2013. Since then, it has been actively working to maintain the core values which are identified by NAAC focusing on the national development so that the Institution may foster the global competence and a strong value system to produce students as human beings and not as mechanical machines. The Head through the IQAC has developed a proper mechanism to maintain the quality in teaching and learning process. He keeps a vigil on the academic and administrative spheres through various committees which collect the feedback from the stakeholders on curriculum, teachers, library and co-curricular activities. The IQAC analyzes the feedback and the Head takes the corrective measures on the basis of the feedback. The performance of the students is judged on the basis of their results.

The IQAC becomes a link that joins the various committees like Admission Committees, Examination Committee, Research Committee, Women Empowerment Committee, Girls and Boys Grievances Redressal Committee and the Student Welfare Committee. To maintain the transparency in decision and other policies, students' representatives are given place in various academic and administrative bodies.

The IQAC does its best to promote research, the use of ICT tools to make teaching-learning process easier and interesting, participation in workshop and seminars, organization of the Institutional workshop, discourse and talks and the creation of academic environment conducive to research and quality education. It collects the feedback responses from the stakeholders including students, parent and alumni, consolidates them and analyzes them in order to come to a conclusion.

- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**

As the IQAC has started smooth functioning right from November 2013, it has just sent its recommendation to the Head. The Head is the sole authority in taking decision regarding the academic activities. He is expected to be in tune with the management. Library facilities, upgradation of the Computer and Drawing & Painting labs, Organization of the programmes related to women empowerment, functioning of the smart classes and establishment of Academic Audit Maintenance Cell are the main concerns with which the IQAC has shared with the Head. The Head has implemented all its possible recommendations. The establishment of Academic Audit Maintenance Cell has been implemented. This cell will have the academic account of every teacher who is supposed to submit the details of his academic and research activities. Smart Classes have been started to make the learning-teaching interesting and grasping. Five proposals of Minor Research Projects have been forwarded to the UGC. Feedback responses on teachers, library, curriculum and infrastructure are collected from the stakeholders including students, alumni and parents. The IQAC has recommended the education trips to have the first hand experience. Talks, workshop and discourses with the collaboration of all the departments are given the flip. Recommendations to make the community programmes more and more women and weaker section based through NSS and NCC have been implemented for making the students aware of the roots.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Yes, the IQAC has the external members from the field of education, business, social services and politics. Their comments and suggestions related to the growth of academic environment are taken into consideration while making policies and plans.

- d. How do students and alumni contribute to the effective functioning of the IQAC?**

Students and alumni contribute to the effective functioning of the IQAC by giving their expert comments and suggestions. They provide medical

aid and give lectures which are beneficial to the academic growth of the Institution. Social activists come and motivate the students to be connected with the social services.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC comprises all the permanent faculty members from all the departments. This is the advantage that all sit under one roof and, then, taking decision becomes quite easy. Under the guardianship of the Head of the Institution, the coordinator of the IQAC calls the meeting from time to time. Policy-making and decision-taking are done in keeping the suggestions and feedback responses in view.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, the Institution has an integrated framework for Quality assurance of the academic and administrative activities through the IQAC. The Head of the Institution reviews the feedback responses and the academic activities of the faculty members. After reviewing, he takes the corrective measures for the betterment. Hence, he ensures the Quality assurance of the academic and administrative activities. The Academic Audit Maintenance Cell, a unit of IQAC keeps the record of academic activities. The Head is informed about each faculty member's academic progress particularly in research and publications. The Head, if he finds the progress unsatisfactory, motivates him to work on publications. The Head of every department reviews the academic and administrative activities and shares the report with the Head of the Institution. The IQAC holds its meetings from time to time in order to make the academic flow smooth and updated. The Other Committees also review their respective activities and share the progress with the Head of the Institution. The academic growth of the Institution is not the concern of the Head only but an intermingling endeavour that requires the contribution of each faculty—teaching and non-teaching.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The Institution provides training to its staff—teaching and non-teaching for effective implementation of the Quality assurance procedures when it finds necessary after reflecting on the conclusion out of the feedback responses. The Head often calls the meetings where he interacts with the faculty members and attempts to find out the way to make the academic and administrative activities smoother and better. Sometimes, he also organizes the training session in the form of workshop for maintaining the quality-based education.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Yes, the Institution undertakes the Academic Audit internally through the Academic Audit Maintenance Cell. The coordinator of this cell remains in touch with the Head with whom he shares the academic progress of the faculty members. Besides, whenever any new course is introduced, the University sends its team of experts who visit the campus for inspection and audit all the activities including the academic ones. Their recommendations are taken into consideration seriously and the desirable changes are incorporated while making plans and policies related to academic activities.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The external quality assurance agency / regulatory authority is MJP Rohilkhand University. The Institution makes the compliances as per rules and instructions from the University. Hence, the internal quality assurance mechanisms are in tune with the external quality assurance authority i.e. MJP Rohilkhand University, Bareilly.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC and the Academic Audit Maintenance Cell review the teaching learning process with the Head of the Institution. The academic changes to smoothen the academic growth are introduced in the beginning of the session through the meetings, interactions and small workshops. In matters of curriculum and evaluation, the Institution has to follow the rules and instructions of MJP Rohilkhand University. It cannot make any change in the curriculum and evaluation process. Yes, it can develop the techniques of its own to make the curriculum interesting with the help of ICT tools and strengthens the evaluation system by developing its own inner system for its smooth process.

Moreover, to make the academic culture grow, the Institution takes the feedback responses from its stakeholders and, thereupon, takes the corrective measures, fixes the lab and library hours, makes the attendance compulsory, organizes the parents' and alumni meets and arranges the extra classes and remedial classes for slow learners.

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

The Institution communicates its quality assurance policies mechanisms and outcomes to the various internal and external stakeholders through the Alumni Meet, Parent-teacher Meet and various committees. The mission of the Institution is pasted on the college website. Feedback responses from stakeholders become the main sources through which their suggestions and recommendations are known and, thereupon, incorporated when policies and plans for the academic growth are drafted.

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

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Though green audit is not conducted but the Institution is eco-friendly and, so, makes an attempt to keep the campus green and calm. The gardener continues to plant the saplings and takes care of the blossoming multicoloured flowers. No student is allowed to pluck it. It is to maintain the green and peaceful environment for the students so that they may feel freshness during learning process. Polythene bags are not allowed. Right from the student upto the management, all are nature-loving. In spite of the small field, the campus looks to be calm, green and peaceful.

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

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

The Institution through NSS and NCC makes the students aware of the importance of environment. For this, rallies and discussion are organized from time to time. Moreover, there is one compulsory paper of Environment which every student has to qualify. This qualifying subject also awakens the students towards the appreciation of nature preparing them for planting more and more saplings for making the environment green and calm. Energy is saved as CFLs are used in place of bulbs and florescent tube lights. The different ways to save water are discussed with the students. Rainwater is preserved on the roof and used for watering the plants and other purposes. During festivals, students are asked not to use

colours and let off crackers during Holi and Diwali respectively. The Department of Drawing & Painting often organizes the art exhibitions and competitions concerning the theme of environment and nature. Plantation is often put into application through NSS, NCC and other proper channels.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Smart classes have been started successfully. The process of teaching-learning has become quite easy and interesting with the help of ICT tools as the students can retain more when they listen to as well as see the demonstration on the screen or board. It is hoped that in future, all the classes will be turned into smart classes.

Personality Development and Career Counselling Cell has started its work successfully and smoothly with the vision of guiding the students in solving their problems. The main focus is to make them independent in thinking.

Feedback responses have been collected from the stakeholders to make the system run smooth and student-friendly. The responses help much when the Head of the Institution designs any policy or plan. Academic Audit Maintenance Cell keeps the research environment in view and attempts to create research culture among the faculty members and the PG students.

The latest innovation introduced by the Head of the Institution is Value-based Orientation Programme for Boys and Girls. The faculty members guide and interact with the students to inculcate ethical values in them so that they may contribute their mite in making of the nation. Girls are given special orientation programme because if they learn the ethical values, the result will be permanent as they will spread what they have learnt and pass it to the other people.

7.3 Best Practices

7.3.1 Elaborate on any two best practices, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Best Practice: One

Title:

Teaching is Study, Study Teaching

Goal:

“To provide the platform to the students for the exposure of their creative talents and critical insights”

The Context:

In every class, there are some extra-ordinary students who remain ahead to the average students in their respective classes. Such students feel uncomfortable and unsatisfactorily because they already know what is taught. The faculty members give extra time to such students even out of classes. The Head of the Institution has a plan to use the talent of such students in teaching process. The Head with the faculty members trace out such students and, then, are given proper instructions and suggestions how to teach or guide the students.

The Practice:

The intelligent students guide their juniors and take classes in free periods. First, they discuss with the faculty members what to teach and how to teach. With full preparation, they enter the classes to enrich the junior

students. This practice instills confidence and values in the intelligent students.

Evidence of Success:

The success of the concept of the student-cum-teacher is quite evident. The weak and slow students are benefitted most when they get through their examinations.

Problems Encountered and Resources Required:

This is an innovate practice which makes a good use of the creative and critical talents of the intelligent students. No problem is encountered during the execution of this practice. The advantage of this practice lies in the fact that it requires no extra resources.

Notes:

What makes this practice succeed in this Institution is its making up of the scarcity of teachers to some extent. This is the best practice which was initiated by the Head of the Institution to use the students' creativity in general and compensate the scarcity of the teachers in particular.

Best Practice: Two

Title: Value-based Orientation Programme for Girls and Boys

Goal:

“To inculcate values in students and prepare them for future to be fruitful citizens for spreading the light of peace and happiness through knowledge and wisdom”

The Context:

Generally it is seen that the students who enter the college for graduation are somewhat angry with the system, which results in the misuse of their creative energy. To create a genuine atmosphere, the Head of the Institution has made up his mind to begin the Value-based Orientation Programme for Girls and Boys. He shared it with the Head and the faculty of every department. Every faculty member will spare a few hours in inculcating values in students through lecture and interaction.

The Practice:

The Head of the Institution begins the Value-based Orientation Programme in the very beginning of the session. This Value-based Orientation Programme has its particular topics which are discussed and the students are allowed to interact with the faculty members in order to get their mental horizon widened. They are guided how to live life peacefully and how to make others benefitted with what one has. This practice makes the students learn in a natural manner. No outside force in the form of punishment is applied.

Evidence of Success:

The success of the concept of the Value-based Orientation Programme is quite evident as it makes the students replete with values and ethics. It makes them responsible students who know their duties well and this adds in creating an academic culture. The weak and slow students get motivation to the extent that they succeed in achieving their goals.

Problems Encountered and Resources Required:

This is an innovate practice which infuses values in students who develop positive attitude to life and find their creative energy channelized in proper direction. No problem is encountered during the execution of this practice. The advantage of this practice lies in the fact that it requires no extra resources.

Notes:

What makes this practice striking is its vision of making a student a human being, not a machine that considers materialism far above the human relationship. This is the best practice which was initiated by the Head of the Institution to inculcate the ethical values in students so that they may understand the gist of life which lies in serving and giving and not in taking and exploiting.

8. Contact Details

Name of the Principal:	Prof. Harbansh Dixit
Name of the Institution:	Maharaja Harishchandra Degree College,
City:	Moradabad
Pin Code:	244001
Accredited Status:	In process
Work Phone:	0591-2490669
Fax:	0591-2490669
Website:	www.mhcollege.net
Email:	harbanshdixit@rediffmail.com
Mobile:	9412389967

Evaluative Report of the Departments

HEAD OF THE INSTITUTION: PROF. HARBANSH DIXIT

I. CONTACT INFORMATION

2/222 Buddhi Vihar
 Avas Vikas Colony, Majhola
 MORADABAD (U.P.) INDIA
 Phone: 09412389967
 E-mail: harbanshdixiti@rediffmail.com

II. PERSONAL DATA

Born: May 1st, 1957
 Married, two children
 Citizen of India

III. EDUCATION

- Doctor of Philosophy in Law, Rohilkhand University, Bareilly (2003)
- Master of Laws, Banaras Hindu University, (1983)
- Bachelor of Laws, Banaras Hindu University, (1978)

IV. ACADEMIC APPOINTMENTS

- **Principal**, Maharaja Harishchandra Degree College, Moradabad from 17.01.2009 – Present
- **Professor**, Chaudhary Devilal University, Sirsa (Haryana) from 12.12.2008 – 07.01.09
- **Reader** (Associate Professor), K.G.K. Post Graduate College, Moradabad From 27.02.1999 – 11.12.2008.
From 08.01.2009 – 16.01.2009
- **Lecturer** (Assistant Professor) K.G.K. Post Graduate College, Moradabad.
From 27.02.1986 – 26.02.1999
- **Lecturer**
Mahatma Gandhi Kashi Vidyapeeth, Varanasi
From July 1985 – 26.02.1986
- **Lecturer**
Sikkim Govt. Law College, Gangatok
From February 1985 – May 1985.

- **Lecturer**
Sant Vinoba Degree College, Deoria (U.P.)
From Nov. 1984 – February 1985

V. JUDICIAL EXPERIENCE

- Worked as **Judicial Magistrate**, First Class (Member, Juvenile Justice Board, Moradabad) from November 2004 – November 2010.

VI. ADMINISTRATIVE EXPERIENCES

- Principal, Maharaja Harishchandra Degree College, Moradabad from 17.01.2009 – Present.
- Dean, Faculty of Law and Chairperson, Department of Law, Chaudhary Devlal University, Sirsa (Haryana) from 12.12.2008-07.01.09
- Head of Law Department, K.G.K. Post Graduate College, Moradabad. From 1994-2008.
- Deputy Chief Proctor, K.G.K. Post Graduate College, Moradabad. From 2006-2008.
- Proctor, K.G.K. Post Graduate College, Moradabad. From 1998-2006.
- Students' Union Officer, K.G.K. Post Graduate College, Moradabad – 2 Sessions.
- Students' Union Election Officer – 2 Sessions.

VII. OTHER PROFESSIONAL EXPERIENCES

- Member, Executive Council
M.J.P.Rohilkhand University, Bareilly,
From 2010-Present
- Member, Executive Council
Chaudhary Devlal University, Sirsa
- Member, Sports Executive Committee, Rohilkhand University,
Bareilly, From 2011 – Present.
- Member, Examination Committee, Rohilkhand University, Bareilly
from 2009-2011.
- Member Academic Council
M.J.P.Rohilkhand University, Bareilly,
From 1996-1998
- ❖ **Examinations**
- Centre Superintendent of University Examinations
From 2009-Present.

- Additional Senior Superintendent, University Emanations
From 2005-2008.
- Assistant Superintendent of Examinations – Four Years.

❖ **Admissions**

- Convenor, Admission Committee
From 1994-2008.
- Member, Admission Committee
From 1986-1993

❖ **Cultural Committee**

- Convenor, Cultural Committee
From 2002 to 2008.

❖ **Curriculum Development**

- Member, Board of Studies of Faculty of Law, Rohilkhand University,
Bareilly – 4 Years.
- Member, Board of Studies of Department of Journalism of Meerut
University – 2 Years.
- Member, Faculty Board, Faculty of Law, Rohilkhand University,
Bareilly – 4 Years.

VIII. GUEST LECTURES

- ❖ More than 430 lectures delivered as Guest Faculty Member in
following Academic/Training Institutes
 - Banaras Hindu University.
 - Dr. Ram Manohar Lohia National Law University, Lucknow.
 - Teerthankar Mahaveer University, Moradabad.
 - Dr. Bhimrao Ambedkar Police Academy, Moradabad.
 - Police Training College, Moradabad.
 - Bareilly, College, Bareilly.

IX. PUBLICATIONS

❖ **Books**

- Press Vidhi Evam Abhivyakti Swatantrya I SBN : 81-8143-507-9
- Written/edited reading material for LL.M. Students on Constitutional
Law for Madhya Pradesh Bhoj Open University, Bhopal.

- Public Confidence Imperatives of Judicial System in India (Accepted for Publication).
- Myth and Reality of Basic Features of Indian Constitution (Publication under consideration).

❖ **Research Articles**

- Socio-Legal Paradigms of “Protection of Civil Rights Act 1956” and “Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act 1980”
Indian Law Review, Vol.-I, Number 1
- Social Paradigms of Public Confidence in Judicial System
Journal of Judicial Training and Research Institute, Lucknow
Issue XXXI July 2009
- Prasaran Seva Vidheyak ,MEDIA MIMAMANSA Published by Makhanlal Chaturvedi Patrakarita Evam Jansanchar Vishva Vidyala, Bhopal, June-August-2007.
- Myth of Basic Features of Constitution, VIDHIGYA, Vol. 01 No. Jan-Jun 2006 (Journal Published by Integrated School of Law).

❖ **Articles in Edited Book**

- Public Corporation and their social Responsibilities” Co-author (1994)
Principal of Company Law (Book) Edited by Professor L.C.Dhingra
Published by ‘The Bright Law House’, Rohtak.
- “Role of Promotions in Pre-Incorporation Contracts”, Principles of Company Law, Edited by Professor L.C.Dhingra (1984)
Published by ‘The Bright Law House’, Rohtak.

X. PUBLICATIONS IN NATIONAL NEWS PAPERS

- More than 365 articles published in National Newspapers having readership of One Crore or more people on different matters related with Constitution and others laws.

News Papers

Dainik Jagran, Amar Ujala, Hindustan, Nai Dunia, Rajasthan Patrika, Lokmat Samachar, New Bharat, Janasatta, Panchjanya, Punjab Kesari, Gandeev and Others.

XI. RESEARCH PROJECTS

- Implementation of Protection of Civil Rights Act 1955 and Scheduled Caste & Scheduled Tribes (Prevention of Atrocities) Act 1989 (in 8 specified District of Uttar Pradesh)
Minor Project Funded by U.G.C. (Rs.57000/-)

- “Press Vidhi Tatha Abhivvyakti Swatrantya” (Hindi)
Funded by Makhanlal Chaturvedi Patrakarita Evam Jansanchar Vishwavidyalaya (Rs. 1 Lakh) completed in 2006.
- Implementation of Civil Rights Act 1955 and Scheduled Caste & Scheduled Tribes (Prevention of Atrocities) Act 1989 in 8 specified District of Uttar Pradesh and Uttaranchal.
Funded by Ministry of Social Justice and Empowerment, Government of India (Rs. 1,25,000/-) Completed in 2005.
- “Dispute Resolution System in India and Public Confidence”
Funded by U.G.C. (Rs. 25,000/-) completed in 2003.

XII. SPECILISED TRAINING

- Orientation Programme (13.08.2006 – 01.03.2006)
Organised by National Public Cooperation and Child Development Institute, Lucknow on J.J. Act 2000.
- Training Programme on J.J. Act
From 27.02.2006 – 01.03.2006
Organised by Judicial Training and Research Institute, Lucknow.
- Three Week Refresher Course, Sept. 2001
Organised by Indian Law Institute, New Delhi.
- Three Week Refresher Programme in Decemebr 2000,
Organised by Indian Law Institute, New Delhi.
- One week Orientation Programme
Organised by Bureau of Parliamentary Studies and Training, Parliament Annexe, New Delhi. From July 22 to 26, 1991
- Two day’s training as Key Resource Person,
From 3.10.1993 to 4.10.1993
Organised by Zila Saksharata Samiti, Moradabad
- One week Orientation Prgramme
(July 23 to 29, 1990) on Parliamentary Procedure.
Organised by Bureau of Parliamentary Studies and Training, Parliament Annexure, New Delhi.
- Four week Orientation Course,
From 3.10.1991 to 29.10.1991
Organised by Jamia Millia Islamia, New Delhi.
- Four week Orientation Programme,
From February 28 to March 26, 1990

❖ **SEMINARS/WORKSHOPS**

- Organised two days seminar on Information Technology and Hindi Journalism on 14-15 November 2010, Funded by U.G.C.
- Organised three days seminar from 7-9 October 1995 on “Challenges and Strategies of Environment Protection”, Funded by U.G.C.
- Organised 11 seminars to create awareness on Environmental Protection during 1992-93, Funded by State Government as part of District Plan.
- Attended 13 Seminars with paper presentation and 17 without paper presentation

XII. EDITORIAL EXPERIENCE

- Editor, Survey of Social Sciences. RNI – 66053/93, ISSN No. 0976-5565
- Editor, Humanities Research Review RNI No. 40/Te
- Member, Editorial Board Uttranchal Law Update (Reg. No. UTT BIL/2002/9319)
- Member Editorial Board ‘VIDHIJYA’

XIII. EXTENSION PROGRAMME/ACTIVITIES & COMMUNITY SERVICE

❖ **Literacy Programmes**

Active Participation in Total Literacy Campaign as Founding Executive Member of Zila Saksharata Samiti Service 1992 till date

❖ **Environment Protection Awareness**

Organised 11 seminars, 20 debates three Cycle Rallies to create Awareness about Protection of Environment during 1992-93 as Coordinator of District Environment Awareness and Implementation Committee.

❖ **Legal Awareness**

39 lectures in N.S.S. Camps from 1986 till date.

Worked as member of District Legal Committee (From 1998-2003)

Member of Peace Committee, Moradabad Administration.

Member, Juvenile Monitoring Cell, Moradabad.

29 Radio talks creating awareness about Laws relating to common people.

Department of Sociology

Dr. Vishesh Kumar Gupta (Head)

Dr. Meena Gupta

1. Name of the Department: Sociology	
2. Year of Establishment: UG Department: 1973 PG Department: 1995 (Before being permanent, discontinued due to setting up of Self-finance scheme in PG)	
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):	
UG	Sociology
PG	Sociology (1995-2004)
Ph. D.	Applied Sociology
4. Names of Interdisciplinary courses and the departments/units involved: N. A.	
5. Annual/ semester/choice based credit system (programme wise): UG: Annual PG: Annual Ph. D.: Training, orientation, research work and, then, submission of thesis for evaluation	
6. Participation of the department in the courses offered by other departments: Department of English (Discussion on Social issues from Sociological perspective) Department of Drawing & Painting (Discourse on art from socio-historical perspectives)	
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.	

8. Details of courses/programmes discontinued (if any) with reasons: PG Department (Discontinued due to setting up of Self-finance scheme in PG by UP State Govt.)					
9. Number of Teaching posts:					
		Sanctioned: 2		Filled: 1	
Associate Professors				1	
Assistant Professors				--	
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Vishesh Kr. Gupta	M. A. Sociology, Ph. D.	Associate Professor	Sociology of Community Development Sociology of Leisure and Tourism	33	04
Dr. Meena Gupta	M. A. Sociology, Ph. D.	Assistant Professor (Part Time)		02	-
11. List of senior visiting faculty:					
<ul style="list-style-type: none"> • Dr. J. K. Mishra, Ex. Head, Department of Sociology, Hindu College, Moradabad. • Prof. Yogendra Singh, Prof. Emeritus, CSSS, JNU, New Delhi. • Prof. J. K. Pundeer, CCS University, Meerut. • Prof. Madhu Nagla, M. D. University, Rohtak, Haryana • Prof. S. D. Singh, Ex. Prof. of Sociology and Criminology, Kashi Vidyapeeth, Varansi. • Prof. Satyamitra Dubey, Ex. V. C. Dibrugarh University, Assam. 					

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:	
Course	Percentage of faculty lectures delivered by temporary
UG	50
13. Student -Teacher Ratio (programme wise):	
Class	B. A. (Sociology)
Ratio	150:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:	
N. A.	
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:	
Dr. Vishesh Kr. Gupta: Ph. D. (Permanent)	
Dr. Meena Gupta: Ph. D. (Part Timer)	
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:	
N. A.	
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:	
<ul style="list-style-type: none"> • Minor Research Project on “The Process of Institutionalisation of Sikh Shrines with Special Reference to Prominent Sikh Shrines in Delhi” Year: 1989 Amount: 25000/- (Completed) • Minor Research Project on “Primary Education and Competency Development in Child Labour” Year: 2000 Amount: 65000/- (Completed) Letter No. F. 5.2.2 (201) / 2004 (MRP / NRCB) 	
18. Research Centre /facility recognized by the University:	
Yes, Recognized by MJP Rohilkhand University, Bareilly	

19. Publications: (2000-2013)		
Name of Faculty	Vishesh Kr. Gupta	Meena Gupta
Numbers of papers published in peer reviewed (national / international) journal	15	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-	-
Monograph	1	-
Chapters in Books	3	-
Books Edited	1	-
Books with ISBN / ISSN numbers with details of publishers	1	-
Impact factors	-	-
<p>Details of Books Published:</p> <p>2000-2013</p> <p><i>The Sikhs and Gurdwara System</i>. New Delhi: Anmol Publications Pvt. Ltd, 1998. ISBN: 81-261-0049-4. Price: Rs. 500 Pp. xiii+273.</p> <p><i>Mahila Baal Shramik: Shakshik Evam Samajik Dasha</i>. New Delhi: Radha Publications, 2013. ISBN: 978-81-7487-813-7. Price: Rs. 695 Pp. viii+284.</p> <p><i>Leisure and Social Change</i> (in process)</p>		
<p>20. Areas of consultancy and income generated:</p> <ul style="list-style-type: none"> • Rural Development Training Institute, Delhi Road, Moradabad • Dr. B. R. Ambedkar Police Academy, Moradabad • Police Training College, Moradabad • Career Counselling and Personality Development • TMU, IFTM, MIT, DPS etc. (As Counsellor) 		

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
a) National committees:	
Name	National Committees
Dr. Vishesh Kr. Gupta	CCS University, Meerut RML, Faizabad DDU, Gorakhpur IFTM, Moradabad TMU, Moradabad MIT, Moradabad
b) International Committees:	
Dr. Vishesh Kr. Gupta	International Sociological Association, RC-13 (Leisure and Tourism) Al-Noor International, Irving, Texas (USA)
c) Editorial Boards:	
Name	Editorial Board
Dr. Vishesh Kr. Gupta	<i>Survey of Social Science</i> (ISSN: 0976-5565) as Executive Member
22. Student projects:	
<ul style="list-style-type: none"> Percentage of students who have done in-house projects including inter departmental/programme: 2% at UG Level 	
<ul style="list-style-type: none"> Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A. 	

23. Awards / Recognitions received by faculty and students				
Dr. Vishesh Kumar Gupta	Award Type	Award Name	Awarding Institution or Body	Date
	State	Prof. D. P. Mukerjee Social Scientist Award for contribution in Indian Sociology	UP Sociological Association, Varanasi (UP)	10-12 March 1991
	Regional	Letter of Appreciation for Social Service	NYK & AI Student and Youth Welfare Society, Moradabad (UP)	6-9-1997
	District	Letter of Honour for the Contribution in the Field of Literature	Sanskar Bharati, Moradabad (UP)	28-2-2000
	State	Best of P. O. NSS Award for the Year 1996-97 at the College Level	UP Shasan, Higher Education	21 September 2000
	District	Letter of Appreciation for the contribution in Education	Bhartiya Sahitya Parishad through Ex. Governor of UP	13-5-2001
	District	Letter of Appreciation for Cultural Contribution	District Agriculture, Development and Cultural Exhibition Committee, Moradabad (UP)	22-6-2001
	District	Letter of Appreciation for Cultural Contribution	District Agriculture, Development and Cultural Exhibition Committee, Moradabad (UP)	6-7-2003
	Regional	Letter of Appreciation for Academic Contribution, 2003	Dean Faculty of Art, MJP Rohilkhand University, Bareilly (UP)	26-7-2003
	District	Letter of Appreciation for the Contribution in Education and Social Services	Mrs. Veena Agarwal, Nagar Pramukh, Moradabad (UP)	28-7-2003
	Regional	Paryavaran Mitra Samman	Paryabaran Sachetak Dal, Ghaziabad (UP)	5-6-2004

District	Shikshak Sammaan for the Contribution in Education	District Education Department, Moradabad (UP)	5-9-2004
District	Letter of Appreciation for Selection Process of Child Labour Project	D. M. Moradabad (UP)	2004
District	Shikshak Sammaan for Educational Development, 2005	J. L. Nehru Rashtriya Yuva Kendra, Moradabad (UP)	4-9-2005
District	Shikshak Sammaan for the Contribution in Education	District Education Department, Moradabad (UP)	5-9-2005
District	Letter of Appreciation for Promoting Police-Public Dialogue through Literature	UP Police, Moradabad (UP)	26-1-2006
State	Letter of Appreciation for being the Devoted Teacher	Samanaya Gyan Pratiyogita Samiti, U. P., Moradabad (UP)	12-2-2006
State	Gauhar Usmani Award for Education	Gauhar Usmani Foundation, Moradabad (UP)	6-8-2006
District	Shikshak Sammaan for the Contribution in Education	District Education Department, Moradabad (UP)	5-9-2006
District	Letter of Appreciation for Contribution in the Field of Education	Education Department, Moradabad (UP)	5-9-2010
District	Letter of Honour for the Contribution in Education	PNB and National Sports Club, Moradabad (UP)	4-9-2011
District	Letter of Honour for the Contribution in Hindi Literature	PG Department of Hindi, Maharaja Harishchandra P. G. College, Moradabad (UP)	14-9-2011
District	Letter of Honour for Social Service and Education	Nagar Nigam, Moradabad (UP)	18-11-2011

District	Letter of Honour for being Nominated as First Class Juvenile Magistrate (CWC-JJ Act) Moradabad	Bhartiya Bal Vidya Mandir Inter College Management Committee, Moradabad (UP)	2011
District	Letter of Honour for the Contribution in the Field of Social Service and Education	Shri Balaji Seva Samiti, Moradabad (UP)	6-4-2012
National	Best Citizen of India 2012	International Publishing House, New Delhi	2012
District	Letter of Honour for the Contribution in the Field of Educational Service	Rotary Club Moradabad Great, Moradabad	5-9-2012-13
24. List of eminent academicians and scientists / visitors to the department:			
<ul style="list-style-type: none"> • Dr. J. K. Mishra, Head, Department of Sociology, Hindu College, Moradabad. • Prof. Yogendra Singh, Prof. Emeritus, CSSS, JNU, New Delhi. • Prof. J. K. Pundeer, CCS University, Meerut. • Prof. Madhu Nagla, M. D. University, Rohtak, Haryana • Prof. S. D. Singh, Ex. Prof. of Sociology and Criminology, Kashi Vidyapeeth, Varanasi. • Prof. Satyamitra Dubey, Ex. V. C. Dibrugarh University, Assam. 			
25. Seminars/ Conferences/Workshops organized & the source of funding:			
<ul style="list-style-type: none"> ❖ National: <ul style="list-style-type: none"> • Indian Society in 21st Century: Challenges and Responses, November 5-6 2004 funded by UGC Letter No. F. 5.4.2 (85) / 2004 (Sem / NRCB) Rs. 72000/- Dated: 30 March 2004. • Leisure and Tourism: Development Dimensions, July 9-10 2011 funded by Indian Sociological Society, RC-20, New Delhi. 			
<ul style="list-style-type: none"> ❖ International: <ul style="list-style-type: none"> N. A. 			
<ul style="list-style-type: none"> ❖ State: <ul style="list-style-type: none"> • Siksha Me Sudhaar, February 24-25 2001 funded by Sanskriti Vibhag, Paryatan Evam Sanskriti Mantralaya, Govt. of India 			

26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
B. A. I (Sociology)	826	357	95	262	95
B. A. II (Sociology)	359	359	109	250	96
B. A. III (Sociology)	211	211	70	141	98
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
B. A. I (Sociology)	99	1	-		
B. A. II (Sociology)	98.5	1.5	-		
B. A. III (Sociology)	98.5	1.5	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?					
SLET: 1, NET: 1					
29. Student progression:					
Student progression			Against enrollment %		
UG to PG			N. A.		
PG to M. Phil.			N. A.		
PG to Ph. D.			Two		
Ph. D. to Post-Doctoral			N. A.		
Employed: *Campus Selection *Other than campus recruitment					
Entrepreneurship / Self-employment					
30. Details of Infrastructural facilities:					
❖ Library:			Rich Library		

❖ Internet facilities for Staff & Students:	Yes
❖ Classrooms with ICT facility:	Yes
❖ Laboratories:	N. A.
31. Number of students receiving financial assistance from college, university, government or other agencies: As per college records and Govt. rules	
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:	
<ul style="list-style-type: none"> • Lecture on “Methods and Theory in Indian Sociology” delivered by Dr. J. K. Mishra, Ex. Head, Department of Sociology, Hindu College, Moradabad. • Lecture on “Modernization and Social Change in India” delivered by Prof. Yogendra Singh, Prof. Emeritus, CSSS, JNU, New Delhi. • Lecture on “Globalization and Rural Change in India” delivered by Prof. J. K. Pundeer, CCS University, Meerut. (UP) • Lecture on “Medical Tourism and Change” delivered by Prof. Madhu Nagla, M. D. University, Rohtak, Haryana • Lecture on “Emerging Aggressiveness among Youths Today” delivered by Ex. Prof. S. D. Singh, Prof. of Sociology and Criminology, Kashi Vidyapeeth, Varansi. • Lecture on “Changing Political Perspective in India” delivered by Prof. Satyamitra Dubey, Ex. V. C. Dibrugarh University, Assam. • Lecture on “Emerging Trends of Leisure in Collegiate Students” delivered by Dr. Anchal Gupta, Associate Professor, Sociology, GDH Girls College, Moradabad 	
33. Teaching methods adopted to improve student learning:	
<ul style="list-style-type: none"> • Lecture method • Demonstration through projector etc. • Smart classes • Career counseling • Personality development • Soft-skills • Job-orientated articulations 	
34. Participation in Institutional Social Responsibility (ISR) and Extension activities	
<ul style="list-style-type: none"> • Programme officer NSS at college level • Programme Coordinator NSS, MJP Rohilkhand University, Bareilly (UP) 	

- OSD/SLO NSS in Higher Education Department UP Government, Lucknow (UP)
- First Class Judicial Magistrate in CWC (JJ Act 2000), Moradabad. (Honorary)
- Member, Anti-Ragging Committee, MIT Moradabad
- Member, Course Designing Committee on Affirmative Action in Education, NKB MG Girls PG College, Chandausi (Sambhal) (UP)
- Member, District Task Force of Polio Eradication, Moradabad (UP)
- Member, District Child Labor Eradication Committee and NCLP, Moradabad (UP)
- Counsellor, Police and Public Family Dialogue Committee, Police Administration, Moradabad (UP)
- Counsellor and Expert in WWF Ramganga Pollution Removal Committee, Moradabad (UP)
- Chief Proctor, Maharaja Harishchandra PG College, Moradabad (UP)
- Coordinator, IQAC, Maharaja Harishchandra PG College, Moradabad (UP)
- Nodal Officer, Equity Assurance Plant Implementation, , Maharaja Harishchandra PG College, Moradabad (UP)
- Coordinator, Career Guidance and Counselling Cell, Maharaja Harishchandra PG College, Moradabad (UP)
- Coordinator, Alumni Association, Maharaja Harishchandra PG College, Moradabad (UP)

35. SWOC analysis of the department and Future plans:

Strengths:

- Update knowledge structure in Sociology
- Continuous touch with National and International Streams of Sociology
- Good strength in Sociology discipline

Weaknesses:

- Discontinuation of Sociology as subject at PG level
- Lack of grants regarding Faculty Improvement Programme

Opportunities:

- To connect Sociology with day-today emerging social problems
- Articulation of the students to gauge emerging aggressiveness in the society

- To connect Sociology with interdisciplinary disciplines like nursing, and other branches of medicines, social welfare, career awareness etc.

Challenges:

- Sociology is facing trouble because of introducing the professional and management subjects
- Lack of motivation among the students from the University and State level

Future Plans:

- To open a centre to guide the students for seeking jobs in sociology related fields
- To restore the PG Department of Sociology

PG Department of Drawing & Painting

Dr. Narendra Singh (Head)
 Dr. Ravish Kumar
 Dr. Sushma Gupta
 Dr. Sangita Gupta

1. Name of the Department: Drawing & Painting		
2. Year of Establishment: UG: 1973 PG: 2009		
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):		
UG	Drawing & Painting	
PG	Drawing & Painting	
4. Names of Interdisciplinary courses and the departments/units involved: N. A.		
5. Annual/ semester/choice based credit system (programme wise): UG: Annual PG: Annual		
6. Participation of the department in the courses offered by other departments: N. A.		
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.		
8. Details of courses/programmes discontinued (if any) with reasons: N. A.		
9. Number of Teaching posts:		
	Sanctioned: 4	Filled: 4
Associate Professors	1	1
Assistant Professor	3	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Narendra Singh	M. A. Ph. D. NET	Associate Professor	Drawing & Painting	14	-
Dr. Ravish Kumar	M. A. Ph. D. NET	Assistant Professor	Drawing & Painting	13	-
Dr. Sushma Gupta	M. A. Ph. D.	Assistant Professor	Drawing & Painting	4	-
Dr. Sangita Gupta	M. A. Ph. D.	Assistant Professor	Drawing & Painting	4	-
11. List of senior visiting faculty:					
<ul style="list-style-type: none"> • Dr. S. D. Shrotriya, Retired Associate Professor, SD College, Muzaffar Nagar. • Dr. R. S. Singh, Retired Associate Professor, J. B. Jain College, Saharanpur • Dr. S. B. L. Saxena, Retired Associate Professor, Bareilly College, Bareilly. • Dr. Renu Dhawan, Head and Associate Professor, DG College, Kanpur. • Dr. Manju Singh, Head and Associate Professor, Bareilly College, Bareilly. 					
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:					
Course				Percentage of faculty lectures delivered by temporary	
UG				-	
PG				-	
13. Student -Teacher Ratio (programme wise):					
Class	M. A.		B. A.		
Ratio	14:1		82:1		
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N. A.					
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG: As per Serial Number 4 All the faculty members have Ph. Degree					

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: N. A.				
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Dr. Narendra Singh completed the UGC Sponsored Minor Project on “Samkaleen Kala Me Lucknow Ke Kalakaron Ka Texture Me Yogdaan.” Amount: 80000/- UGC Letter No. F. 52.2(24)/2004(MRP/NRCB) Dr. Ravish is working on the UGC Sponsored Minor Project on “Bhartiya Samkaleen Kala Ke Paridrashya Me Rachna Samagri Ki Bhoomika (Chitrakala Evam Murtikala Ke Vishesh Sandarbh Me).” with Amount: 150000/- No. F. F. N. 8-3 (287) /2011 (MRP/ NRCB) dated: 30 March 2012				
18. Research Centre /facility recognized by the University: N. A.				
19. Publications: (2000-2013)				
Name of Faculty	Narendra Singh	Ravish Kumar	Sushma Gupta	Sangita Gupta
Numbers of papers published in peer reviewed (national / international) journal	2	1	-	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-	-	-	-
Monograph	-	-	-	-
Chapters in Books	1	1	1	1
Books Edited	-	-	-	-
Books with ISBN / ISSN numbers with details of publishers	-	-	-	-
Impact factors	-	-	-	-
Details of Books Published: 2000-2013 N. A.				
20. Areas of consultancy and income generated: Nil				
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:				

❖ National committees:	
Name	National Committees
Dr. Narendra Singh	<ul style="list-style-type: none"> • Member of the Board of Studies, MJP Rohilkhand University during 2004, 2005, 2010, 2011, 2013 • Expert of Board of Studies, Bundelkhand University, Jhansi • Expert of RDC, Bundelkhand University, Jhansi • Subject Expert of the Board, Madhyamik Siksha Seva Chayan Board, Allahabad during 2009
Dr. Ravish Kumar	<ul style="list-style-type: none"> • Member of the Board of Studies, MJP Rohilkhand University during 2004, 2005, 2010, 2011, 2013
Dr. Sushma Gupta	<ul style="list-style-type: none"> • Vice-President , A Group of Contemporary Woman Artist, Moradabad
Dr. Sangeeta Gupta	<ul style="list-style-type: none"> • Secretary, A Group of Contemporary Woman Artist, Moradabad
❖ International Committees: N. A.	
❖ Editorial Boards:	
Name	Editorial Board
Dr. Narendra Singh	Sub-Editor, Galeria Kala Patrika, An Art Journal Published by the Students of Drawing and Painting Department, DAV College, Kanpur, 1995.
Dr. Ravish Kumar	Editor, <i>Shabd Shilpi</i> (Kala Aur Sahitya Ka Adbhut Samanvya) Jan 2014
Dr. Sushma Gupta	-
Dr. Sangeeta Gupta	Co-Editor, <i>Shabd Shilpi</i> (Kala Aur Sahitya Ka Adbhut Samanvya) Jan 2014
22. Student projects:	
❖ Percentage of students who have done in-house projects including inter departmental /programme: Most of the students opt for Dissertation in M. A. Final	
❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.	
23. Awards / Recognitions received by faculty and students:	
Dr. Narendra Singh: <ul style="list-style-type: none"> • All India Award for Painting titled “Murder of Moralists” by Rajya Lalit Kala Akademi, Uttar Pradesh, Lucknow on 28-3-1996 • All India Award for one of the best Paintings titled “Aaj Ka Ram Aur Ravan” by Vithika with Joint Venture of Rajya Lalit Kala Akademi, Uttar 	

Pradesh, Lucknow on 30-11-1996.					
<ul style="list-style-type: none"> Letter of Appreciation for Cooperation with MUNAS by MUNAS, Moradabad on 7-9-2012 					
24. List of eminent academicians and scientists / visitors to the department:					
<ul style="list-style-type: none"> Dr. S. D. Shrotriya, Retired Associate Professor, SD College, Muzzaffar Nagar. Dr. R. S. Singh, Retired Associate Professor, J. B. Jain College, Saharanpur Dr. S. B. L. Saxena, Retired Associate Professor, Bareilly College, Bareilly. Dr. Renu Dhawan, Head and Associate Professor, DG College, Kanpur. Dr. Manju Singh, Head and Associate Professor, Bareilly College, Bareilly. 					
25. Seminars/ Conferences/Workshops organized & the source of funding:					
❖ National:		N. A.			
❖ International:		N. A.			
❖ State:		N. A.			
26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
M. A. I (Drawing & Art)	51	30	9	21	100
M. A. II (Drawing & Art)	28	28	9	19	100
B. A. I (Drawing & Art)	282	123	31	92	98
B. A. II (Drawing & Art)	129	129	40	89	98
B. A. III (Drawing & Art)	78	78	41	37	96
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
M. A. I (Drawing & Art)	98	2	-		
M. A. II (Drawing & Art)	97.5	2.5	-		
B. A. I (Drawing & Art)	98.5	1.5	-		
B. A. II (Drawing & Art)	98	2	-		
B. A. III (Drawing & Art)	98	2	-		
28. How many students have cleared national and state competitive					

examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NET: More than 5 Anurag, Arvind, Pradeep, Manoj, Mukesh	
29. Student progression:	
Student progression	Against enrollment %
UG to PG	53
PG to M. Phil.	-
PG to Ph. D.	-
Ph. D. to Post-Doctoral	-
Employed:	-
*Campus Selection	
*Other than campus recruitment	
Entrepreneurship / Self-employment	-
30. Details of Infrastructural facilities:	
❖ Library:	Rich Library with Text books, Reference books and Journals
❖ Internet facilities for Staff & Students:	Yes
❖ Classrooms with ICT facility:	Yes
❖ Laboratories:	Well-equipped Lab
31. Number of students receiving financial assistance from college, university, government or other agencies: As per college records and Govt. rules	
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:	
<ul style="list-style-type: none"> • Demonstration on Landscape by Dr. S. D. Shrotriya, Retired Associate Professor, SD College, Muzaffar Nagar. • Lecture on M. F. Husain by Dr. R. S. Singh, Retired Associate Professor, J. B. Jain College, Saharanpur • Lecture on Samikshavaad by Dr. S. B. L. Saxena, Retired Associate Professor, Bareilly College, Bareilly. • Demonstration on Creative Composition by Dr. Renu Dhawan, Head and Associate Professor, DG College, Kanpur. • Lecture on Aesthetics by Dr. Manju Singh, Head and Associate Professor, Bareilly College, Bareilly. • Lecture on Indian History of Art by Dr. Swarana Lata Mishra, Retired Associate Professor, SD Girls Roorki. 	
33. Teaching methods adopted to improve student learning:	
<ul style="list-style-type: none"> • Lecture Method • Practical Method • Demonstration 	

- Projector

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Dr. Narendra Singh is the Director / Coordinator, Dr. Amberdkar Chair, funded by UGC, Maharaja Harishchandra PG College, Moradabad
- Dr. Narandra Singh, Dr. Ravish Kumar and Dr. Sushma Gupta are the members of IQAC
- All the faculty members organize workshops and exhibition to make the people conscious of the contemporary scenario
- Students participate in debates, competition and other social activities concerning the college and the colleges of the city

35. SWOC analysis of the department and Future plans:

Strengths:

- Efficient Staff
- Department is well-equipped with equipments, colours, easel and essential things
- Smart classes
- Demonstration with latest technologies

Weaknesses:

- Lack of motivation at UG Level students
- The subject needs financial support. It is expensive for the students who, in spite of their longing for the subject drop the idea
- Syllabus is not interesting.

Opportunities:

- Teaching
- Commercial possibilities

Challenges:

- To create market for painting
- Lack of art galleries
- Not proper Exposure

Future Plans:

- To connect the subject with the career orientated schemes

Department of Economics

Dr. Indira Kashyap

1. Name of the Department: Economics		
2. Year of Establishment: 1973		
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):		
UG	Economics	
4. Names of Interdisciplinary courses and the departments/units involved: N. A.		
5. Annual/ semester/choice based credit system (programme wise): Annual		
6. Participation of the department in the courses offered by other departments: N. A.		
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.		
8. Details of courses/programmes discontinued (if any) with reasons: PG Department (Discontinued due to setting up of Self-finance scheme in PG by UP State Govt.)		
9. Number of Teaching posts:		
	Sanctioned: 2	Filled: 0
Associate Professors		
Assistant Professors	1 (Part Timer)	
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):		

Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Indira Kashyap	M. A., M. Com., Ph. D.	Assistant Professor	Indian Economy	2	-
11. List of senior visiting faculty: Dr. Akhilesh Mishra, Associate Professor, Department of Economics, KGK College, Moradabad					
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:					
Course		Percentage of faculty lectures delivered by temporary			
UG		100			
13. Student -Teacher Ratio (programme wise):					
Class	B. A.				
Ratio	93:1				
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N. A.					
15. Qualifications of teaching faculty with D. Sc/ D. Litt / Ph. D. / M. Phil / PG: Dr. Indira Kashyap, Ph. D.					
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: N. A.					
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: N. A.					
18. Research Centre /facility recognized by the University: N. A.					

19. Publications: (2000-2013)	
Name of Faculty	Dr. Indra Kashyap
Numbers of papers published in peer reviewed (national / international) journal	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-
Monograph	-
Chapters in Books	-
Books Edited	-
Books with ISBN / ISSN numbers with details of publishers	-
Impact factors	-
Details of Books Published: 2000-2013: N. A.	
20. Areas of consultancy and income generated: NIL	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
❖ National committees:	
Name	National Committees
Dr. Indra Kashyap	N. A.
❖ International Committees: N. A.	
❖ Editorial Boards:	
Name	Editorial Board
Dr. Indra Kashyap	N. A.
22. Student projects	
❖ Percentage of students who have done in-house projects including inter departmental/programme: N. A.	

❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.					
23. Awards / Recognitions received by faculty and students: N. A.					
24. List of eminent academicians and scientists / visitors to the department: Dr. Akhilesh Mishra, Associate Professor, Department of Economics, KGK College, Moradabad.					
25. Seminars/ Conferences/Workshops organized & the source of funding:					
❖ National: N. A.					
❖ International: N. A.					
❖ State: N. A.					
26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
B. A. I (Economics)	301	131	59	72	92
B. A. II (Economics)	112	112	67	45	94
B. A. III (Economics)	36	36	21	15	97
27. Diversity of Students: 2012-13:					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
B. A. I (Economics)	99	1	-		
B. A. II (Economics)	98.5	1.5	-		
B. A. III (Economics)	98.5	1.5	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? N. A.					
29. Student progression:					

Student progression	Against enrollment %
UG to PG	-
PG to M. Phil.	-
PG to Ph. D.	-
Ph. D. to Post-Doctoral	-
Employed: *Campus Selection *Other than campus recruitment	-
Entrepreneurship / Self-employment	-
30. Details of Infrastructural facilities:	
❖ Library:	Rich Library
❖ Internet facilities for Staff & Students:	Yes
❖ Classrooms with ICT facility:	Available
❖ Laboratories:	N. A.
31. Number of students receiving financial assistance from college, university, government or other agencies: As per college records and Govt. norms	
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: Lecture on Liberalization, Privatization and Globalization by Dr. Akhilesh Mishra, Associate Professor, Department of Economics, KGK College, Moradabad.	
33. Teaching methods adopted to improve student learning: Lecture Method Use of Board Demonstration Use of New Technology	
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students participate in cultural programmes organized by the college and also register their presence in other colleges in debate and departmental seminars. They also contribute much through NSS and NCC.	

35. SWOC analysis of the department and Future plans:**Strengths:**

- Devoted students
- Suitable atmosphere for study

Weaknesses:

- No permanent faculty
- After UG students move to other institution because Economics is not at PG level

Opportunities:

- Job oriented subject
- Multiple possibilities through this subject

Challenges:

- To make Economics popular among girls
- To compete with the professional subject

Future plans:

- To restore the PG Department of Sociology
- To attract more and more girls to opt Economics

Department of Philosophy

Mr. Madhukar Srivastava

1. Name of the Department: 1973					
2. Year of Establishment: 1973					
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):					
UG	Philosophy				
4. Names of Interdisciplinary courses and the departments/units involved: N. A.					
5. Annual/ semester/choice based credit system (programme wise): Annual					
6. Participation of the department in the courses offered by other departments: N. A.					
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.					
8. Details of courses/programmes discontinued (if any) with reasons: N. A.					
9. Number of Teaching posts:					
		Sanctioned: 1		Filled: 1	
Associate Professors		1		1	
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Mr. Madhukar Srivastava	M. A.	Associate Professor	Contemporary Philosophy	33	-

11. List of senior visiting faculty:	
<ul style="list-style-type: none"> • Dr. Anilesh Singh, Head, KGK College, Moradabad • Dr. Zakir Ali, KGK College, Moradabad 	
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:	
Course	Percentage of faculty lectures delivered by temporary
UG	-
13. Student -Teacher Ratio (programme wise):	
Class	B. A. (Philosophy)
Ratio	50:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N. A.	
15. Qualifications of teaching faculty with D. Sc/ D. Litt / Ph. D/ M. Phil / PG: As per column 10	
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: N. A.	
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: N. A.	
18. Research Centre /facility recognized by the University: N. A.	
19. Publications: (2000-2013):	
Name of Faculty	Mr. Madhukar Srivastava
Numbers of papers published in peer reviewed (national / international) journal	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-
Monograph	-
Chapters in Books	-
Books Edited	-
Books with ISBN / ISSN numbers with details of	-

publishers	
Impact factors	-
Details of Books Published: 2000-2013 N. A.	
20. Areas of consultancy and income generated: N. A.	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
❖ National committees:	
Name	National Committees
Mr. Madhukar Srivastava	Member, Board of Studies, MJP Rohilkhand University, Bareilly
❖ International Committees: N. A.	
❖ Editorial Boards:	
Name	Editorial Board
Mr. Madhukar Srivastava	-
22. Student projects:	
❖ Percentage of students who have done in-house projects including inter departmental/programme: N. A.	
❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.	
23. Awards / Recognitions received by faculty and students: N. A.	
24. List of eminent academicians and scientists / visitors to the department:	
<ul style="list-style-type: none"> • Dr. Anilesh Singh, Head, KGK College, Moradabad • Dr. Zakir Ali, KGK College, Moradabad 	
25. Seminars/ Conferences/Workshops organized & the source of funding:	
❖ National: N. A.	
❖ International: N. A.	
❖ State: N. A.	

26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
B. A. I (Philosophy)	248	107	41	67	94
B. A. II (Philosophy)	90	90	22	68	95
B. A. III (Philosophy)	24	24	8	16	96
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
B. A. I (Philosophy)	98	2	-		
B. A. II (Philosophy)	98	2	-		
B. A. III (Philosophy)	99	1	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?					
NIL					
29. Student progression:					
Student progression		Against enrollment %			
UG to PG		-			
PG to M. Phil.		-			
PG to Ph. D.		-			
Ph. D. to Post-Doctoral		-			
Employed:		-			
*Campus Selection					
*Other than campus recruitment					
Entrepreneurship / Self-employment		-			
30. Details of Infrastructural facilities:					
❖ Library:		Rich Library			

❖ Internet facilities for Staff & Students:	Yes, available
❖ Classrooms with ICT facility:	Yes, available
❖ Laboratories:	N. A.
31. Number of students receiving financial assistance from college, university, government or other agencies: As per college records and Govt. rules	
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: <ul style="list-style-type: none"> • Lecture on Gandhi and Ambedkar: A Comparative Study Dr. Anilesh Singh, Head, KGK College, Moradabad • Lecture on Vivekananda by Dr. Zakir Husain, KGK College, Moradabad 	
33. Teaching methods adopted to improve student learning: Lecture method Use of Board Hands out	
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Mr. Madhukar Srivastava takes interest in serving society and inspires his students through his lectures to serve the weaker section particularly women. Students participate in extension activities through the platform of NSS and NCC.	
35. SWOC analysis of the department and Future plans: Strengths: <ul style="list-style-type: none"> • Muslim girls prefer Islamic philosophy in Third Year • Philosophical environment Weaknesses: <ul style="list-style-type: none"> • Insufficient number of students • No interest in students • Philosophy is not at PG level Opportunities: <ul style="list-style-type: none"> • Widening of the vision through philosophy • Developing of the positive attitude through the study of Indian philosophy 	

- Logical and reasoning power

Challenges:

- To attract the students to opt philosophy
- To compete with other career oriented subjects

Future Plans:

- Philosophy at PG level
- To make philosophy career oriented
- Developing positive vibes through philosophy

Department of Physical Education

Mr. Manish Bhatt (Head)

1. Name of the Department: Physical Education		
2. Year of Establishment: 2005		
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):		
UG	Physical Education as compulsory subject (of qualifying nature)	
4. Names of Interdisciplinary courses and the departments/units involved: N. A.		
5. Annual/ semester/choice based credit system (programme wise): Annual		
6. Participation of the department in the courses offered by other departments: N. A.		
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.		
8. Details of courses/programmes discontinued (if any) with reasons: N. A.		
9. Number of Teaching posts:		
	Sanctioned: 1	Filled: 1
Assistant Professor	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Mr. Manish Bhatt	M. P. E., M. Phil. (Physical Education)	Assistant Professor	Sports Biomechanics	7	NIL
11. List of senior visiting faculty:					
<ul style="list-style-type: none"> • Mr. Satish Sharma, Chief Coach, Indian Judo Team • Dr. Vijay Chahal, Head, Physical Education, Gorakhpur University. • Dr. Anil Chauhan, Head, Physical Education, KGK College, Moradabad 					
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:					
Course				Percentage of faculty lectures delivered by temporary	
UG				N. A.	
13. Student -Teacher Ratio (programme wise):					
Class	B. A.				
Ratio	252:1				
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:					
N. A.					
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:					
N. A.					
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:					
N. A.					

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Two Dimensional Kinematic Analysis of Harai Goshi Among Three Different Height Groups of Judo Players. UGC Sponsored. Letter No. F. 5-391/2013 (HRP) Amount: 904800/-	
18. Research Centre /facility recognized by the University: N. A.	
19. Publications: (2000-2013)	
Name of Faculty	Manish Bhatt
Numbers of papers published in peer reviewed (national / international) journal	2
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-
Monograph	-
Chapters in Books	-
Books Edited	-
Books with ISBN / ISSN numbers with details of publishers	-
Impact factors	-
Details of Books Published: 2000-2013 N. A.	
20. Areas of consultancy and income generated: N. A.	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
❖ National committees:	
Name	National Committees
Mr. Manish Bhatt	
❖ International Committees:	

❖ Editorial Boards:												
Name			Editorial Board									
Mr. Manish Bhatt												
22. Student projects:												
❖ Percentage of students who have done in-house projects including inter departmental/programme: N. A.												
❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.												
23. Awards / Recognitions received by faculty and students												
	2009-10			2010-11			2011-12			2012-13		
Game	National	AIU	State	National	AIU	State	National	AIU	State	National	AIU	State
Athletics	-	1	-	-	-	-	-	-	-	-	-	-
Judo	-	1	-	-	1	-	-	2	-	-	-	-
Softball	-	2	-	-	1	-	-	-	-	-	-	-
Wrestling	-	1	-	-	1	-	-	-	-	-	-	-
Cricket	-		-	-	1	-	-	1	-	-	1	-
Football	-	1	-	-	-	-	-	1	-	-	-	-
Boxing	-		-	-	-	-	-	-	-	-	-	-
24. List of eminent academicians and scientists / visitors to the department												
<ul style="list-style-type: none"> • Mr. Satish Sharma, Chief Coach, Indian Judo Team • Dr. Vijay Chahal, Head, Physical Education, Gorakhpur University. • Dr. Anil Chauhan, Head, Physical Education, KGK College, Moradabad 												
25. Seminars/ Conferences/Workshops organized & the source of funding:												
❖ National: N. A.												
❖ International: N. A.												
❖ State: N. A.												

26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
B. A. I (Physical Education)	910	394	108	286	
B. A. II (Physical Education)	381	381	114	267	
B. A. III (Physical Education)	333	333	112	221	
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
B. A. I (Physical Education)	99.5	0.5	-		
B. A. II (Physical Education)	99.5	0.5	-		
B. A. III (Physical Education)	99.5	0.5	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?					
N. A.					
29. Student progression:					
Student progression	Against enrollment %				
UG to PG	-				
PG to M. Phil.	-				
PG to Ph. D.	-				
Ph. D. to Post-Doctoral	-				
Employed:	-				
*Campus Selection	-				
*Other than campus recruitment	Mr. Azeem Pasha is recruited in Northern Railways Mr. Azam Khan is selected in Indian Railway Cricket Team				
Entrepreneurship / Self-employment					

30. Details of Infrastructural facilities:
❖ Library: Rich Library
❖ Internet facilities for Staff & Students: Available
❖ Classrooms with ICT facility: Yes
❖ Laboratories: Sufficient Sports equipments and equipments for research purpose are also available
31. Number of students receiving financial assistance from college, university, government or other agencies: As per college record and Govt. rules
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: <ul style="list-style-type: none"> • Lecture on “Role of Sports in the Development of Society” by Mr. Satish Sharma, Chief Coach, Indian Judo Team • Lecture on “Sports Biomechanics as a Performance Enhancer” by Dr. Vijay Chahal, Head, Physical Education, Gorakhpur University. • Lecture on “Therapeutic Modalities in Rehabilitation Process” by Dr. Anil Chauhan, Head, Physical Education, KGK College, Moradabad
33. Teaching methods adopted to improve student learning: <ul style="list-style-type: none"> • Lecture method • Lecture-cum-demonstration method • Imitation method
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: <ul style="list-style-type: none"> • Member of IQAC • Coordinator of Medical and Health Management • Member of the Proctorial Board • Coordinator of Sports Committee • As A.S. in the examination
35. SWOC analysis of the department and Future plans: Strength: <ul style="list-style-type: none"> • Participation of students in sports activities in spite of maximum strength of Muslim community

Weaknesses:

- Girls' participation is not sufficient

Opportunities:

- Sports quota in service attracts students for participation

Challenges:

- Physical Education is taught as compulsory qualifying subject, not as optional subject in MJP Rohilkhand University.
- How to increase Girls' participation is a major challenge

Future Plans:

- To make more and more students aware of the scope of Physical Education
- To persuade the University to make Physical Education as an optional subject at the UG level

PG Department of Hindi

Dr. Meena Kaul (Head)
Dr. Mukesh Chandra Gupta
Dr. Priyanka Gupta

1. Name of the Department: Hindi					
2. Year of Establishment: 1973					
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):					
UG	Hindi Language, Literature Hindi				
PG	Hindi				
Ph. D.	Hindi				
4. Names of Interdisciplinary courses and the departments/units involved: N. A.					
5. Annual/ semester/choice based credit system (programme wise): UG: Annual PG: Annual					
6. Participation of the department in the courses offered by other departments: N. A.					
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.					
8. Details of courses/programmes discontinued (if any) with reasons: N. A.					
9. Number of Teaching posts:					
		Sanctioned: Four		Filled: 03	
Associate Professors				01	
Assistant Professors				02	
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Meena Kaul	M. A. Ph. D.	Associate Professor	Poetry (Chhayabaad)	25	4 Awarded
Dr. Mukesh Chandra Gupta	M. A. Ph. D., SLET	Assistant Professor	Katha Sahitya Evam Kavya Shastra	18	NIL
Dr. Priyanka Gupta	M. A. Ph. D.	Assistant Professor	Riti Sahitya	13	NIL

11. List of senior visiting faculty:			
<ul style="list-style-type: none"> • Dr. D. N. Sharma, Former Principal and Reader & Head, Department of Hindi, MGM, PG College, Sambhal • Dr. Ramanand Sharma, Head, Dept. of Hindi, Hindu College, Moradabad. • Dr. Mahesh Diwakar, Head, Dept. of Hindi, GSH College, Chaandpur. • Dr. Shachindra Vashishtha, Reader, Dept. of Hindi, SM College, Chaundusi. • Dr. R. N. Pathak, Former Principal, Bahjoi Mahavidyalaya Bahjoi. 			
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:			
Course	Percentage of faculty lectures delivered by temporary		
UG	N. A.		
PG	N. A.		
13. Student -Teacher Ratio (programme wise):			
Class	M. A.	B. A. (Hindi Literature)	B. A. (General Hindi)
Ratio	20:1	100:1	125:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:			
N. A.			
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:			
As per No. 10			
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:			
N. A.			
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:			
Minor Research Project by Dr. Mukesh Chandra Gupta Title: Dalit Sahiya Mein Ubharati Nootan Samajik Pravratiiyan: Itihas Se Vartman Tak Total Grant: 35000/- UGC Letter No. F. 6-2 (31)/2007 (MRP / NRCB) dated 24 Feb 2007			

18. Research Centre /facility recognized by the University Centre of Research, recognized by MJP Rohilkhand University, Bareilly			
19. Publications: (2000-2013)			
Name of Faculty	Meena Kaul	Mukesh Gupta	Priyanka Gupta
Numbers of papers published in peer reviewed (national / international) journal	2	5	2
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-	-	-
Monograph	-	-	-
Chapters in Books	7	8	1
Books Edited	7	2	-
Books with ISBN / ISSN numbers with details of publishers	1	1	-
Impact factors	-	-	-
Details of Books Published:			
2000-2013			
Book by Dr. Meena Kaul:			
1. <i>Hindi Dhvani Roopak: Kathya Aur Shilp</i> . Delhi: Lokvani Sansthan, 2010. Pp. 296. Price: 450/- ISBN: 81-86201-96-3.			
Book by Dr. Mukesh Chandra Gupta:			
1. <i>Saket: Ek Punarpath in Process</i> (Funded by Ministry of HRD Kendraya Hindi Nideshalaya, New Delhi Letter No. Mi San. 5-14/2013 Ke Anu. A. dated 23-9-2013)			
Books Edited and Co-edited by Dr. Meena Kaul:			
1. <i>Naveen Adayatan Kavya</i> . Ed. Meena Kaul and Asha Gupta. Bareilly: Raj Book Depot, 2013. Pp. 72. Price: 65/- (Text-book of Syllabus)			
2. <i>Hindi Ka Vaishvik Paridarshya</i> . Delhi: Vishwa Pustak Prakashan, 2013. Pp. 342. Price: 400/- ISBN: 97-81-89092-37-5.			
3. <i>Samiksha Ke Nikash Par Dr. Mahesh Diwakar</i> . Delhi: Vishwa Pustak Prakashan, 2011. Pp. 720. Price: 500/- ISBN: 978-81-89092-16-0.			
4. <i>Kavya Sudha: Adhunik Hindi Kavya</i> . Ed. Moolchand Gautam, Ram Saran Mishra and Meena Kaul. Allahabad: Lok Bharati Prakashan, 2009. Pp. 160. Price: 60/- ISBN: 978-81-8031-397-4.			
5. <i>Hindi Giti Kavya Vikas Ke Sopan</i> . Delhi: Vishwa Pustak Prakashan,			

2012. Pp. 182. Price: 200/- ISBN: 978-81-89092-20-7.	
6. Uttar Pradesh Ke Hindi Sahityakar Part-2. Delhi: Vishwa Pustak Prakashan, 2012. Pp. 176. Price: 200/- ISBN: 978-81-89092-22-1	
7. Bhrashtachaar Ke Virudh. Moradabad: Saraswati Prakashak, 2012. Pp. 322. Price: Not Mentioned.	
Books Edited by Dr. Mukesh Chandra Gupta:	
1. <i>Hindi Patrakarita: Atit Aur Vartmaan</i> . Delhi: Nirmal Publications, 2012. Pp. 192. Price: 400/- ISBN: 978-81-86400-171-0.	
2. <i>Hindi-Hindi Shabadkosh</i> . Delhi: Lakshmi Prakashan, 2010. Pp. 824. Price: 375/- ISBN: 81-88601-15-2	
20. Areas of consultancy and income generated:	
N. A.	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
❖ National committees:	
Name	National Committees
Dr. Meena Kaul	N. A.
Dr. Mukesh Chandra Gupta	N. A.
Dr. Priyanka Gupta	N. A.
❖ International Committees:	
N. A.	
❖ Editorial Boards:	
Name	Editorial Board
Dr. Meena Kaul	Editor, <i>Spandan</i> , Magazine, Maharaja Harishchandra P. G. College, Moradabad. Editor-in-Chief, <i>Shabd Shilpi</i> (Kala Aur Sahitya Ka Adbhut Samanvya) Jan 2014
Dr. Mukesh Chandra Gupta	<i>Yug Shilpi</i> , Member of Editorial Expert Committee <i>Vagpravah</i> , Subject Expert <i>Shodh Dhara</i> , Member of Advisory Committee <i>Shikhar Samyik</i> , Subject Expert (Nai Kahani) <i>Nutan Vagdhara</i> , Member of Advisory Committee
Dr. Priyanka Gupta	---
22. Student projects:	
❖ Percentage of students who have done in-house projects including inter departmental/programme: The Project is compulsory in M. A. Final.	

❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.				
23. Awards / Recognitions received by faculty and students:				
Dr Meena Kaul	Award Type	Award Name	Awarding Institution or Body	Date
	International	Srajan Shri	Srahan Samaj Bahuaayami Sanstha, Raipur	25 June 2012
	International	Hindi Gaurav Samman	Aadharshila, Viswa Hindi, Mission	2 Nov 2012
	International	Sharda Samman	Kashmiri Sahitya Sangam	9 June 2013
	International	Nirala Samman	Shri Nirala Sikshan Sanstha, Nagpur	11 Nov 2013
	District	Sikshak Samman	Lioness Club, Moradabad	5 Sep 2013
	District	Sikshak Samman	Sanskaar Bharati, Moradabad	4 Sept 2008
Dr. Mukesh Chandra Gupta	Award Type	Award Name	Awarding Institution or Body	Date
	Local	Sanskritik Pratibha Sammaan	Hindi Parishad, Sambhal	1995
	Regional	Best Programme Officer of NSS	MJP Rohilkhand University, Bareilly	15 Feb 2007
	District	Certificate for Maintaining Communal Harmony and Peace	Police and Administration, Sambhal	19-3-1994
	Local	Abhivyakti Gaurav	Abhivyakti, Pilibhit	2000
	Local	Letter of Appreciation for Delivering Lecture	Shrihit Haribansh Panch Sati Mahotsava Samit, Vrandavan	2002

	Local	Letter of Appreciation for Being the Teacher with Cultural Potential	MGM P. G. College, Sambhal	2-10-2003
	State	Sikshak Kartvyanisht	G. K. Competition Samiti U. P., Sambhal, Moradabad	12-2-2006
	District	Letter of Appreciation the Contribution in Paryavaran Sanrakshan	Samajik Vaniki Prabhag, Moradabad	2007-8
	Local	Certificate of Appreciation for being an Ideal Teacher	Principal, Maharaja Harishchandra P. G. College, Moradabad	28-7-2008
	State	Letter of Appreciation for Contribution in Literature	Shaskiya Hamidia Kala Evam Vanijaya Mahavidiyala, Bhopal, MP	10-10-2011
	State	Letter of Appreciation for the Participation in SVEEP Programme	Mukhaya Nirvachan Adhikari, UP	23-5-2012
	State	Letter of Appreciation for Participation in Rashtriya Hindi Vikas Sammelan	Purvottar Hindi Akademi, Shilong (Meghalaya)	May 24-26 2013
	State	Letter of Honour for Samagra Lekhan Aur Sahitya Dharmita	Purvottar Hindi Akademi, Shilong (Meghalaya)	May 24-26 2013

Dr. Priyanka Gupta	Award Type	Award Name	Awarding Institution or Body	Date	
	State	Sikshak Kartvyanisht	G. K. Competition Samiti U. P., Sambhal, Moradabad	12-03-2003	
24. List of eminent academicians and scientists / visitors to the department					
<ul style="list-style-type: none"> Jayshakanr Prasad Ka Natya Sahitya delivered by Dr. D. N. Sharma, Former Principal and Reader & Head, Department of Hindi, MGM, PG College, Sambhal Riti Sahitya Ki Prasangikta delivered by Dr. Ramanand Sharma, Head, Dept. of Hindi, Hindu College, Moradabad. Samkaleen Sahitya Me Samajik Chetna delivered by Dr. Mahesh Diwakar, Head, Dept. of Hindi, GSH College, Chaandpur. Agya Ki Kavitayon Me Manovigyan delivered by Dr. Shachindra Vashishtha, Reader, Dept. of Hindi, SM College, Chaundusi. Premchandottar Katha Sahitya delivered by Dr. R. N. Pathak, Former Principal, Bahjoi Mahavidyalaya Bahjoi. 					
25. Seminars/ Conferences/Workshops organized & the source of funding:					
<ul style="list-style-type: none"> National: <ul style="list-style-type: none"> Samkaalin Sahitya Aur Dalit Vimarash, UGC Sponsored, Two Days Seminar, 2-3 February 2008 Amount: 65000/- UGC Letter No. 2007 F.7 (104) / 2007 (Sem/NRCB) dated 23-2-2007 Soochana Taknik Aur Hindi Patrakarita, UGC Sponsored Two Days Seminar, 14-15 November 2010 Amount: 125000/- UGC Letter No. 2010 F. 7-1 (201) / 2010 (Sem / NRCB) dated 11-3-2010 					
<ul style="list-style-type: none"> International: N. A. 					
<ul style="list-style-type: none"> State: N. A. 					
26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
M. A. I (Hindi)	45	34	12	22	97
M. A. II (Hindi)	26	26	12	14	98
B. A. I (Hindi Literature)	266	116	34	82	92
B. A. II (Hindi Literature)	136	136	47	89	92

B. A. III (Hindi Literature)	71	71	26	45	91
B. A. I (General Hindi)	483	210	55	155	90
B. A. II (General Hindi)	218	218	80	138	90
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
M. A. I (Hindi)	100	-	-		
M. A. II (Hindi)	99	1	-		
B. A. I (Hindi Literature)	95	5	-		
B. A. II (Hindi Literature)	95	5	-		
B. A. III (Hindi Literature)	95	4	-		
B. A. I (General Hindi)	97	3	-		
B. A. II (General Hindi)	97	3	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Atiya Tabassum NET in 2011					
29. Student progression:					
Student progression	Against enrollment %				
UG to PG	26				
PG to M. Phil.	-				
PG to Ph. D.	1				
Ph. D. to Post-Doctoral	-				
Employed:					
*Campus Selection	-				
*Other than campus recruitment	-				
Entrepreneurship / Self-employment					
30. Details of Infrastructural facilities:					
❖ Library: Rich Main Library					
❖ Internet facilities for Staff & Students: Internet facility is available for the staff and students					
❖ Classrooms with ICT facility: Internet facility is available. Power Point Presentation					
❖ Laboratories: N. A.					
31. Number of students receiving financial assistance from college, university, government or other agencies: As per norms and college record					
32. Details on student enrichment programmes (special lectures / workshops					

<p>/seminar) with external experts:</p> <ul style="list-style-type: none"> • Special lectures as per column 24 • celebrates Hindi Divas regularly • Premchand Jayanti and Nirala Jayanti are celebrated • Story Competition, Essay Competition, Poetry Competition
<p>33. Teaching methods adopted to improve student learning:</p> <ul style="list-style-type: none"> • Lecture method, • Use of board • Notes • Questionnaire
<p>34. Participation in Institutional Social Responsibility (ISR) and Extension activities:</p> <p>Students participate in cultural programmes and social services through NSS and NCC</p> <p>Students also go to the other institution to participate in debates and other competitions.</p>
<p>35. SWOC analysis of the department and Future plans:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Art of oratory • Art of demonstration • Honour for mother tongue <p>Weaknesses:</p> <ul style="list-style-type: none"> • How to compete with career oriented subjects • Lack of application of the new technology <p>Opportunities:</p> <ul style="list-style-type: none"> • To know our language, culture, and literature • To represent Hindi on the international scene <p>Challenges:</p> <ul style="list-style-type: none"> • To make Hindi Subject popular among students • To make Hindi career orientated <p>Future Plans:</p> <ul style="list-style-type: none"> • To introduce vocational courses to make Hindi career oriented • To make Hindi interdisciplinary

PG Department of Urdu

Dr. Asma Aziz

Smt. Qamar Fatma

Miss Sheeba

1. Name of the Department: Urdu		
2. Year of Establishment: 1973		
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):		
UG	Urdu	
PG	Urdu	
4. Names of Interdisciplinary courses and the departments/units involved: N. A.		
5. Annual/ semester/choice based credit system (programme wise): Annual		
6. Participation of the department in the courses offered by other departments: N. A.		
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.		
8. Details of courses/programmes discontinued (if any) with reasons: N. A.		
9. Number of Teaching posts:		
	Sanctioned: 2	Filled: 0
Associate Professors	3 No faculty is permanent in the Department. One faculty member is on Ad-hoc basis. and the other two faculty members are part	3
Assistant Professors		

	timers. Keeping in view the great number of students, two faculty members in place one are appointed as part timers.				
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Asma Aziz	M. A. Ph. D. NET	Assistant Professor		10	-
Mrs. Qamar Fatma	M. A.	Assistant Professor		5	-
Miss Sheeba	M. A.	Assistant Professor		2	-
The Department of Urdu is highly reputed for the contribution in Urdu literature. Mrs. Qamar Fatma is a scholar of repute and known for her creative output as well as for her devotion to the welfare of the women in Society.					
11. List of senior visiting faculty:					
<ul style="list-style-type: none"> • Dr. Abbas Raza Nayar, Head, Department of Urdu, Lucknow University, Lucknow • Dr. Sabir Husain, Retired Head, Department of Urdu, Maharaja Harishchandra PG College, Moradabad • Dr. Arif Hasan, Head, Department of Urdu, Hindu College, Moradabad. • Prof. Anees Ashfaq, Retired Head, Lucknow University, Lucknow 					
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:					
Course	Percentage of faculty lectures delivered by temporary				
UG	100				

PG	100		
13. Student -Teacher Ratio (programme wise):			
Class	M. A.	B. A. (Urdu)	
Ratio	51:1	110:1	
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N. A.			
15. Qualifications of teaching faculty with D. Sc / D. Litt / Ph. D/ M. Phil / PG: Dr. Asma Aziz: Ph. D. NET Mrs. Qamar Fatma: M. A. Miss Sheeba: M. A.			
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: N. A.			
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: N. A.			
18. Research Centre /facility recognized by the University: N. A.			
19. Publications: (2000-2013)			
Name of Faculty	Asma Aziz	Qamar Fatma	Sheeba
Numbers of papers published in peer reviewed (national / international) journal	1	6	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-	-	-
Monograph	-	-	-
Chapters in Books	-	12	

Books Edited	-	-	-
Books with ISBN / ISSN numbers with details of publishers	1	-	
Impact factors	-	-	-
Details of Books Published: 2000-2013 Dr. Asma Aziz. <i>Farhang-E-Kulliyate "Sauda"</i> . Moradabad: Good Printers, 2013. Pp. 442. Price: 700. (No ISBN)			
20. Areas of consultancy and income generated: NIL			
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:			
❖ National committees:			
Name	National Committees		
Dr. Asma Aziz	N. A.		
Mrs. Qamar Fatma	<ul style="list-style-type: none"> • All India Radio, Rampur Member of the Executive Body 17-08-2012 • Member, Rotary International District 3100 		
Miss. Sheeba	N. A.		
❖ International Committees: N. A.			
❖ Editorial Boards:			
Name	Editorial Board		
Dr. Asma Aziz	Editor (Urdu Section) , College Magazine <i>Spandan</i> Co-editor: <i>Shabad Shilpi</i> Jan. 2014		
Mrs. Qamar Fatma	Member, Editorial Board of the College Magazine <i>Spandan</i>		
22. Student projects:			
❖ Percentage of students who have done in-house projects including inter-departmental programme: N. A.			
❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.			

23. Awards / Recognitions received by faculty and students:				
	Award Type Local/ State / National / International	Award Name	Awarding Institution or Body	Date
Dr. Asma Aziz	Local	Letter of Appreciation for Mathematical Race for 2001-2002	Games Department, Maharaja Harishchandra PG College, Moradabad	2002
	Local	Certificate for Prarak in Essay Competition	Principal, Maharaja Harishchandra PG College, Moradabad	
	District	Letter of Appreciation for Social Service	All India Newspapers and Journalist Association	24-10-2004
	District	Letter of Appreciation for Essay Competition	Nav Samvatsar Abhinandan Samaroha Samiti, Moradabad and NSS, MH PG College, Moradabad	
	Award Type Local/ State / National / International	Award Name	Awarding Institution or Body	Date
Smt. Qamar Fatma	Local	Award for Chirag Shahera Jigar	Golden Club Nai Sarak, Moradabad	1984
	Local	Certificate for the contribution in Urdu Zaban	All India Social Welfare Organization,	1983-84

			Moradabad	
	Local	Khusisi Award for Tamgaya Husaini	Bazm-e-Kaif, Moradabad	13 Oct 1984
	Local	Certificate of Merit for Interview in Film Jigar Moradabadi	Educational Film Society, Nawabpura, Moradabad.	16-02-1985
	Local	Khususi Inam Essay Writing	Afroz Educational and Welfare Trust Moradabad	1987
	Local	Award for Chirag Share Jigar	Asim Bihar Memorial Society Moradabad	1989
	Local	Fellow-ship Award 1990	Given in Public recognition of valuable services to the community By: Dr. Hitesh Chandra Gupt Memorial Society, Moradabad	23-09-1990
	Local	Certificate for the contribution in the field of Literature	Danish Kada Rain School, Moradabad	1998-99
	Local	Letter of Appreciation for the contribution in Polio Eradication	Saghan Polio Abhiyaan, 2008-09 Given by DM, Moradabad	2009
	Local	The Best Social Performance for the Year 2005-2006	Riya Jankalyan Samiti (Regd.), Moradabad.	08-03-2006
	Local	Minar-e-Ilm Award	Sahas Degree College, Naugawan, Amroha	13-12-2009
	State	Reward of Rs. 1000/- for Paav Jalte Hai Mera	UP Urdu Academy	2005
	State	Certificate for the contribution in the	UP Urdu Academy	23 Feb 2009

		field of Afsanvi Adab			
24. List of eminent academicians and scientists / visitors to the department:					
<ul style="list-style-type: none"> • Dr. Abbas Raza Nayyar, Head, Department of Urdu, Lucknow University, Lucknow • Dr. Sabir Husain, Retired Head, Department of Urdu, Maharaja Harishchandra PG College, Moradabad • Dr. Arif Hasan, Head, Department of Urdu, Hindu College, Moradabad. • Prof. Anees Ashfaq, Retired Head, Lucknow University, Lucknow 					
25. Seminars/ Conferences/Workshops organized & the source of funding:					
<ul style="list-style-type: none"> ❖ National: Shehryar: Shakhshiyat Aur Shayri Date: 13 Feb 2013 Sponsored by: Ministry of Human Resources Development, Govt. of India, New Delhi (National Council for Promotion of Urdu Language) Letter No. 47 / GIA / S / 12.NCPUL dated 4 March 012 Amount: 50000/- 					
❖ International: N. A.					
❖ State:					
26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass Percentage
			M	F	
M. A. I (Urdu)	133	78	7	71	100
M. A. II (Urdu)	76	76	9	67	100
B. A. I (Urdu)	262	114	13	101	97
B. A. II (Urdu)	123	123	16	107	98
B. A. III (Urdu)	97	97	10	87	100
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
M. A. I (Urdu)	100	-	-		

M. A. II (Urdu)	100	-	-
B. A. I (Urdu)	99.5	0.5	-
B. A. II (Urdu)	99.5	0.5	-
B. A. III (Urdu)	100	-	-
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?			
More than 10 Students have qualified NET			
29. Student progression:			
Student progression	Against enrollment %		
UG to PG	21.79		
PG to M. Phil.	-		
PG to Ph. D.	-		
Ph. D. to Post-Doctoral	-		
Employed:	-		
*Campus Selection			
*Other than campus recruitment			
Entrepreneurship / Self-employment	-		
30. Details of Infrastructural facilities:			
❖ Library:	Rich Library		
❖ Internet facilities for Staff & Students:	Yes, available		
❖ Classrooms with ICT facility:	Yes, available		
❖ Laboratories:	N. A.		
31. Number of students receiving financial assistance from college, university, government or other agencies:			
As per college records and Govt. norms			
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:			
<ul style="list-style-type: none"> • Dr. Abbas Raza Nayyar, Head, Department of Urdu, Lucknow University, Lucknow • Dr. Sabir Husain, Retired Head, Department of Urdu, Maharaja 			

<p>Harishchandra PG College, Moradabad</p> <ul style="list-style-type: none"> • Dr. Arif Hasan, Head, Department of Urdu, Hindu College, Moradabad. • Prof. Anees Ashfaq, Retired Head, Lucknow University, Lucknow
<p>33. Teaching methods adopted to improve student learning:</p> <ul style="list-style-type: none"> • Lecture method • Story method • Use of Board
<p>34. Participation in Institutional Social Responsibilities (ISR) and Extension activities</p> <p>Dr. Asma Aziz is the member of the Women Empowerment Cell while Mrs. Qamar Fatma does her best to make the less privileged woman aware of their rights providing the solution of their miserable plight. Dr. Asma Aziz who is the member of the Students Welfare Committee devotes herself for the students and the reputation of the institution. At college level, Mrs. Qamar Fatma has organized the NSS camp in the backward area to make the people particularly woman know how they can live happily and face the adverse circumstances. The students of the Department of Urdu participate in Ghazal, Essay Competition, Debate and other cultural activities from time to time and win laurels.</p>
<p>35. SWOC analysis of the department and Future plans:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Girls are opting Urdu literature at UG and PG level • A well-developed Urdu tahjeev among the Urdu students <p>Weaknesses:</p> <ul style="list-style-type: none"> • No permanent faculty • No more scope of application of new technology in Urdu • Competition with the career oriented subject <p>Opportunities:</p> <ul style="list-style-type: none"> • To know Urdu tahzeev and culture • To become the Urdu teacher • To spread the cosmopolitanism through Urdu

Challenges:

- To make Urdu career-oriented

Future Plans:

- To introduce translation studies or translation for making Urdu career oriented
- To associate Urdu with other subjects to make it interdisciplinary

PG Department of English

Dr. Madhubala Saxena (Head)

Dr. Sudhir Kumar

Dr. Shubhra Gupta

Mrs. Richa Sharma

1. Name of the Department: English		
2. Year of Establishment: UG: 1973 PG: 2009		
3. Name of Programmes / Courses offered (UG, PG, Ph. D. etc.):		
UG	General English, English Literature	
PG	English	
Ph. D.	Research Work on English and Indian Authors	
4. Names of Interdisciplinary courses and the departments/units involved: N. A.		
5. Annual/ semester/choice based credit system (programme wise): Annual		
6. Participation of the department in the courses offered by other departments: N. A.		
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: N. A.		
8. Details of courses/programmes discontinued (if any) with reasons: N. A.		
9. Number of Teaching posts:		
	Sanctioned: 4	Filled: 3
Associate Professors	1	-
Assistant Professors	3	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):					
Name	Qualifications	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 Years
Dr. Madhubala Saxena	M. A. Ph. D.	Associate Professor	Indian English Fiction	35	8
Dr. Sudhir Kumar	M. A. Ph. D. NET	Assistant Professor	Literary Criticism Literary Theory Indian English Writings	11	-
Dr. Shubhra Gupta	M. A. Ph. D.	Assistant Professor	Indian English Writings	3	-
Mrs. Richa Sharma	M. A. M. Phil.	Assistant Professor	Indian English Poetry 19 th Century Poetry	1	-
11. List of senior visiting faculty:					
<ul style="list-style-type: none"> • Dr. Satish Kumar, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Dr. Sushma Sharma, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Prof. Nirmala Pant, Department of English, Kumaun University, Almora Campus • Dr. A. K. Sharma, Associate Professor, Hindu College, Moradabad • Dr. Anjana Das, Head, Department of English, GDH Girls College, Moradabad • Dr. Reena Mittal, Head, Department of English, DAK Girls College, Moradabad • Dr. R. C. Shukla, Retired Head, Department of English, KGK College, 					

<p>Moradabad</p> <ul style="list-style-type: none"> • Prof. Beena Khanduri, Department of English Garhwal University, Garhwal • Dr. Sandhya Saxena, Department of English, Rani Ahilyabai Govt. Girls College, Bareilly • Dr. Shaleen Kumar Singh, Department of English, SS College, Shahjahanpur • Dr. Jaba Kusum, Department of English, Upadhi Mahavidyalaya, Pilibhit • Dr. Charu Mehrotra, Associate Professor, Department of English, Bareilly College, Bareilly 			
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:			
Course		Percentage of faculty lectures delivered by temporary	
UG		5	
PG		20	
13. Student -Teacher Ratio (programme wise):			
Class	M. A.	B. A. (English Literature)	B. A. (General English)
Ratio	28:1	148:1	90:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: N. A.			
15. Qualifications of teaching faculty with D. Sc / D. Lit t/ Ph. D/ M. Phil / PG: As per Serial Number 10			
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: N. A.			
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:			
<ul style="list-style-type: none"> • Completed Minor Project on Narrative Techniques as Delineator of the Image of Woman: A Study of Kamala Markandaya's Novels funded by UGC Amount: 40000/- UGC Letter No. NF 6-2 (66) / 2006 (MRP / NRCB) • Ongoing Major Research Project on Indian Culture in Indian English Poetry funded by UGC Amount: 417000/- UGC Letter No.: No. F. NO. 5-520 / 2010 HRP 			

18. Research Centre /facility recognized by the University: Recognized Research Centre by MJP Rohilkhand University, Bareilly				
19. Publications: (2000-2013)				
Name of Faculty	Madhubala Saxena	Sudhir Kumar	Shubhra Gupta	Richa Sharma
Numbers of papers published in peer reviewed (national / international) journal	1	25	-	-
Number of publications listed in International Database (For E.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-	-	-	-
Monograph	-	-	-	-
Chapters in Books	7	28	-	-
Books Edited	1	4	-	-
Books with ISBN / ISSN numbers with details of publishers	-	5	-	-
Impact factors	-	-	-	-
<p>Details of Books Published: 2000-2013</p> <p>Book by Madhubala Saxena (Edited)</p> <ul style="list-style-type: none"> • <i>A Fresh View of General English B. A. Part One.</i> Bareilly: Student Store, <p>Books by Sudhir Kumar (Sole Author)</p> <ul style="list-style-type: none"> • <i>A Study of Kamala Markandaya's Women.</i> New Delhi: Atlantic, 2006. Pp. 149. ISBN: 81-269-0648-0 • <i>The Poetic Corpus of Stephen Gil: An Evaluation.</i> New Delhi: Sarup, 2009. Pp. xiii+243. ISBN: 978-81-7625-953-8 • <i>Aravind Adiga's The White Tiger: A Freakish Booker.</i> New Delhi: Authorspress, 2011. Pp. 203. ISBN: 978-81-7273-583-8 • <i>Niranjan Mohanty: The Man and His Poetry.</i> Bareilly: Prakash Book Depot, 2011. Pp. xii+136. ISBN: 978-81-7977-412-0 • <i>Multicultural Consciousness in the Novels of Kamala Markandaya.</i> New 				

Delhi: Authorspress, 2012. Pp. 210. ISBN: 978-81-7273-601-9	
Book by Sudhir Kumar (Edited)	
<ul style="list-style-type: none"> • <i>The Flame Unmasked: Stephen Gill's Epic Critically Examined</i>. Ed. Sudhir K. Arora. Bareilly: Prakash Book Depot, 2010. Pp. x+230. ISBN: 978-81-7977-357-4. 	
Books by Sudhir Kumar (Co-edited)	
<ul style="list-style-type: none"> • <i>Thunder on the Stage: A Study of Girish Karnad's Plays</i>. Eds. C. L. Khatri and Sudhir K. Arora. Jaipur: Book Enclave, 2008. Pp. xi+235. ISBN 978-81-8152-222-1 • <i>Festivals of Fire: An Evaluation of Niranjana Mohanty's Poetry</i>. Eds. Binod Mishra and Sudhir K. Arora. New Delhi: Adhyayan, 2009. Pp. xviii+258. ISBN: 978-81-8435-209-2 • <i>Indian English Poetry: A Discovery</i> Eds. C. L. Khatri and Sudhir K. Arora. Jaipur: Aadi, 2010. Pp. ix+317. ISBN: 978-81-8435-209-2 ISBN: 978-81-910569-0-7 	
20. Areas of consultancy and income generated: NIL	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:	
❖ National committees:	
Name	National Committees
Dr. Madhubala Saxena	Member, Board of Studies, MJP Rohilkhand University, Bareilly
Dr. Sudhir Kumar	-
Dr. Shubhra Gupta	-
Mrs. Richa Sharma	-
❖ International Committees: N. A.	
❖ Editorial Boards:	
Name	Editorial Board
Dr. Madhubala Saxena	<ul style="list-style-type: none"> • Member, Editorial Board of the College Magazine <i>Spandan</i> • Co-Editor, <i>Shabd Shilpi</i> (Kala Aur Sahitya Ka

	Adbhut Samanvya) Jan 2014			
Dr. Sudhir Kumar	<ul style="list-style-type: none"> • Associate Editor, <i>Illuminati</i> ISSN 2229-4341 from 01/06/2010 • Referee Editor of <i>Indian Journal of Postcolonial Literatures</i> ISSN 0974-7370 for December 2009, June 2010 and December 2010 • Official Reviewer, <i>Cyber Literature</i> ISSN 0972-0901 from 01/06/2009 • Co-editor, <i>Replica</i> ISSN: 2277-7520 from 01/07/2013 			
Dr. Shubhra Gupta	N. A.			
Mrs. Richa Sharma	N. A.			
22. Student projects:				
❖ Percentage of students who have done in-house projects including inter departmental/programme: N. A.				
❖ Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: N. A.				
23. Awards / Recognitions received by faculty and students:				
Dr. Madhubala Saxena	Award Type	Award Name	Awarding Institution or Body	Date
	District	Letter of Appreciation for Distinguished Services in Social Field	Lioness Club, Moradabad Naveen	2006
	District	Title of Lioness	Lioness Club, Moradabad Naveen	2007
	District	Letter of Appreciation for Recognition of Distinguished Achievement in Pursuing the Long Term Concerns of the	International Association of Lions Club (Lioness Wing), Moradabad Wing	2011

		Service Mission of the Lioness Club for the Year 2010-11		
	District	Sahitya Shree for Creative Writing	Antarrashtriya Hindi Sahitya Kala Manch, Moradabad, UP	June 9 2013
	District	Certification of Appreciation for Imparting Education for 2013	Lioness Club, Moradabad Naveen	Sep 5 2013
Dr. Sudhir Kumar	Award Type	Award Name	Awarding Institution or Body	Date
	State	Outstanding Contribution as a Literary Critic Bharat Times 2009 Annual Banquet Montrel, Quebec, Canada	Bharat Times A Montreal based Canadian Intercultural Newspaper	July 12 2009
24. List of eminent academicians and scientists / visitors to the department:				
<ul style="list-style-type: none"> • Dr. Satish Kumar, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Dr. Sushma Sharma, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Prof. Nirmala Pant, Department of English, Kumaun University, Almora Campus • Dr. A. K. Sharma, Associate Professor, Hindu College, Moradabad • Dr. Anjana Das, Head, Department of English, GDH Girls College, Moradabad • Dr. Reena Mittal, Head, Department of English, DAK Girls College, Moradabad • Dr. R. C. Shukla, Retired Head, Department of English, KGK College, Moradabad 				
25. Seminars/ Conferences/Workshops organized & the source of funding:				
❖ National: N. A.				

❖ International: N. A.					
❖ State: N. A.					
26. Student profile programme/course wise: 2012-13					
Name of the Course / programme (refer question no. 4)	Application received	Selected	Enrolled		Pass %
			M	F	
M. A. I (English)	104	76	14	62	94
M. A. II (English)	36	36	9	27	96
B. A. I (English Literature)	545	237	56	181	90
B. A. II (English Literature)	202	202	76	126	91
B. A. III (English Literature)	151	151	52	99	93
B. A. I (General English)	427	182	54	128	94
B. A. II (General English)	174	174	39	135	93
27. Diversity of Students: 2012-13					
Name of the Course	% of Students from the same State	% of Students from other States	% of Students from Abroad		
M. A. I (English)	97	3	-		
M. A. II (English)	97	3	-		
B. A. I (English Literature)	96	4	-		
B. A. II (English Literature)	97	3	-		
B. A. III (English Literature)	97	3	-		
B. A. I (General English)	94	6	-		
B. A. II (General English)	93	7	-		
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? N. A.					

29. Student progression:	
Student progression	Against enrollment %
UG to PG	47.36
PG to M. Phil.	-
PG to Ph. D.	-
Ph. D. to Post-Doctoral	-
Employed: *Campus Selection *Other than campus recruitment	-
Entrepreneurship / Self-employment	-
30. Details of Infrastructural facilities:	
❖ Library:	Rich Library
❖ Internet facilities for Staff & Students:	Yes, Available
❖ Classrooms with ICT facility:	Yes, Available
❖ Laboratories:	N. A.
31. Number of students receiving financial assistance from college, university, government or other agencies:	
As per College records & Govt. rules	
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:	
<ul style="list-style-type: none"> • Lecture on Indian English Poetry by Dr. Satish Kumar, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Lecture on Spiritualism and Literature by Dr. Sushma Sharma, Former Dean, Faculty of Art, MJP Rohilkhand University, Bareilly • Lecture on Jayanta Mahapatra's Hunger by Dr. A. K. Sharma, Associate Professor, Hindu College, Moradabad • Lecture on Shakespeare's Universality by Dr. Anjana Das, Head, Department of English, GDH Girls College, Moradabad in the Departmental Seminar • Lecture on Poetry, Nature and Wordsworth by Dr. Reena Mittal, Head, Department of English, DAK Girls College, Moradabad in the Departmental Seminar 	

<ul style="list-style-type: none"> • Workshop on creative writing by Dr. R. C. Shukla, Retired Head, Department of English, KGK College, Moradabad
<p>33. Teaching methods adopted to improve student learning:</p> <ul style="list-style-type: none"> • Lecture method • Use of Boards • Use of latest technology • Asking questions • Quiz • Videos
<p>34. Participation in Institutional Social Responsibility (ISR) and Extension activities:</p> <p>The students take part in the debate, quiz and essay competition, etc. They also participate in the competitions organized by the other colleges of the city. They do not fail to serve the weaker sections of the society through the community development programmes like NSS. Dr. Madhubala Saxena made the students aware of AIDS through the workshop on AIDS and through this students from the department of English spread the message in their nearby areas. Both Dr. Madhubala Saxena and Dr Sudhir Kumar under their tenure of NSS programme officer spread the light of knowledge and cleanliness in the slum areas chosen for the action plan through ten days camp. The Department has a good tradition of organizing a departmental seminar every year and invites the faculty members and students from other disciplines in order to create an interdisciplinary environment of learning process. Dr. Madhubala Saxena, Dr Shubhra and Mrs. Richa Sharma do their best in making the students confident and enthusiastic through their lectures on spoken English and personality development.</p>
<p>35. SWOC analysis of the department and Future plans:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Efficient faculty members • Devoted students • Literary Environment <p>Weaknesses:</p> <ul style="list-style-type: none"> • Students from weaker section study here. Their pronunciation is not correct and conversation poor. • No autonomy in forming the Syllabus

Opportunities:

- Possibilities of job
- Girls can become independent
- Exposure on international scene
- Strengthening the personality through English

Challenges:

- To improve the conversation skill of the students
- To make English more career oriented

Future Plans:

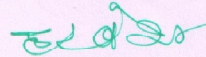
- To motivate the research students to work on the current issues which may be useful for the society
- To make the students feel comfortable in Spoken English

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.



Signature of the Head of the institution with seal:

Principal
Maharaja Harishchandra Degree College
Moradabad

Place:

Moradabad

Date:

1.2.2014

UNIVERSITY GRANTS COMMISSION
BHABUR GHAN ZAFAR MARG
NEW DELHI

No. F.8-88/78(CP)

December, 1979.

To

10 JAN 1980

The Registrar,
Rohilkhand University,
Bareilly (U.P.).

Sub:- List of Colleges prepared under Section 2(f) of the UGC
Act 1956 - inclusion of New Colleges in the -

Sir,

In continuation of this office letter of even number dated
13.9.1979 and with reference to the letter dated 22.12.1979 from the
Principal, M.H. Degree College, Moradabad on the above subject, I am
directed to say that the name of the following College has been
included in the above list under Non-Govt. Colleges teaching up to
Bachelor's Degree :-

<u>Name of the College.</u>	<u>Year of Estt.</u>
Maharaja Harish Chandra Degree College, Moradabad (U.P.). (Permanent affiliation) Shri B.P.S. Rastogi.	1973.

The Indemnity Bond and other documents in respect of the
above College have been accepted by the Commission.

The above College will however, not be eligible to receive
assistance under Section 12(A) of the UGC Act as the University to
which this college is affiliated itself has not been declared fit to
receive assistance under Section 12(A) of the UGC Act.

Yours faithfully,

C.M. Ramachandran
(C.M. Ramachandran)
Under Secretary

Copy forwarded to :-

1. The Principal, Maharaja Harish Chandra Degree College,
Moradabad (U.P.).
2. All Officers/Sections in the UGC Office.

J.C. Vohra
(J. C. Vohra)
for Secretary

* P3*

UNIVERSITY GRANTS COMMISSION
 BAHADUR SHAH ZAFAR MARG
 NEW DELHI

No.F.3-105/85(CE/MP)

3rd March, 1986

To

The Registrar
 Rohilkhand University
 Bareilly(U.P.)

Sub: Inclusion of Colleges under Sec.2(f)/12(B)
 of the University Grants Commission Act, 1956.

Sir,

I am directed to refer to your letter No.Kumaon/R.U/UGC/86 dated the 6th January, 1986 on the above subject and to say that 'Maharaja Harish Chandra Degree College, Moradabad(U.P.)' has been declared fit to receive financial assistance from central sources in terms of the rules framed under Sec.12(B) of the U.G.C Act, 1956.

Yours faithfully,

Sd/—

(F.C. MALHOTRA)
 UNDER SECRETARY

Copy to:

1. The Principal, Maharaja Harish Chandra Degree College, Moradabad(U.P)
2. All Officers/Sections in the U.G.C Office.
3. Guard File

R. K. Dureja
 (R.K. DUREJA)
 SECTION OFFICER

PS:

Besides “Value-based Orientation Programme” and “Teaching is Study, Study Teaching”, the Institution has recently introduced the following three best practices.

1. “Earn While You Learn” is introduced to assist the students financially in the process of learning. The Institution spends much on hiring services for maintenance. It always needs carpenter, mason, gardener, electrician etc. Some of our students are associated with these professions through their families. Hence, this practice has been launched to assist the students economically. For this, the Institution invites the applications from the students who are interested in serving the Institution through the scheme “Earn while You Learn.”
2. “Operation Clean the Campus” is introduced for the students particularly for NSS and NCC volunteers.
3. “Enrichment of the Learning Process” is introduced to take the advantage of the faculty members of other Institutions. For this, the Institution has signed the Memorandum of Understanding with the other Institutions of Moradabad Districts.
