



**INSTITUTE OF TECHNOLOGY & SCIENCE
MOHAN NAGAR, GHAZIABAD
SELF STUDY REPORT – 2014
VOLUME-I
FOR NAAC**



I.T.S Self – Study Report 2014
Volume I
for NAAC



CONTENTS

Preface	4
List of Steering Committee Members	5
List of Abbreviations	6
Glossary	7
Executive Summary	8
Profile of the College	11
Criterion I: Curricular Aspects	21
Criterion II: Teaching – Learning and Evaluation	41
Criterion III: Research, Consultancy and Extension	77
Criterion IV: Infrastructure and learning Resources	98
Criterion V: Students Support and Progression	126
Criterion VI: Governance, Leadership and Management	143
Criterion VII: Innovations and Best Practices	167

PREFACE

I.T.S, as an institution devoted to imparting higher education in many fields has always committed itself to delivering superior quality and excellence in education. We are deeply conscious of our role in modern society of nurturing the future generation of India who will be largely responsible for taking India to the next level of economic development.

At I. T.S, we do subscribe to CCS University syllabus in the deliverance of undergraduate programs of BBA and BCA. To add value and to further enrich the programs, a slew of value added courses, personality development and career counseling sessions, social awareness courses and foreign language classes are interwoven intricately into the three year module. We have also made some bold departure from conventional structure of knowledge and have attempted to push the boundaries with regard to pedagogic and student support practices.

Our constant endeavor has been to provide value education with the over-riding aim of delivering competent, smart and socially conscious young men and women into the growing economy of ours and who will contribute substantially and effectively into taking this country to greater heights in the coming years. We have always worked hard at institution building and we are very hopeful that the accreditation and assessment process of NAAC would enable us to put in place an effective and sustainable quality assurance system in the Institute.

The highly participative, collective reflections and intense deliberations that went into the preparation of this report provided us with a coherent perspective with which to view the vision and mission of our Institute and the path we should tread in order to achieve our objectives

Dr.Sujata Khandai

Principal

17th December 2014

LIST OF STEERING COMMITTEE MEMBERS

1. Sujata Khandai – Principal
2. Soumendu Bhattacharaya – Vice Principal
3. Bhavna Bhardwaj
4. Mamta Saluja
5. Parul Gupta
6. Anuja Roy
7. Richa Sharma
8. Priyanka Sadhna
9. Abhinav Kataria
10. Subhro Sen Gupta
11. Nupur Sidh
12. Ishika Agrawal
13. Sushant Dhyani
14. Yagbala Kapil
15. Namita Dixit

LIST OF ABBREVIATION

AB	Academic Block
AC	Academic Council
ADR	Academic Daily Report
APO	Academic Program Office
AQC	Academic Quality Cell
BBA	Bachelor of Business Administration
BCA	Bachelor of Computer Application
CC	Career Counseling
CEO	Chief Executive Officer
CR	Class Representative
E-Cell	Examination Cell
EDC	Entrepreneurial Development Cell
ERP	Enterprise Resource Planning
ETS	Extra Time Slot
GCR	Girls Common Room
IT	Information Technology
ITS	Institute of Technology and Science
LAN	Local Area Network
LCD	Liquid Crystal Display
PDP	Personality Development Program
UG	Undergraduate
WOM	Word of Mouth
ICT	Information Computer and Technology

GLOSSARY

Chairperson Each course has Chairperson appointed who maintain and look after the entire course curriculum.

Class Representative Each section has Class representative appointed (one boy & girl) who acts as a mediator for students and faculty members.

Coordinator Each course comprises of coordinators separately for all years who maintain and look after the course curriculum of their respective year.

Guest Speakers Guest Speakers are those who are invited to give one or more lectures or seminars within a program.

Morocco - Youth Reverb It is a celebration that encompasses a series of It is a celebration that encompasses a series of cultural activities to welcome the fresh batch of BBA and BCA students. A mini carnival is organized by the immediate seniors to make the fresher's comfortable in the new environment.

Navtarang An annual undergraduate fest encompassing the color, vivacity and enthusiasm of youth. It's an inter college competition of various events like War of Bands, Creative Writing, Group Dance, LAN Gaming, Digital painting, Photography, Group Mime Fashion show etc. It is a fiesta where creativity, passion and imagination take wings.

Semester A semester is of 16 weeks. There is a Monsoon Semester (August-December) and a Winter Semester (February-May).

Visiting faculty Visiting faculty are invited on the basis of their eminence and expertise, from local, national or international academic circles. They are invited to be part of the faculty for various time periods ranging from a few days to more than a semester.

EXECUTIVE SUMMARY

I.T.S - The Education Group under Durga Charitable Society, established its first campus at Mohan Nagar, Ghaziabad in 1995. The Group has been committed to its vision of creating a thinking professional order. The Institute started with Post Graduate Diploma in Management (PGDM) as its flagship program and thereafter added MCA (Master of Computer Applications), MBA (Master of Business Administration), BBA (Bachelor of Business Administration) and BCA (Bachelor of Computer Applications) courses to its portfolio. I.T.S is one of the few B – Schools in the region to be awarded ISO 9001:2008 certification.

The Group's mission statement delineates the Institution's distinctive characteristics as well as its vision for the future. The Group believes in partnering with the community and relies on the innate capabilities of its faculty, supporting staff, students, alumni and the patronage of the corporate world, in building the Institution's academic excellence and integrity. The emphasis at the Institute is on the need to create sustainable and effective linkages between access to and success to higher education.

Strengths

The Group has climbed up the ladder of growth in a very short span of time. The first programme (Post Graduate Diploma in Management) was launched in the year 1995. Subsequently various undergraduate, postgraduate and research programmes have been introduced. There are, at present, 7 undergraduate, 7 post graduate and a research programme run by the group in four different campuses under the affiliation of various universities. The group has strength of 700 full time faculty members and around 8000 students enrolled in different courses.

The foundation of undergraduate courses in the Mohan Nagar Campus was laid in the year 1996 with a mandate of providing Management and IT education of the highest quality and to become a centre of excellence in value based education, training, research and consultancy. As a commitment towards its vision, mission and objectives, the Institute has made a constant endeavour to further improve its teaching methodology so as to equip students with knowledge that keeps them abreast with the growing needs of the corporate sector and helps them to meet their expectations.

The Institute believes in the holistic development of its students with their active participation which instills in them professionalism, the ability to work hard, take decisions and develop high thinking. The students are also exposed to all aspects of the economy and to its various facets like environment, social values, social responsibility and human value system. The undergraduate academic programmes (BBA & BCA) at the Institute attempts to foster an interdisciplinary environment between disciplines and between academia and the world of practice. These programmes encourage the students to reflect, rethink and be sensitive to social and political realities.

The Institute has a distinct perspective on the teaching - learning process. It focuses on the development of an ethos that integrates the quest for knowledge with the experiential and the practical via the medium of discussions, interactions, dialogue and intensive field engagement. Courses are designed to foster critical thinking and develop a climate of conceptual self – questioning so as to inculcate a spirit of rational enquiry among its students. In addition to the university prescribed course curriculum, the Institute offers value added courses to all the students of BBA and BCA courses in collaboration with an external educational agency of repute.

The best of academic resources including the latest technologies are used in the classroom and students are provided with the relevant skills that match globally accepted standards of excellence. The Institute is cognizant of the challenges that students from diverse backgrounds face and thus it attempts to address their struggles in a sustained way.

Adopting an assessment system and evaluation model that encourages alternative teaching – learning processes has been instrumental in bringing about application based study. The assessment system being thorough in approach makes student ready for corporate working environment. International travel is just one of the many experiences available to students under the study abroad tour program.

Structured and systematic processes exist for introducing changes in the existing pedagogical methods. The development of curricula by respective faculty members is done by taking extensive references from different disciplines across the country and abroad. The Institute also has formal mechanisms to obtain feedback from students for course delivery and support system.

The Institute has worked towards providing a congenial atmosphere for teaching – learning. The campus is centrally located and is easily accessible by public transport. The Institute considers the provision of a comfortable workspace as a necessity and towards this end provides a climate – controlled environment to the working staff and student community. The Institute has provided individual workstations and desktops/ laptops to all faculty members. Classrooms are well equipped with the latest technologies and there is extensive Wi – Fi connectivity on campus, supplemented by ten large computer labs that also host several courses.

The print and online resources in the Institute library have been built around requisitions given by the faculty in order to cater to the specific nature of the courses designed. The library is also well equipped in general referencing resources and fiction reading. The online resources of the library have been enriched through membership of various online databases.

The Institute has made concerted efforts to focus on the well being and mentoring of its students. This has been pursued as one of the core elements of its institutional philosophy. Tutorials and mentoring process are an integral part of students' experience in the Institute. Specialized personality development sessions and career counseling sessions are being offered to provide career related guidance and support to students. The dedicated Placement Cell of the Institute specifically takes care of the placement needs of the undergraduate courses. Specialized French Language classes are offered to the students of the undergraduate courses. Scholarships, Fee Waivers (full and partial) are the two modes through which students are financially supported. Sensitization workshops / sessions are organized to prevent ragging and create a gender- sensitive campus. The Institute has a vibrant extracurricular environment driven by student and faculty initiatives.

Weaknesses

While the Institute strives to deliver on its vision of equality and social justice combined with excellence, there are significant limitations particularly in catering to the needs of physically challenged students. Although the courses are delivered at the Institute through the best global theories and practices but still the Institute has so far not been able to attract international students.

Despite the fact that library resources of the Institute are sufficient enough to support the research requirements of the student community but still the students at undergraduate level are not inclined towards pursuing research in their area of interest. This is also a reason for not having large number of senior faculty members for teaching undergraduate students as they prefer to teach post graduate students.

Currently, the Institute offers only two undergraduate courses in the campus but more diversity can be brought in by increasing the number of other professional undergraduate courses. Also, the space in the camps is also a limitation and probably more space for as larger campus can be explored for providing various other value addition services to students.

Opportunities

BBA and BCA being professional courses offer unprecedented opportunities for the students and Institution at large. The options available to the students after completing their undergraduate course helps them in placing themselves suitably either in the corporate world or in the field of higher studies. The Institute as per its vision statement inculcates a thorough professional order by including and providing various additional activities and learning environment to the students.

The economy is also looking in for skilled people, which further gives an impetus to the demand for the courses. Considering the demand for professional courses amongst the students, the possibility of including various other professional courses can also be explored. At present teaching has become one of the sought after professions hence, there is a potential to attract trained faculty for taking up specialized courses.

The Institute has an Entrepreneurial Cell which develops entrepreneurial skills of the students through various certified training sessions. In the future, the prospect of introducing short term courses can also be ventured into as these workshops have helped students in developing their skills to a great extent.

Challenges

The creation of a learning atmosphere which addresses the needs of both advanced learners as well as students struggling to meet the academic requirements of the courses has not been easy. Several students require support to make the transition from the language they grew up with to English, which is the medium of instruction at the Institute.

With large number of Institutions of the affiliating university located in the close vicinity, attracting best quality of students with strong academic background is of prime importance.

The vision of balancing knowledge dissemination with knowledge production is at a stage that requires serious self reflexive scrutiny by the Institute. Translating commitment to interdisciplinary into pedagogic pursuits and the day to day practices of the Institute is an onerous task, which rests on evolving structures that proactively enable interdisciplinary and make it work in the envisaged manner. The processes that have been initiated in this regard have to mature and structures have to be evolved to institutionally anchor interdisciplinary provisions.

PROFILE OF THE COLLEGE

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	Institute of Technology and Science	
Address :	Mohan Nagar, Delhi Meerut Road	
City : Ghaziabad	Pin : 201007	State : Uttar Pradesh
Website :	Uttar Pradesh	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Sujata Khandai	O: 0120-2811110	8447744076	0120- 2811113	principal.ug.mn@its.edu.in
Vice Principal	Dr. Soumendu Bhattacharya	O: 0120-2811190 R:	8447744064	0120- 2811113	vice_principal_ug_mn@its.edu.in
Steering Committee Co-ordinator	Ms. Bhavna Bhardwaj	O: 0120-2811165 R:	9818108175	0120-2811113	bhavnabhardwaj@its.edu.in

3. Status of the Institution:

Affiliated College

Constituent College

Any other (specify)

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By Shift

i. Regular

ii. Day

iii. Evening

5. It is a recognized minority institution?

Yes

No

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: 22/11/1996.

b. University to which the college is affiliated /or which governs the college (If it is a constituent college) Chaudhary Charan Singh University, Meerut

c. Details of UGC recognition:

Under Section	Date, Month & Year	Remarks(If any)
i. 2 (f)	14-05-2003	
ii. 12 (B)	14-05-2003	

(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.)- **Not Applicable**

Under Section/ Clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year	Validity	Remarks
i.				
ii.				
iii.				
iv.				

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:

b. for its performance by any other governmental agency?

Yes

No

If yes, Name of the agency and

Date of recognition:

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

Location *	Urban
Campus area in sq. mts.	8255.62 sq.mts.
Built up area in sq. mts.	5654.54 sq. mts

(* 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

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
1	Under-Graduate	BBA/BCA	3 Years	Class XII Pass with 45% Marks	English	BBA-360 BCA-360	BBA-306 BCA-221
2	Post-Graduate						
3	Integrated Programmes PG						
4	Ph.D.						
5	M.Phil.						
6	Ph.D						
7	Certificate courses	Oracle Certification in ERP & Database overview (Business Analytics, Finance, Sales & Marketing)	100 hrs.	BBA/ BCA – I Year	English	All Students of II Year	All Students of II Year
		Elementary French language-equivalent to elementary level A-1	40 hrs	-	English and French	Students of all semesters	BBA- 40 BCA- 44
8	UG Diploma						
9	PG Diploma						
10	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

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

Yes	<input type="text"/>	No	<input checked="" type="checkbox"/>	Number	<input type="text"/>
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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 (eg. Physics, Botany, History)	UG	PG	Research
Science				
Arts				
Commerce				
Any Other (Specify)	1) Management 2) Engineering & Technology	<input checked="" type="checkbox"/>		

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, and 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).....

and number of batches that completed the programme b.

NCTE recognition details (if applicable)

Notification No.:

Date:

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

If yes,

a. Year of Introduction of the programme(s).....

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date:

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	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruite</i>										
<i>Yet to</i>										
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>		01			13	19	09	01	04	
<i>Yet to</i>										

*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.		1			2	1	4
M.Phil.					2		2
PG					09	18	27
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG (Visiting)	3						

22. Number of Visiting Faculty /Guest Faculty engaged with the College. 10

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

Categories	Year 1 2011-12		Year 2 2012-13		Year 3 2013-14		Year 4 2010-11	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	19	05	14	04	18	05	14	02
ST	01	00	01	00	00	01	01	00
OBC	97	24	125	23	103	28	76	19
General	262	96	259	97	269	103	250	123
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 located	383				
Students from other states of India	144				
NRI students	0				
Foreign students	0				
Total	527				

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

UG

0.96%

PG

26. Unit Cost of Education

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

(a) Including the salary component

Rs. 76035.00

(b) Excluding the salary component

Rs. 48209.00

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.

c) Number of programmes offered

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

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered <30:01

29. Is the college applying for

Accreditation : Cycle 1

Re-Assessment:

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

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.

179

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

145

33. Date of establishment of Internal Quality Assurance

Cell (IQAC) IQAC

(dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i)

AQAR (ii)

AQAR (iii)

AQAR (iv)

35. Any other relevant data (not covered above) the college would like to include. (Donot include explanatory/descriptive information)

CRITERION I

CURRICULAR ASPECTS

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.

Vision

Creating a Thinking Professional Order

Mission

To make incessant endeavour to create learning process in response to continuously changing managerial paradigms.

Objectives

- ✓ Generating new learning techniques
- ✓ Improving teaching-processes
- ✓ Expanding the information technology capacity
- ✓ Strengthening the industry-interactive network
- ✓ Facilitating professional practitioners in searching their potential
- ✓ Inculcating team spirit among the learners

Vision, mission and objectives are communicated to the students, teachers, staff and other stakeholders as discussed below-

Communication to Students-

Vision, mission and objectives are communicated to the students by displaying them in the classrooms, at the reception area, throughout the campus, labs, libraries, auditoriums, seminar halls etc. so that wherever students are going they can see them and inculcate them in their daily habits.

Communication to Teachers-

Vision, mission and objectives are communicated to the teachers by displaying them in the faculty area, cabins of the faculties etc.

Communication to staff members-

Vision, mission and objectives are communicated to the staff members by displaying them in the common area and their place of work, where they can see it and try to adhere with them all the time.

Communication to other stake holders-

The vision, mission and objectives are circulated to all the stakeholders by making them accessible in the form of I.T.S brochure. At the reception area, all these are displayed clearly so that all the visitors, whenever they came to the Institute could see it clearly.

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).

In order to deliver the course curriculum in an effective manner the Institute has designed an action plan and has adopted specific measures for ensuring that the same is implemented for bringing in the desired results.

Through Course Committee: The Course Committee, comprising of Course Chairperson and Year Coordinators is responsible for conducting the respective course in a planned manner. Accordingly, there is a system of:

1. **Preparing an Academic Calendar** before the commencement of each academic session.
2. **Designing of a Course Module** by the respective faculty member taking up the subject. The module contains all the details with respect to lecture plan, recommended readings, and case studies, objective of the course, evaluation criteria and assignment details.
3. **Academic Daily Reports** wherein the faculty member provides the details of lectures taken on any particular day.
4. **Student Feedback** for monitoring the course delivery in the class. The feedback of students is taken by two different ways one is online, objective feedback and the second is subjective feedback.
5. **Meetings with class representative** at regular intervals. These meetings are very helpful as they help students to put across their points of concerns and it also helps the management in taking up remedial measures.

Infrastructural and Technological support: The Institute is well equipped with the latest infrastructural facilities, duly supported by a professionally qualified staff. Classrooms with high end teaching aids like smart boards and LCD projectors, ten computer labs, a well stocked and networked library, auditorium and seminar halls, wi – fi enabled campus, sports complex etc., create an ambience conducive to academic activities and overall development of students.

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?

The Institute provides a requisite support to its faculty members for further improvising teaching practices.

- The University has provided detailed syllabus of each subject and the minimum number of sessions required in a particular unit is also mentioned.
- The University has clear instructions for all its academic and non academic endeavours and all related communications are fully taken care of by the authorized staff members.
- The Institute promotes the faculty members to participate in various conferences, seminars and Faculty Development Programmes.
- Various faculty development programmes and conferences are organized in the Institute as well for the faculty members.
- The faculty members are also encouraged to get their work published in the good international and national journals and the first and second authors are also awarded for their publications.
- Faculty members are provided with the facility of subscribing newspapers and Magazines to the amount of Rs. 2000 per month for upgrading their knowledge.
- Throughout the campus, faculty members are provided the LAN facility.

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 has taken a professional approach in every possible way for effective delivery of the curriculum as discussed below-

Preparation of Course Modules - Before the commencement of the session, the faculty members are asked to prepare a course module for their respective subject. The module contains the detailed lecture plan that shall be followed by the faculty for delivering their course in 36 lectures. The faculty is required to specify the details like - case studies, assignments, syllabus of the respective subject, other activities etc in the course module itself.

Projects and Assignments- The assignments include- development of case studies, solving the case studies within the class, preparation of presentations, surprise test etc. The performance of students in these projects and assignments is one of the important criteria for their internal marks.

Personality Development Sessions (PDP) - The classes of the PDP are organized for the students along with the main core classes. The focus of these classes is to improve their overall personality by given them inputs on – body

language, communication skills, English conversation, presentation skills and many more which directly or indirectly relate to their overall presentation.

Value Added Courses- The Institute provides a value added course in collaboration with an external agency of repute and recently the Institute has collaborated with Oracle University. The course is in the form of two modules each of 50 hours duration. The first module is a foundation course in **R12 and SQL** and the second module is a specialization part in the field of **Marketing/ Finance/ Business Analytics**.

Foreign Language Course- The students are provided with an opportunity to learn French, a globally accepted business language. This one year course is a certified programme, taught by eminent faculty from Alliance Française.

Industry Visits- The students are regularly taken for industry visits and as per the prevailing schedule a minimum of one industry visit is organized for each semester. Some of the companies visited in the past include **Yakult, Mother Dairy, Bisleri, Parle G, Pepsico etc.** During these visits students get a firsthand experience of corporate working and are able to relate their theoretical learning with the practical work environment.

CEO talks and Guest Lectures- Guest lectures and CEO talk sessions are regularly organized and as per the prevailing rule, a minimum of two CEO talk sessions have to be organized for each batch in an academic year (i.e. one session per semester) and guest lectures are generally organized for all the subjects in a particular semester. During these sessions, students get an opportunity to interact with the corporate personnel personally and learn from their experiences as per their respective functions. Some of the eminent speakers over the years include:

- **Mr. Sumit Chadha, Senior Vice President, Citibank**
- **Mr. Ajay Chaturvedi, Founder and Chairman –Harva, a social entrepreneur and winner of various accolades like – CNN IBN Youth Icon / Young Indian Leader of the year 2011.**
- **Mr. David Wittenberg, CEO of The Innovation WorkGroup.**

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

The networking of the Institute with the beneficiaries like - Industry, Research Bodies and the University is done in the following manner:-

Institution and Industry Interaction- The interaction with the Industry Personnel is done at regular intervals to provide students with a practical learning environment where they can relate their theoretical learning with the prevailing corporate work environment and processes. This is done through two ways: 1) Industry Visits, 2) Guest Lectures and CEO Talk Sessions.

Students are taken regularly for industry visits wherein they are apprised with the production/ sales/ HR policies and strategies of the industry. In the past, students have visited- Yakult, Parle G, Mother Dairy, Mohan Meakins etc.

A provision of guest lectures and CEO talk sessions has been devised wherein guest speakers from the industry are invited for addressing students on almost all subjects, of any particular semester.

Institution and Research Bodies Interaction- The Institute has a research committee comprising of a chairperson and a team of faculty members. The role of the committee is -

- To check the substance of the paper which goes out for publication, check its feasibility and ask for rectification if any.
- To keep the faculty members motivated for writing good research papers
- To circulate and inform the faculty members about conferences and seminars conducted in different places so that they get the information timely and prepare accordingly for it.
- To help the researchers in getting the information from other sources.
- To organize various FDP's (Faculties Development Programmes) for making enhancement in the teaching aids.

Institution and University Interaction- The Institute is in direct contact with the University for effective implementation of the course curriculum. It is done through following ways-

- By actively participating in course development/syllabus formation for various courses.
- By attending all university meetings in the university itself.
- By strictly adhering to the rules and regulations as laid down by the University.
- By following the deadlines set by the University for effective functioning of the curriculum.

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 Institute has no role in the development of the course curriculum of the university. However, the faculty members of the Institute are involved in the correction work of university examinations and setting up of university examination question papers.

Within the Institute there is an adequate provision of taking feedbacks from the visitors, students for further improving the existing systems.

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.

Yes, the Institution offers specialized courses in the area of Financial Planning, Marketing and Information Technology. These courses are provided in association with external agencies of repute. In the past we have had associations with **NIS-SPATA, ICOFP, NIIT and HCL Learning etc.**

In consonance with the prevailing corporate trend we have recently **collaborated with Oracle University** for the batch 2013 - 2016. The entire duration of the course is 100 hours, comprising of two modules of 50 hour each. The first module covers - **Oracle R12 and SQL** for BBA and BCA courses. The second module is a specialization part in the area of **Finance/ Marketing/ Business Analytics**.

The details pertaining to the delivery of these courses are as follows:-

Assessment Criteria - These courses are of 100 hrs. Evaluation is being done twice, i.e. – after completion of 50 hrs. The students are assessed on the basis of their performance in Multiple Choice Questions (MCQ's).

Curriculum Design - The curriculum for these courses has been designed by Oracle academic team in consultation with area specialists from the I.T.S. The curriculum is customized as per the requirements of students.

Mode of Delivery – These courses are imparted through lab exercises and lectures by the faculty of concerned agency. The soft copy of course content and study material is provided by the University.

Certification– On completion of the programme the students shall be awarded with a certificate jointly by the Oracle University and I.T.S.

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

The Institute has adopted various ways and means through which it ensures that the stated objectives of curriculum are achieved in the course implementation. Primarily, the faculty members are required to design a comprehensive course module which contains all the details like lecture plan, university syllabus, assignments, case studies etc. Also, the faculty members are required to fill in the details of the lectures taken by them on daily basis. Based on this report an academic daily report is generated which is circulated amongst the concerned i.e. the Principal, Course Chairpersons, Year Coordinators. This report helps them in keeping track of the extent of course coverage in the class and its concurrence with the course module.

Some other initiatives taken in the form of class activities are:

Assignments- Students are given practice assignments which they have to solve on their own. These assignments include, solving the questions as given to them, to find out the answers of the case studies circulated to them etc.

Presentations- Students are asked to prepare a presentation and are required to give it in their class to their classmates. The topic of the presentation may either be of student's own choice or at times the concerned faculty member taking up that subject may give the topic of his/her own choice. This exercise helps them in developing their presentation skills and also increases their level of confidence.

Case Studies- In every subject case study methodology is used to give students a practical insight of the subject. The case is presented by a faculty and then the students are asked to discuss the same. This activity provides brain storming session to the students and develops their analytical skill while looking for a solution.

Internal Examinations- Internal examinations for the students are conducted thrice in a semester, Ist Internals, IInd Internals and IIIrd Internal. Ist Internal exam is conducted at the beginning of the session and is a descriptive paper where student have to write the answer as per the questions asked. IInd Internal exam is Multiple Choice Question (MCQ's), where students have to mark correct answer out of the option available and is assessed accordingly. IIIrd Internal exam is the final descriptive exam for particular semester where the complete course is covered. All the papers are designed on the basis of university exam question paper pattern.

Student Co-ordinators for various Clubs/Societies- Various Clubs and Societies have been created like- Literary Club, Library Club, Entrepreneurship Development Cell, Sports Club, Fine Art Club, Social Service, Theatre Club etc. Every Club is run by student coordinators with the help of the faculty coordinators associated with them. Every student is asked to join one or the other club membership as per their interest and liking so that they get a suitable platform to organize the activities for themselves.

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 details pertaining to certificate and skill development courses offered by the Institute are as following:

Value Added Course: The Institute offers a certificate course in

collaboration with Oracle University. The course is divided into two modules of 50 hours each. The first module is a foundation course covering areas like R12 and SQL and the second module is a specialization course in the fields of Finance/ Marketing / Business Analytics. At the end of the course the students shall be awarded with a joint certification of Institute and Oracle University. The details of the courses are mentioned below-

- **Assessment Criteria** - These courses are of 100 hrs. Evaluation is being done twice, i.e. – after completion of 50 hrs. The students are assessed on the basis of their performance in Multiple Choice Questions (MCQ's).
- **Curriculum Design** - The curriculum for these courses has been designed by Oracle academic team in consultation with area specialists from the I.T.S. The curriculum is customized as per the requirements of students.
- **Mode of Delivery** – These courses are imparted through lab exercises and lectures by the faculty of concerned agency. The soft copy of course content and study material is provided by the University.
- **Certification**– On completion of the programme the students shall be awarded with a certificate jointly by the Oracle University and I.T.S.

Personality Development Programmes- The faculty members and the experts from the corporate take up these sessions in order to focus on the areas which help the students to develop their overall personality and presentation like- how to carry oneself?, body language, communication skills, language development etc.

Entrepreneurship Development Programmes- An Entrepreneurship Development Club by the name of 'Lakshya' has been created to develop India's next generation innovators, entrepreneurs and change makers. E-Club promotes students to live up their passion and develop excellence in it. It helps students to acquire necessary knowledge and skills, so that they can translate their vague ideas into a vibrant business proposal. This Club has invited people from the corporate and training organizations to impart training to the students so as to harness their potential and entrepreneurial skills. A workshop was organized on "**Entrepreneurship Development**" in association with NIESBUD an autonomous body of MSME (Government of India) for B.B.A & B.C.A students from 16th to 30th September 2013. At the end of the session, a participation certificate was issued to all the participants.

Career Development Programme- A Career Counseling Cell has been created for the students to facilitate them in their placements. Inputs are given to the students on topics like- how to prepare yourself for different entrance exams, how to prepare for G.D, tips for cracking the interview, presentation skills, opportunities available for further studies after graduation, job placement opportunities in the market, how to harness their skills etc.

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

No, the programme as offered by CCS University, Meerut does not provide for 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 provision pertaining to academic flexibility and other related matters are provided as per the rules and norms of the affiliating university CCS University, Meerut.

The specific answers pertaining to the above mentioned areas are provided as follows:-

- The affiliating university does not offer any core or elective option.
- The affiliating university does not offer any such choice based credit system and range of subject options.
- As per the courses offered by the university the faculty members are required to prepare Course Modules so as to inform the students about the course curriculum.
- The affiliating university does not offer any credit transfer and accumulation facility.
- The affiliating university does not offer any such lateral and vertical mobility within and across programmes and courses.
- The college is running following enrichment courses :-

Value Added Course: The Institute offers a certificate course in collaboration with Oracle University. The course is divided into two modules of 50 hours each. The first module is a foundation course covering areas like R12 and SQL and the second module is a specialization course in the fields of Finance/ Marketing / Business Analytics. At the end of the course the students shall be awarded with a joint certification of Institute and Oracle University.

Personality Development Programmes- The objective behind this programme is to help the students in their overall grooming and personality development.

Entrepreneurship Development Programme- The objective behind this programme is to expose the students to various entrepreneurial ventures and options.

Career Counseling Sessions- The objective behind these sessions is to prepare the students for the corporate world by giving them tips and practical exposure through workshops for facing the interview, participating in GD's and all.

French Language course- The objective behind this programme is to give the students an additional knowledge of the other language other than English and Hindi.

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.

The Institute offers two undergraduate courses BBA and BCA, both the courses are self financed with an affiliation from Chaudhary Charan Singh University, Meerut.

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 Institution believes in overall growth and development of its students by offering something extra beyond the prescribed university curriculum. Some of the programs being offered are:

French Language Courses

The Institution trains the students in French Language which widens the scope of job opportunities available to them. Students are encouraged and motivated to enrol for this one year course, delivered in the campus by a trained faculty member from Alliance Francaise. At the end of the course, students need to qualify an exam and thereafter they are awarded with a qualifying certificate.

Value Added Course by Oracle University

In order to give an edge to our students over others, the Institute offers a certificate course in collaboration with Oracle University. The course is divided into two modules of 50 hours each. The first module is a foundation course covering areas like R12 and SQL and the second module is a specialization course in the fields of Finance/ Marketing / Business Analytics. At the end of the course the students shall be awarded with a joint certification of Institute and Oracle University.

Personality Development Sessions

Personality development sessions focus on overall grooming of the students and prepare them well before taking a final plunge into their corporate lives. Group and individual sessions are conducted at regular intervals to keep the students up to date. Session on stress management, time management, confidence building etc is conducted as a part of personality development programs.

Career Counseling Sessions

Career counseling sessions are organized for second and final year students of BBA/BCA so that they can take the correct and thoughtful decision at this crucial juncture of their lives. Sessions on effective tips for resume writing, interview preparation etc. are very well appreciated by the students.

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?

No, the affiliating university does not provide BBA and BCA courses through Distance Mode of Education.

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 programs and Institution’s goals and objectives are integrated?

The course curriculum is followed as per university guidelines. In order to ensure quality and enforce impactful learning, various pedagogical techniques are used the details are as following:

Guest Lectures: The university curriculum gives student theoretical knowledge about the concerned subjects. In order to give them a practical exposure of the industry and apprise them about the challenges they might face at the workplace, speakers from industry are invited to the campus to

interact with the students.

Industry visits: Industry visits are organized to provide an understanding of different industrial sectors and their theoretical knowledge to real life situations. Some of the companies visited include: Yakult, Mother Dairy, Bisleri, Parle G.

CEO Talk: Eminent personalities from the corporate world are invited to the campus to share their experiences with the students which is an inspiration for the students who wish to start their own ventures.

Case study coverage: Pertaining to subject being taught, minimum two case studies are discussed to make the students understand the practical application of the subject being taught. To ensure that, real life case studies are discussed as a part of classroom teaching.

Projects and Assignments: Projects and assignments are an integral part of the learning process and have considerable weightage during the internal marks evaluation process. Practical problems related to the subject being taught are given as a part of these projects or assignments.

Presentations: Students in small groups prepare and give presentations. The objective of this activity is to make the students understand and experience the challenges associated with group responsibility, collective decision making and teamwork.

Tutorials and Discussions: Tutorials are organized in small groups in order to solve problems related to the subject and also discuss any other topics beyond the specified university curriculum. They act as a platform for students to solve their problems which they are unable to address during lectures.

Smart Board sessions: Lectures at I.T.S are always quite interactive. In order to make the classes more interesting and tech-savvy, the concept of smart board classes has been introduced.

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 undergraduate courses, BBA and BCA, offered by the Institute are professional courses and therefore the Institute takes all the necessary steps in imparting the course curriculum as per the industry needs. Some of the major initiatives in this direction are:

Value Added Courses: The Institute has been imparting a value added course module for last six years. This course is a value addition to the regular course

curriculum and is delivered by an external agency of repute like **Oracle University, HCL Learning, ICOFP, NIIT etc.** The structure of the course is designed as per the prevailing corporate requirements so that students are well versed with the technical work environment and needs of the industry. Currently, this course is being imparted in collaboration with Oracle University.

Guest Lectures and CEO Talk Sessions: The Institute invites eminent corporate personalities to the campus for sharing their valuable experience and during this course a practical exposure is imparted to the students.

Industry Visits: Students are taken regularly for industry visits wherein they are apprised with the production/ sales/ HR policies and strategies of the industry. In the past students have visited – **Yakult, Parle G and Mother Dairy etc.** Such visits give them an insight of the corporate working.

Personality Development Sessions: The classes of the PDP are organised for the students along with the main core classes. The focus of these classes is to improve their overall personality by given them inputs on – body language, communication skills, English conversation, presentation skills and many more which directly or indirectly relate to their overall presentation.

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 Institute ensures to integrate issues such as gender, environmental education, Human Rights and ICT into the curriculum by enforcing the following practices:

a. Gender

The proportion of girl students for both Computers and Management streams is preponderant. Central location, safe atmosphere and complete absence of gender bias in academic as well as extra / co-curricular activities are some of the factors which make the environment conducive for of girl students.

a. Environmental Education/Climate Change/Human Rights

Both the teaching and non-teaching staff has been instructed to admit the students, who are disadvantaged in any way. The Institute provides prescribed text books free of cost to the students of economically weaker sections through the Students Aid Fund. The Institute also gives financial assistance to them. A special scholarship is given to a student with outstanding merit in academics. As an Institution, we have some goals under this head:

Goals:

1. To impart value -based education to the students.

- 2 To bring educational opportunities within the reach of the under-privileged section of society.
- 3 To encourage the students to aspire for higher achievements and help them unleash their latent abilities and realize their cherished goals.
- 4 To ensure participation of the students in co-curricular and extra-curricular activities for their balanced development.
- 5 To generate academic environment for enabling the students to mould their personalities by imbibing moral values, professional competencies and the spirit of fair competition.
- 6 To create among students and the teaching and non-teaching staff a sense of pride in belonging to the Institution so that all of them converge their energies for the progress of the Institution.
- 7 To ensure justice and fair play in all academic and non-academic matters affecting the students and the staff.
- 8 To stimulate the teachers to continuously enrich their knowledge for the benefit of their students and for the well-being of society.
- 9 To provide infrastructural facilities for the benefit of the students and for the social development of the local community.

The affiliating University syllabus contains a subject on environmental studies for BBA and BCA I year students. It is a qualifying paper wherein students learn environmental concepts and are sensitized towards environment related issues and concerns.

b. ICT

The Institution has well-equipped classrooms to facilitate the use of modern gadgets. There is a newly renovated conference room where seminars are organized for the enlightenment of the students. There is a spacious and well-lit Library, well equipped with computers and internet connectivity. The library adds to its stock the latest books recommended by the faculty members. The library also subscribes to a number of journals and has a rich stock of CDs. The students are encouraged to use these knowledge resources to enrich their understanding of different subjects.

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 Institute firmly believes in the holistic development of students and in order to equip them with the corporate trends, various enrichment programs in terms of moral, ethical and community oriented programs are included as a part of Institute activities.

Moral, Ethical Values and Community Orientation Institute has a Social Service Club which organizes social drives time to time which help students to cultivate moral, ethical and community orientation values within themselves.

Employable and Life Skills The Institute has collaborated with external agencies of repute like HCL and Oracle to design comprehensive curriculum for students. This value added course helps in grooming the skills and imparts knowledge beyond the university course curriculum.

Better Career Options A specific Career Counseling and Placement Cell has also been established in the Institute to create career awareness amongst students and guide them for better career options.

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

The feedback from various stakeholders like parents of students and companies visiting campus for placement is taken in an informal manner. This feedback/ suggestions are further discussed with the upper management people and depending upon the feasibility of the proposition the same is incorporated for further strengthening the course. Some of these suggestions that have been incorporated are:

I Value Added Course Module: This course helps in providing students with a specialized knowledge in the areas like retail marketing, financial planning, .net, php android etc. These courses are imparted in collaboration with the external agencies of repute. Currently, for imparting this course, the association is with Oracle and in the past the association has been with HCL, NIIT, ICOFP.

II Career Counseling Sessions: The career counseling sessions are organized both in group as well as for an individual student, on need basis. These sessions help in guiding students towards various career options available to them after completing their under graduate degree course.

III Guest Lectures and CEO Talk Sessions: These sessions are organized for providing students with an exposure of corporate working environment. The speakers from the industry share their experience and provide a valuable insight.

IV Personality Development Sessions: This program encompasses sessions

of boosting one's confidence, improving communication skills, learning etiquette and manners. These sessions help students in imbibing the qualities of positivity, liveliness and grace which aims in the overall grooming of the student.

The inclusion of the above-mentioned programmes has improved the overall standard of students and this is quite visible in the placement records of the Institute.

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

To monitor and evaluate the quality of our enrichment programmes like Guest Lecture, CEO talks, Industry visits, PDP and Career Counseling sessions etc., a mechanism has been devised wherein the class representative of a particular section meets the faculty year coordinator, course chairperson and Principal UG campus, at regular intervals. The frequency of meetings with the year coordinators is more than with the Chairperson and Principal. During these meetings students are asked to give their inputs and feedbacks of the sessions and programmes organized for them.

Apart from this, the Course Chairpersons and Coordinators monitor the attendance of students in these programs and the performance of students in these value added courses is also evaluated for checking the extent of value addition in students.

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 Institute does not have any prescribed role in the development and design of the university course curriculum. However, the pedagogical methods adopted for course delivery, play a significant role in maintaining the academic quality and in enriching the curriculum as per the upcoming corporate trends. The methods adopted are:

Innovative and practical oriented Lectures: Innovative lectures sessions introduce concepts, issues and also moderates the exchange of views.

Tutorials: The tutorials with small class sizes, take up application oriented issues, solving problems, case studies and discussions on issues concerning various topics. Tutorials are also used as a platform for intensive discussions on course work which forms the basis of final assessment.

CEO talks/Guest Lectures CEO Talk Sessions: Eminent personalities from corporate world are invited to the campus for sharing their valuable experience and imparting practical exposure to students.

Study Abroad Tour: One cannot confine to one's own shell as globalization continues to play a pivotal role in business transactions and communication. Tomorrow's business will require global citizens who are able to compete in an increasingly global interdependent society. With a belief in this ideology, a study abroad tour is introduced as an optional activity for students. The tour is conducted annually. Such a tour helps in creating an international awareness and cultural sensitivity along with academic brilliance and sharp business acumen.

Industry Visits/Boot Camps Industry: It provides proper understanding of the industrial sector and relates theoretical knowledge to real life situations. Boot Camps helps students to develop skills like leadership, courage, risk taking abilities team building etc.

Projects and Presentations: By working in small groups for developing and making presentations, participants experience the challenges associated with group responsibility, collective decision making and persuasive communication

Career Counseling: An approach towards bringing out the best in our students, I.T.S. – U.G. Campus strives to establish an effective correlation between the internal psychology of the candidate with the external factors of employability and courses by Career Counseling. Students are encouraged to verbalize their expectations and work towards its attainment. A training session is conducted to focus on the inborn qualities and to share additional knowledge on ways and means of exploring these qualities.

PDPs: Personality development sessions at I.T.S work towards enhancing and grooming students' outer and inner self so as to bring about a positive change in personality, which in turn helps in a positive change in life.

Mentoring: Today's younger generation is striving to strike a delicate balance between career, society, family and peer pressure. The faculty mentor serves as an objective confidant and advisor with whom the mentee may discuss work-related and other concerns related to career development and planning.

Value Added Courses: I.T.S covers the entire spectrum of education, learning and training needs. Initiatives at I.T.S are driven through passion, innovation and imagination to create learning interventions that is engaging, effective, and rewarding. The intent at I.T.S is to

make the teaching and learning process purposeful and relevant. To achieve this objective, I.T.S provides value added courses which help in grooming the skills and impart knowledge beyond university course curriculum. I.T.S has collaborated with external agencies of repute to design comprehensive curriculum for students. The pedagogy encourages the use of rich visuals and animations in the course material, and provides scope for a consistent interaction between the teacher and the students.

French language Course: With a view to enhancing the value addition of students at I.T.S, and to improve quality of education, French language course has been introduced. This one year course is a certified program, taught by an eminent faculty, qualified from Alliance Francaise. An ability to speak French and English is an advantage in the international job market.

Entrepreneurship Cell: I.T.S' committed towards its developmental initiatives constituted "Lakshya – The E cell", with NEN (National Entrepreneurship Network) - an initiative to unleash the entrepreneurial capabilities of the future generation The Cell cultivates and support entrepreneurial will and efforts of the students.

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?

The Institute organizes open feedback from the students of each programme on course structure, session plans, assessments and evaluation. However, for the curriculum, the Institute does not have a significant role, the decisions related to curriculum changes are taken by the affiliating university.

Informal feedback of the faculty members is also taken from students at regular intervals by Academic Quality Cell. The areas of concerns which figure out through these feedback sessions i.e. online and informal are communicated to the concerned faculty member for bringing in the desirable changes.

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.

During the last four years, the Institute has not introduced any new course/programme, offered by the affiliating university. However, considering the dynamic nature of the corporate environment the Institute covers the entire

spectrum of education, learning and training needs. One of the initiatives taken up by the Institute is an introduction of a value added course module. The course helps in grooming the skills and imparts knowledge beyond the university course curriculum. The Institute has collaborated with external agencies of repute to design comprehensive curriculum for students. The pedagogy encourages the use of rich visuals and animations in the course material, and provides scope for a consistent interaction between the teacher and the student.

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?

The admission related processes to the BBA and BCA courses of the UG campus are managed by an Admission Cell. The designated Cell takes care of all the admission activities and thereby maintains uniformity in the process.

The commencement of the admission process for the academic session is widely publicized through:

Advertisement in Regional and National Newspapers: The notification related to admissions is given in the leading newspapers of regional and national circulation. This notification is generally given thrice, during the months of May – August.

Announcements in group websites: The information of admissions is also given through the college website wherein the details pertaining to the courses, curriculum, fees etc. are available.

Admission brochures and leaflets: The details of the campus and courses are elaborately provided in the admission brochure. The brochure gives an insight of the pedagogy, value enhancers, courses, placement activities, eligibility criteria etc, of the campus. The leaflet gives an overview of various activities of the campus.

The transparency in the admission process is maintained through an exhaustive procedure that has been adopted in order to screen the students at different levels. The steps/ stages involved in the process are:

Eligibility Criteria: The BBA and BCA courses are affiliated to Chaudhary Charan Singh University, Meerut. The eligibility criteria, number of seats and the quotas as prescribed by the university norms are clearly articulated in the public domain through our Admission brochures and Website. The prospective student seeking admission to the undergraduate programs of the Institute should have cleared 10 + 2 level examinations or any other equivalent examination of CBSE or ICSE or any other recognized board with minimum 50% marks in aggregate.

Selection Procedure: The selection procedure adopted by I.T.S screens the students on the basis of marks obtained in class XII and X. Students who qualify for the above, need to appear for an extensive interview at I.T.S. The interview process is of an exploratory nature where the panel seeks out the strengths of each candidate.

The distinctive steps followed by the students, seeking admission at I.T.S, are:

- First of all, the student is required to fill the enquiry form, available at the reception.
- After filling up the enquiry form, the candidate fulfilling the minimum eligibility criteria undergoes a counseling session wherein he is apprised with the details of the programme and all his queries and concerns about the course, pedagogy etc are addressed during this session.
- The student interested in taking the admission, is advised to appear for the interview cum interaction session. Prior to the interview session the prospective student needs to fill up the application form, available at the reception.
- Thereafter, the candidate has to appear for an interaction session by a subject expert panel. On the basis of his performance the student is either recommended for the admission or is advised to come for a re – interview and in situations where the student appears to be disoriented or rowdy in nature, the application is rejected.
- The recommended student is provided with fee details and the mode of payment, at the reception desk. The student is given a time period of 2-3 days for depositing fees and this time period is extendable based on the request of the student.

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 undergraduate courses are affiliated to Chaudhary Charan Singh University, Meerut. The eligibility criteria, number of seats and the quotas are as per the University norms.

Prospective candidates seeking admission to the undergraduate programs of the Institute should have cleared 10+2 examination or any other equivalent examination of CBSE or ICSE or any other recognized board with minimum 50% aggregate marks.

The students are screened on the basis of marks obtained in class XII and X. Student who qualify for the above, need to appear for an interview cum interaction session at I.T.S. The interaction process is of an explanatory nature where the panel seeks out the strengths of each candidate and tries to match the profile of the prospective candidate to the course.

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 minimum percentage of marks, required for taking admission in BBA and BCA courses at I.T.S is 50% in XII standard examination and there is no limit for maximum percentage.

The minimum percentage prescribed by the University is 45% and other colleges use their own discretion for admitting students but by and large the minimum percentage criteria in other colleges is also 50%.

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?

The Admission Cell of the Institute reviews the admission process including student profile every year. Based on these reviews, significant steps have been incorporated in order to have students from diverse areas of Delhi – NCR. In order to enhance our reach amongst school students, a quiz competition is organized annually wherein we cover around 150 schools of Delhi – NCR. We have been organizing this competition since last four years and it has been observed that there has been a considerable enrichment in the profile of students.

This enrichment is in the area of quality of intake in terms of their academic performance in XII standard.

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 Institute has a set of guidelines for improving access to students from varied categories with due awareness of existing inequalities with respect to caste, gender, ability-oriented privileges, class, sexuality and race.

SC / ST: The Institute ensures admitting students to this category with a relaxation on minimum percentage criteria, as per the affiliating university norms.

Women: The proportion of girl students for both BBA and BCA courses is moderately balanced. Central location, safe atmosphere complete absence of gender bias in academic as well as extra / co-curricular activities are some of the factors responsible for the large number of girl students.

Economically weaker sections: The Institute upholds the ideal that no student should be denied education due to economic disadvantage. To stand by this ideal the Institute has implemented a partial fee-waiver policy by virtue of which we support students from economically weaker sections. The Institute provides prescribed text books free of cost to **the students of economically weaker sections through the Students Aid Fund.**

Outstanding achievers in sports and other extracurricular activities: The Institute has policies for encouraging achievers in sports to be part of the academic programmes. Students excelling in any sport or extracurricular activity are eligible for relaxation in the attendance and are also provided a professional coach.

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.

BBA

Year	Number of Applications	Students Admitted
2011	462	303
2012	485	313
2013	505	314
2014	503	307

BCA

Year	Number Of Applications	Students Admitted
2011	362	248
2012	378	255
2013	353	231
2014	328	225

As per the trend, shown in the table, it has been observed that there has been a marginal change in the number of students admitted in the last four years.

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?

Institute caters to the needs of differently-abled students and ensure adherence by adopting following policies

- Institute considers the student's socio-economic background before admitting them and students from economically weaker sections are granted fee waivers according to the needs-assessment. Scholarships are awarded at the time of admission in the following categories

1. **BBA and BCA I year**, based on their XII standard performance.
2. **BCA and BBA II and III Year**

Merit Awards

Performance improvement Award

All Rounder Award

Chairman's Top Ten Award

- Apart from regular sessions on **Career Counseling and Personality Development** for all the students focus is also on English language proficiency by arranging informal class sessions for students who are weak in English.

- **Tutorial sessions** are also organized for students who are weak in any subject.

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 admission procedure of the Institute for BBA and BCA courses takes care of these requirements for each and every student.

The students are screened on the basis marks obtained in class XII and X. Students who qualify for the above need to appear for an interview. The interview process is of exploratory nature. The panel seeks out the strengths of each candidate and examines the suitability of the prospective candidate to the course.

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?

Communication skills of students and their personality grooming are addressed through Personality Development Sessions. The course is geared towards encouraging students to develop their verbal and written skills. A system of faculty and peer mentoring is in place. Once the students facing problems are identified, the specific faculty mentors take up the task of continual engagement with the student and probable solutions outcome. During programme, under-performing students are identified and dealt accordingly. To bridge the gap special tutorial sessions are organized in parallel for the subjects like mathematics or programming. Career counseling cell is also active in addressing students need regarding their career or to cope with the programme.

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

The Institute sensitizes its staff and students on issues such as gender, inclusion and environment by organizing activities through its various departmental clubs.

To curb the menace of ragging the Institute has formed Discipline Committee and an Anti Ragging Squad. Special lecture sessions are organized on women empowerment and legal rights. To create awareness amongst the students about the environmental issues, mass plantation drives are organized in the campus. Apart from this, various cultural and literary activities, poster making, slogan writing and nukkad natak etc. are organized on various social issues.

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

There is as such no formal system to identify and respond to learning needs of advanced learners, the faculty informally encourages advanced learners through a variety of means. For instance, faculty members work individually with students to work on more advanced projects for internship and dissertation. In addition, students who have carried out advanced research for their internship / dissertation projects are encouraged to present their work at conferences and seminars.

Advanced students take advantage of guest lectures, industry visits, seminars and workshops, organized by the Institute. The Institute facilitates the interaction of students with industry people and thereby gives them a platform for relating their theoretical learning with the practical work environment.

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 Institute has a formal mechanism to identify and monitor the students' academic performance and their regularity in attending classes. Every fortnight students' attendance is assessed and in case of short attendance the same is communicated to parents and on the basis of their response we get to know about drop out cases and the reasons thereof.

The academic performance of the students is evaluated on the basis of their performance in internal exams, assignments, class tests and finally in their university end term examinations. In cases where it appears that the student is unable to cope with the syllabus or is finding it difficult to pursue further because of weak academic performance then the concerned faculty member, taking up that subject, gives extra time to the student beyond classroom hours. This helps in minimizing the drop out cases of students due to their academic performance.

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.)

The teaching, learning and evaluation schedules of the college are planned before the commencement of the session so as to effectively monitor the delivery of the course. The ways through which it is attained are:-

Teaching Pedagogy: - The pedagogy adopted for delivering the course content is application based as it gives the student an insight of the corporate working environment. The pedagogy involves: case studies, presentations, industry visits, guest lectures by industry people, class activities like role plays etc.

Infrastructure and Technological Support: - The infrastructural facilities of the campus help in organizing academic activities to the maximum benefit of the students. The spacious air conditioned lecture halls, LCD projectors, auditoriums, seminar halls, computer labs, wifi enabled campus facilitate the effective learning by the students. To make classes more techno savvy and interesting, the Institute has recently introduced the concept of smart-board classes.

Monitoring of course-The Course Committees of the both of the programs i.e.; BBA and BCA comprise of 8 members (One Course chairperson and three course coordinators of all the three years). The Committee acts towards ensuring that the curriculum has consistent quality, rigor, and complies with the university regulations and ISO standards.

The tools adopted for monitoring the course are:-

- a) **Course Module-** Before the commencement of the course the faculty members are required to design a course module for their respective subject. This module addresses and integrate three key components:
 - Objectives for student learning
 - Teaching/ Learning Activities/ Lecture Plan
 - Strategies to check student understanding like assignments, presentations, case studies etc.

The Course Module provides an insight as to how the faculty intends to cover syllabus and it also helps the faculty members it guides them in taking up their course in a uniform and a planned manner.

- b) **Academic Daily Report-** This report is prepared on a daily basis. It consists of - No. of lectures taken, Topic covered, Total strength of the class any Remarks (if any). The same is checked at various levels like:- Vice Principal, Principal, DG, Chairperson and Year Coordinators.

- c) **Ideal Lecture Number Chart-** On a monthly basis this chart is prepared for all the years separately so as to check the number of lectures covered in all the subjects of any particular year. It maintains uniformity in the course coverage of the subjects in any particular year.

Academic Calendar: - The academic session of the course is from August to June. An academic year has two regular semesters which are 16 weeks long.

Based on this, semester wise academic calendar is prepared before the commencement of each academic session. This calendar serves as an information source and planning document for students, faculty as well as for staff members.

The calendar includes dates of orientation programme, semester commencement and conclusion, internal exams, co-curricular events and more.

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

In consonance with the Institute's vision statement, the Institute has established an Academic Quality Cell to ensure and monitor the quality of academic processes, as per the industry requirements.

The processes of Academic Cell ensures:-

- High quality teaching, training and guidance and thereby helping students in realizing their true potential.
- Course delivery by imparting high level of practical and application based knowledge.
- To develop critical thinking and problem solving skills among students.

The measures taken for ensuring implementation of all the above stated objectives are:-

- Through student feedback.
- Comparing of lecture plan as provided in the course module with the ADR (Academic Daily Report).
- Verifying the content of the course w.r.t the number of case studies, class activities lecture plan, reference books etc. This is done by checking the course module, designed by the faculty member taking up that subject. The course module contains all the

details pertaining to the course delivery that the faculty member intends to adopt.

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

In order to make teaching and learning an engaged and a continuous process for students, the faculty members involve students in various activities like role plays, case discussions, situation analysis, problem solving etc. Apart from this various other pedagogical methods include:

Projects and Assignments - In order to develop a continuous reading habit amongst students, a set of minimum two assignments per subject are given to students during the course. The assignments are assessed and the marks/grades obtained by the students are included in their internal marks and the same has also been provided in the evaluation criteria of course module.

Presentations - These are small group sessions wherein students in small groups develop and give presentations. The participants experience the challenges associated with group responsibility, collective decision making and persuasive communication.

Tutorials and Discussions - The tutorials with small class sizes, take up application oriented issues, solving problems, case studies and discussions on issues concerning various topics.

Guest Lectures and CEO Talk Sessions - Eminent personalities from the corporate world are invited to the campus to share their valuable experience and impart practical exposure to the students. Some of the eminent speakers over the years include:

1. Mr. Sumit Chadha, Senior Vice President, Citibank
2. Mr. Ajay Chaturvedi. Founder and Chairman – HARVA, a social entrepreneur and winner of various accolades.
3. Mr. David Wittenberg, CEO, The Innovation Group
4. Dr. Dinesh, CEO, National Cooperative Union of India

Industry Visits - The students are regularly taken for industry visits for gaining a first hand experience of corporate working environment. Some of the industries visited in the recent past are: Yakult, Parle – G, Mother Dairy etc.

These collaborative and engaged learning helps in:-

- ✓ Development of higher-level thinking, oral communication, self-management, and leadership skills.
- ✓ Promotion of student-faculty interaction.

- ✓ Increase in student retention, self-esteem, and responsibility.
- ✓ Exposure to and an increase in understanding of diverse perspectives.
- ✓ Preparation for real life social and employment situations.

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

The Institute encourages students “to learn how to learn” (to be lifelong learners) and helps them develop critical and analytical thinking as well as problem solving skills. The activities through which students get an opportunity to exhibit and express their creativity and inner thoughts are:

- **E-buddy bulletin-Tatva:** It is an online student magazine and also a medium to discover the creative potential of students. The bulletin features various interesting columns, like campus tweet, latest scoop, did u know, culture curry, students’ wall etc written by students.
- **Entrepreneurship cell-Udyam:** The entrepreneurship cell aims at developing the innovative skills of students and provides them with adequate information for being an entrepreneur. The cell organizes various sessions and training programs to develop and instill entrepreneurial skills in students. These sessions help students in translating their ideas into a business proposal.
- **Clubs and Societies:** The Institute has a host of societies from which the student can choose and obtain membership. Each society is student driven and conducts activities regularly. These societies are geared towards helping the students pursue their creativity and hone their management skills. The various societies and clubs operational at the Institute are:
 1. Literary Club
 2. Music and Dance Club
 3. Fine arts club: Annexure
 4. Technotrix club
 5. Theatre club
 6. Sports club
 7. Social Activity Club

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?

The campus has following facilities to deliver a better teaching and learning environment for students and faculty:-

Wi-fi enabled campus - The Institute provides round the clock internet access to both the students and faculty.

Hi-Tech classrooms - The class rooms are well equipped with latest state of the art facilities like LCD projector, Smart Board, & Wi-fi facility.

Laboratories - In order to provide students with a practical exposure of the subjects, covered in the course curriculum, there are two computer labs with Pentium PCs and 50 Mbps broadband connectivity.

Auditoriums and Seminar Halls - These are equipped with the latest state of the art audio/video facilities and are used for conducting various seminars, conferences, panel discussions etc.

Digital Library - The department and central library provides access to e-resources to the faculty and students.

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

To flourish in a dynamic global economy, the Institute has adopted various pathways:-

Workshops-Keeping workshop as a vehicle by which student learns the “Know how” of performing, various workshops in the area of Management, IT etc have been organized so far.

Industry Visits:-These are organized to provide an understanding of the industrial sector and relate theoretical knowledge to real life situations. The students are regularly taken on these visits for a first hand experience. Some of the company visited in the past, include Yakult, Mother Dairy, Bisleri, Parle-G, Pepsico etc.

CEO Talk sessions and Guest lectures:-Eminent personalities from the corporate world are invited to the campus to share their valuable experience and impart practical exposure to the students.

Some eminent speakers over the years include:

- ✓ Mr. Sumit Chadha, Senior Vice President, Citibank.
- ✓ Mr. Ajay Chaturvedi, Founder and Chairman-Harva, a social entrepreneur and winner of various accolades like-CNN IBN Youth Icon, Young Indian leader of the year 2011.
- ✓ Mr. Sachin Malik, Memory and learning skills Coach and Director, The Neurons.
- ✓ Mr. David Wittenberg, CEO of the innovation Workgroup.
- ✓ Mr. Sham Sharma, Ex-General Manager, Shaw Wallace Distilleries Ltd.

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

The Institute believes in the holistic development of its students and accordingly has established various cells which work on these areas. The cells dedicated for this purpose are:

Career counseling sessions - Career counseling sessions ensure that students find satisfying career opportunities of their choices. During these sessions, students are exposed to and are given a thorough understanding of the various career options available. These sessions are organized for a group at large as well as for individual students, based on their need.

Personality Development Classes - PDP sessions work towards enhancing and grooming students' outer and inner self so as to bring about a positive change in their personality and life. This program encompasses sessions of boosting one's confidence, improving communication skills, learning etiquettes and manners and developing an emotional intelligence in an individual.

Mentoring- The unique Mentor-Mentee concept ensures a constant interaction between the faculty and the students. A faculty member is assigned to a group of 5-6 students to counsel them on their academic and personal concerns. These sessions are held at regular intervals and the associated faculty member helps student to excel in their respective area.

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?

During the last four years there has been an aggrandizement of various instructional methods like case-studies, role plays, presentations in order to foster high order thinking and to meet students' specific needs.

At the beginning of each semester, the faculty members are asked to submit a description of their new ways of teaching, learning and delivering educational content. The efficacies of these techniques are further adjudged through students' feedback and detailed result analysis.

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

In order to support the academic requirements of the faculty and students, the Institute has a well stocked, air conditioned and fully automated library with over 40,000 books, 1500 audio/video cassettes and CDs, 1750 project reports as well as industry and company information sources. There are around 160 reputed journals, including 30 international journals to cater the need of the students across all programs.

The various specialized services like references on Management and IT subjects, Reprography, ILL(Internet Library Loan service), Downloading, Reading list/Bibliography compilation through Automated Library application, In-house/Remote access to E-resources through EBSCO, PROWESS etc. are also provided to the faculty and students.

The library is continuously in the process to acquire text books and reference books, to keep its readers abreast with the latest information.

The library of the Institute aims to facilitate academic and research activities of the faculty and students by providing timely information and resource through cost effective means. The college library is organized into various sections, which are managed by professionally qualified staff.

Library is fully automated and is using “Alice for Windows” Software and the Barcode system for issuance and returning of the resources.

2.3.10 Does the institution face any challenges in completing the curriculum with in the planned time-frame and calendar? If “yes” elaborate on the challenges encountered and the institutional approaches to overcome these.

No, the Institution does not face any challenge in this regard.

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

In recent years it has become an obligation that Institutions of higher education demonstrate the effectiveness of their academic programs in providing high quality education that creates a positive impact upon its stakeholders. As educators, I.T.S owes a moral and a professional responsibility of ensuring an excellent learning experience by its students.

The quality of teaching and learning is monitored and evaluated through different mechanisms. They are:

Course Committee: The course committee, comprising of course chairperson and year coordinator, is responsible for conducting the course in an effective manner. The implementation of various processes and academic procedures, course related tasks are ensured by the course committee. Academic Quality Cell has been established with a special focus on quality of higher education to fill the gap between the prevailing and the desired status of quality education.

Academic Quality Cell: All sections and processes of Academic cell ensures:-

- Highest quality teaching, training and guidance and thereby helping students in realizing their true potential.
- Course delivery by imparting high level of practical and application based knowledge.
- To develop critical thinking and problem solving skills among students.

The Cell is responsible for maintaining the quality of academics through following measures:-

- Student Feedback.
- Monitoring course delivery by comparing lecture plan, as provided in the course module with the Academic Daily Report.
- Quality of course delivered in the class by keeping a constant check upon the number of class activities covered like case discussions, role plays etc.

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 & retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

The recruitment and retention strategies adopted by the Institution have already been furnished under section 2.4.2. The details pertaining to the current status of faculty members is as following:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.		1			2	1	4
M.Phil.					2		2
PG					09	18	27
Temporary teachers							

Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG (Visiting)	3						

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.

The recruitment of new faculty members is an important activity at the Institute. The recruitment process includes:

1. Invitation of application
2. Preliminary assessment of the suitability of the candidates
3. Invitation to applicants for a campus visit and a presentation
4. Assessment by Faculty experts, Principal and recommendation to the Director; and
5. Decision on recruitment by the Director.

Invitation of Application:-The Institute invites applications for faculty positions at Assistant Professor, Associate Professor, and Professor Levels in various fields of Management and IT, through word of mouth (WOM) and news paper advertising. Advertisements are placed in leading news-papers for inviting applications.

Preliminary assessment of the suitability of the candidates:- All the applications in an area/group are circulated among the faculty members of the area and group. The purpose of this is to decide on those applications which should be considered for further processing. Usually, primary concerns at this stage are the educational background, previous experience and research activities done by the candidate.

Invitation to applicants for a campus visit and a presentation:- During the visit the candidate gives a presentation, generally on a topic of his choice, which is attended by the faculty members. The presentation provides the candidates an opportunity to present and defend their thoughts. The candidates may also sometimes be asked to teach a class and this helps in demonstrating skills in teaching. The candidates, during this visit, also meet some faculty members who attend the presentation. During this visit, the faculty members get an opportunity to assess the candidate better and the candidate gets an opportunity to familiarize himself with the working of the Institute and the expectations that the Institute has from a faculty member.

Assessment by Faculty experts, Principal and recommendation to the Director:- It collects the feedback from the faculty members who meet the candidates and who attend the candidate's presentation. The feedback is sought in terms of the candidate's suitability for the area, his ability to handle classes and his potential to undertake independent research. The Faculty committee sends its recommendations to the Principal which is followed by the recommendations of Principal to the Director.

Decision on recruitment by the Director:- The Principal recommends the recruitment of a candidate and the Director decides whether or not he should be finally recruited at the Institute. The Director, if needed, may seek additional information and clarification from the Principal before taking the final decision. The Director decides on the salary of the candidate in consideration to other comparable cases at the Institute. These decisions are based on the norms being followed at the Institute.

Faculty Retention:-There have been numerous efforts made by the Institute for retaining novice faculty members.

- **Supportive and welcoming environment:-**The Institute ensures that the faculty benefits from a supportive environment with as sense of community and active appreciation and recognition of faculty accomplishments.
- **Transparent and shared information equally** with faculty. The Institute has included fair and open promotion and tenure guidelines.
- **Flexible policies and practices** that improve the faculty experience. Considered strategies like Appraisals in the shape of Midterm appraisal, Annual Appraisal & Internal promotion, salary adjustments-advance pay-rolls, reduced teaching loads, study-leaves-for pursuing academic career, research-incentives, Faculty-Travel grants for attending conferences, and more, to help retain faculty.
- **Talk to faculty** on an individual level, with department chairs and through exit interviews to identify barriers to retention, and work to find solutions to these barriers.

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**
Not applicable.

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

The faculty training programmes are organized collectively for both Post graduate and undergraduate faculty members. The details are as following:

S. No.	Date	Topic	Speaker	Coordinator
1	10 th – 12 th January 2012	Effective Teaching	Dr. Atma Nand, Dean, MDI Gurgaon Dr. D. K. Batra, Professor, Fore School of Management, ND Dr. A. K. Puri, DG,ITS Dr. Sapna Rakesh, Director Mgmt.,ITS Dr. Sujata Khandai, Principal	Prof. Swati Singh
2	15 th May, 2012	Enterprise Risk Management	Dr. D.N.Pandey, Professor & Executive Director, Centre for Applied Finance at O P Jindal Global University	Prof. Anusha Agarwal
3	15 th , 16 th & 17 th May, 2012	Let us Explore (a journey into self- exploration)	Dr. P.U.B.Rao, ITS, Mohan Nagar	Dr. Mona Sahay
4	21 st - 22 nd May, 2012	Emotional Intelligence (Batch I)	Dr. P.U.B.Rao, ITS, Mohan Nagar	Dr. Mona Sahay
5	29 th May, 2012	International Teaching Practices	Mr. David Wittenberg, CEO, The Innovation Workgroup	Prof. Vinita Srivastava
6	1 st June,2012	Case Writing	Dr. Mukesh Pandey, Associate Professor- College of Agribusiness	Prof. Anusha Agarwal

			Management, Pantnagar University, Uttarakhand and Dr. A.K.Puri, Director General, ITS, Mohan Nagar	
7	2 nd June 2012	Sales and Distribution Management & Strategic Brand Managements	Dr. U.V Singh, Senior Management consultant, Mr. S.P Kalra, Ex General Manager, Singer sewing Machines and Mr. Amit Doshi, Executive Director- Corporate Affairs Hitachi home Life Solutions, Ahmadabad	Prof. C. K. Sabharwal, Prof. Mukesh Porwal and Prof. Swati Singh
8	4 th – 5 th June 2012	Emotional Intelligence (Batch II)	Dr. P.U.B.Rao, ITS, Mohan Nagar	Prof. Charu Chaudhry
9	12 th – 13 th June 2012	Effectiveness in Team	Dr. P.U.B.Rao, ITS, Mohan Nagar	Dr. Mona Sahay
10	14 th August 2012	Securitization (Finance)	Dr. A. K. Puri, DG, ITS, Mohan Nagar	Prof. Anusha Agarwal
11	30 th April, 2013 to 03 rd May, 2013	Data Analysis and Research Report Writing using Excel and SPSS	Dr. Pankaj Kumar, Associate Professor (Economics), ITS, Mohna Nagar	Prof. D.K. Pandey
12	04 th May, 2013	Competency Mapping and Assessment Centre	Mr. Y N Kaushal, Director of Enablers’ Management Institute.	Dr. P. U. B. Rao Prof. D. K. Pandev Dr. Charu Chaudhry
13	06 th – 07 th May, 2013	Future of Marketing	(1)Mr. Ajay Duggal, Ex-GM, Berling Chemine, New Delhi (2)Mr Vikash Bagga, Ex Head-Marketing, Tata AIG, New Delhi	Prof. C. K. Sabharwal & Dr. Mukesh Porwal

			(3)Mr Sanjeev Shukla and (4)Mr B D Nathani, CEO, G & D Shoes (Disney), New Delhi	
14	17 th May, 2013	Future of Finance	Dr. Alok Pandey, Professor, IMT Business School	Dr. Charu Chaudhry & Prof. D. K. Pandey
15	17 th May, 2013	"Interactive Board Training Session Details"	Prof. Smita Kansal & Mr. K. P. Tomar	Prof. D. K. Pandey
16	27 th May, 2013	Futuristic Learning in Economics, Market Research & Global Business"	Prof. V.K. Arora, ITS Prof. Dushyant Tyagi, ITS Prof. A . R. Mishra, ITS Prof. Vijesh Jain, ITS Prof. Pankaj Kumar, ITS	Dr. Charu Chaudhry & Prof. D. K. Pandey
17	20 th June, 2013	Future of HR	Mr. Rajeev Gupta, Associate Vice President- HR, Kajaria Ceramics Ltd, & Dr. Sunita chug, Director Extra mile, Management consulting	Dr. Charu Chaudhry & Dr. Puneet Mohan
18	28 th & 29 th April, 2014	“Xcel with MsExcel”	Prof. Kapil Mohan Garg, Assistant Professor, Department of Management, Institute of Technology & Science, Ghaziabad	Prof. Kapil Mohan Garg, Assistant Professor, Department of Management, Institute of Technology & Science, Ghaziab
19	26 th May, 2014	“SAP in Sales and Distribution”.	Mr Sanjeev Sharma, Consultant, IBM Technologies, Gurgaon	Prof. Lalit Kumar Shamra
20	09 th , 10 th & 11 th June,	“Experiential Pedagogy in	Dr. Anil Anand Pathak, Associate	Dr. P. U. B. Rao

	2014	HR & OB”	Professor, MDI, Gurgaon.	Dr. Puneet Mohan
21	19 th , 20 th & 21 st June, 2014	“Deliverables in Finance”	1. CA- Mr. Mukesh Arora 2. Mr. Kapil Kalra, 3. Dr. Manipadma Datta, HOD and Professor, Department of Business Sustainability, Teri University 4. Mr. Kapil Gupta, VP, YES Bank	Dr. Anusha Agarwal
22	20 th June, 2014.	“India 2020: Readiness for Cutting Edge Marketing”	Internal Faculty members (ITS)	Dr. Mukesh Porwal
23	21 st June, 2014	“Digital Marketing System”	Mr. Darpan Majumdar Head of Strategy at Systematix Infotech India and operational head Hopskot (M) 91-9711200995	Prof. Abhinav P. Tripathi

c) Participation of faculty members in various conferences/ seminars

The details pertaining to faculty participation in various workshops/ seminars and conferences are as following:

S.No	Date	Faculty Name	Details of Research Paper	Seminar/Conference Details
1.	01.12.2011	Prof. Gaurav Kumar	Building Virtual Business Empire at Second Life rise or fall	“International Conference on Management Cases on 1 & 2 December, 2011 Organized by BIM Tech. Greater Noida
2	20/01/2012	Prof.Aadil Khan Prof.Abhinav Kataria Prof.Ankur Ahuja Prof.Subhro Sen Gupta	Corporate Restructuring in India. Dynamic Analysis of C.C.I in India	National Conference on Merger and Acquisition in Shaheed Bhagat Singh College University of Delhi on 20-21 January,2012
3	02/03/2012	Prof.Saba Qasim	Measuring the Impact of Consumer Personality Prestige, Sensitivity and Values in predicting brand preferences in India Fashion Market	National Conference on Marketing in Emerging markets Challenges and Opportunities in I.T.S Mohan Nagar Ghaziabad on 02-03 March 2012
4	30/03/2012	Prof.Monika Kansal	Impact of Web usage Mining in E-commerce corporate decision making Marketing of various Products	International Conference on Revolution in E-Commerce using Web usage mining at Gautam Budh University Greater Noida on 30-31 March , 2012
5	27.05.2012	Dr. Sujata Khandai	Visual Merchan design as our antecedent to unphte buying: An Indian Per Spectre.	International Conference of Art & Sciences at Harvard University, Boston USA on 27-31 May, 2012

6	17.07.2012	Prof. Parul Gupta	Teaching methods and Techniques Research Orientation Managing Work life Balance Achieving Excellence in teaching Career	Faculty Development Programme on Management Teache 2015: New Age teacher, Organized by Bulmim and AIMS at Bulmim Campus Delhi on 17 July, 2012
7	27.09.2012	Dr. Sujata Khandai		International Education Conference of Imperatives for Change in Education. Organized by Assoc ham, 47 Prithavi Raj Road, New Delhi, on 26-27 September 2012
8	04.10.2012	Gaurav Kumar		Faculty Development Programme on Business Module & Business Plan Organized by National Entrepreneurs Networks in Jaipuria Institute of Management Noida
9	24.12.12	Nancy Sharma		International Conference on Big Data Analytics-2012 at iiC. Delhi Organized by University of Delhi in association with iiT-D, ACM, Microsoft & IBM
10	23.09.2013	Dr. Sujata Khandai	Brand Personality Scale: How do India Consumers Interpret The Personality Dimensions	International Conference. The Clute Institute Academic at Las Vegas, USA from 23-25.09.13

11	14.03.2014	Prof. Parul Gupta	Global to Local : Marketing of set ail Services in rural India vis- A-vis urban India	National Conference on Global to local: Issues, Challenges and Opportunities in Business. Organized by Sharda University. Greater Noida on 14 March - 2014
12	22.04.2014	Prof. Parul Gupta		Faculty Development Programme MTP on ‘ Global Business Strategy’” Organized by Strategic Mgmt. Frum at BIMTECH. Greater Noida.
13.	10.06.2014	Dr. Sujata Khandai	Religion and its Impact Upon Purchase Behaviour : A Study of Indian Consumers.	International Journal of Arts & Science (IJAS) International Conference for Academic Disciplines at Anglo- American, Czech Republic, from 10-13 June, 2014
14	20.09.2014	Prof. Namita Dixit	Grass rot Development possible through MSME Sector	International Conference on Leadership Strategies for Management of Accounting Finance, Marketing, Entrepreneurship Economics and Trade from 20-21 September - 2014.

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

In order to enhance development and creativity of faculty members various **policies and practices** have been initiated by the Institute, like Appraisals in the shape of Midterm appraisal, Annual Appraisal and Internal promotion, salary adjustments-advance pay-rolls, reduced teaching loads, study-leaves-for

pursuing academic career, research-incentives, Faculty-Travel grants for attending conferences.

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

The institution has a well supported system to respond to the growing demand for meaningful and relevant teaching. The faculty members are also constantly and consciously striving towards this direction, but recognition in this regard is still awaited.

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?

The Institute has a well defined system and a process for taking feedback of teachers from the students. The student evaluation of teaching at I.T.S reflects a set of core convictions about good instructions. This evaluation is valuable and helps in improving and refining teaching.

The student evaluation is carried out in three different ways:-

- **Online Feedback:-** Each semester, online course evaluations are conducted. The evaluations consist of both numeric questions and open-ended questions. Summaries of the 4 open-ended questions are written by undergraduate students and are then reviewed by the Principal.
- **Subjective Feedback:-**This feedback is procured by Academic Quality Cell (AQC) from 6-10 students who are having 75% class attendance. A standard format for this feedback has been prepared with information like concept clarity, class control, student satisfaction and suggestions.
- **CR (Class Representative) Meeting:-**The CRs of class are chosen by the respective year coordinator to represent the whole class. The CR meeting is chaired by the Principal and attended by the Course Chairperson and Year Coordinator. During the meeting, shared educational issues are addressed (class organization, class environment etc.).

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 steps which have been adopted in order to ensure transparency and rigor in the assessments of students are as following:

- The evaluation process has been clearly stated in the course modules of all the subjects. These course modules provide an outline of the course, pedagogy, lecture plan, recommended readings etc. These modules are forwarded to the students before their course commencement and thus create awareness amongst the students about their assessments.
- Every year, the incoming batch is provided an elaborate description of the assessment criteria, during their orientation programme. This apprise students with the university pattern of evaluation as well as with the internal assessment criteria and the weightings assigned to each criterion.
- The individual faculty members also discuss the course module in their first session and during this course the assessment and evaluation criteria are also explained to students.
- The form of internal assessment maintains the rigor of the course. Students are assessed at regular intervals in order to ensure quality learning. The internal assessment takes place through two internal examinations: I Internal and II Internal. The first internal is of 15 marks whereas the second internal is of 50 marks and is an elaborate one, based on university examination pattern. The students are shown the assessment sheets by the respective subject faculty and this gives an opportunity to students to clarify their doubts and know their mistakes. The final marks that the student gets in external exams is out of 100 in each subject (75 external + 25 internal). The 25 marks awarded internally are further categorized into 15 marks based on his performance in internal exams and 10 marks for class behavior, attendance and assignment submission.

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 evaluation criteria followed by the Institute is strictly as per the university prescribed norms. However, for internal evaluation the Institute has designed

its assessment criteria which adds on the qualitative norms so as to help students in their academic development.

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 Institute has constituted Examination Cell (E - Cell) which is headed by the Examination controller with supporting staff. Conducting internal and external examination is the prime responsibility of the E - Cell. Further, E - Cell takes care of internal evaluation as well as coordinates with the University regarding external examination matters. The Controller of Examinations supports the Principal with respect to all examination matters. Any information either received or required to be sent to the University are being dealt with in the E - Cell. Evaluation criteria followed by the Institute are as per the university prescribed norms.

The Functions of the Cell:-

1. Conductance of Internal exams well on time.
2. Ensuring that all the assessment criteria are followed by faculty members like assignment, presentations, case studies etc.
3. The marks obtained by students in Class Test, Assignments are displayed by faculty members on the notice board.
4. Sending Internal marks in the desired format to the university on time.
5. Preparation of smooth conduct of Examinations, preparation of examination schedule, invigilation duty chart, seat allotment in the Examination halls etc.
6. Attendance sheet with signature plate subject wise and collecting from the concern hall within half an hour on the exam date.
7. During the Examination time, proper staff mobilization, assigning the duty as per the duty chart already prepared.
8. After completion of examination, sending answer books, filled data sheet, order form, code cover, absentees form, signature plate etc. to the University.

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.

Students are assessed at regular intervals through different formative and summative assessment approaches and recognized and rewarded for the same. The different approaches adopted are:

Internal Examinations: There are three internal exams conducted during the semester which help the students to understand the respective subject well and

also help them preparing for university exams. The assessment sheets are shown to the students which help them to analyze their performance.

Quizzes: To break the monotony of usual classroom teaching random quizzes are conducted with the objective of assessment.

Assignments: Subject assignments give a practical exposure of the subject to the students and hence are an integral part of assessment process.

Class participation and Behavior: The faculty tries to make the classroom sessions as interactive as possible and assess the student, based on his participation and behavior inside the classroom.

Based on all the above parameters, student's performance is monitored in curricular as well extra-curricular activities and at the end of year merit, all rounder and performance improvement awards are awarded to the prospective students. Merit awards are for the students who have made it to the merit list and improvement award is given to students who have shown considerable improvement in academics in the assessment year.

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.)

The steps which have been adopted in order to ensure transparency and rigor in the internal assessments of students are as following:

- The assessment criteria have been clearly stated in the course modules of all the subjects. These course modules provide an outline of the course, pedagogy, lecture plan, recommended readings etc. These modules are forwarded to the students before their course commencement and thus create awareness amongst the students about their assessments.
- Every year, the incoming batch is provided an elaborate description of the assessment criteria, during their orientation programme. This appraises students with the university pattern of evaluation as well as with the internal assessment criteria and the weightages assigned to each criterion.
- The individual faculty members also discuss the course module in their first session and during this course the assessment and evaluation criteria are also explained to students.
- The form of internal assessment maintains the rigor of the course. Students are assessed at regular intervals in order to ensure quality learning. The internal assessment takes place through two internal examinations: I Internal and II Internal. The first internal is of 15

marks whereas the second internal is of 50 marks and is an elaborate one, based on university examination pattern. The students are shown the assessment sheets by the respective subject faculty and this gives an opportunity to students to clarify their doubts and know their mistakes. The final marks that the student gets in external exams is out of 100 in each subject (75 external + 25 internal). The 25 marks awarded internally are further categorized into 15 marks based on his performance in internal exams and 10 marks for class behavior, attendance and assignment submission.

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?

Following are some of the graduate attributes specified by the college/affiliating university:

1. Ethics and Honesty
2. Concern for environment
3. Global Thinking

The Institute takes appropriate measures for attainment of all the above mentioned attributes. Some of the measures adopted are:

Ethics and Honesty - The Institute gives a lot of weight age to inculcating ethics and honesty in their behavior. To ensure that, the behavior of students inside and outside the classroom is monitored and appropriate action is taken against defaulters. They are also judged on the basis of their attitude towards faculty and staff and also how they behave with the fourth class employees. The defaulters are counseled and dealt with separately.

Concern for Environment - Concern for the environment is mandatory these days considering the rate at which resources are getting depleted. The Institute is a total non smoking zone with appropriate signages placed at required places. Cleanliness is ensured at all levels inside the classrooms and lots of efforts are done to make the campus clean and green. "Save Electricity" placards are put on switchboards and other different places inside classrooms and other common areas to ensure that all the people belonging to campus take appropriate steps for conservation of electricity.

Global Thinking - Global Thinking means do something to help the world globally. Industry practitioners and people from abroad are invited to interact with the students, which gives them a global exposure. Students are taken to SAARC countries and other countries as well to widen their horizons. Workshops in different fields are conducted to give a feel of the global world.

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

The evaluation system at the college and university level is quite transparent and following provisions are available for addressing any grievances:

At College Level - The Institute conducts three internal exams. After every exam, the students are shown their answer sheets by individual faculty members and any discrepancies are sorted at the same time. The list of marks obtained by the students is also displayed on the notice board for the students to verify any discrepancies. In case their problem is not addressed at the faculty level, the student can directly approach the examination cell and ask for a re-evaluation.

At University Level - At the University level, once the result is declared, if the student is not satisfied by his marks, he can always apply for re-evaluation. In case the student is confirmed about scoring well in the subject, he can always file an RTI and see his answer sheet.

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?

Yes, the learning outcomes of all the subjects of BBA and BCA courses are provided in the Course Module, prepared by faculty member teaching that subject. The learning outcomes clearly state the learning that the student shall get after covering the course in the prescribed manner.

The Course Chairperson apprises the faculty members about the academic goals that are required to be accomplished by them. Before the commencement of the semester the course modules of all the subjects of that particular semester are forwarded to the students on their group mail ids. Also, during the orientation programme, awareness about the course module and its importance is created amongst the students.

The individual faculty member taking up the subject explains the course module in detail in the first session, before starting the subject.

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 Institute gives lot of focus on academics and thus monitors and

Institute of Technology & Science – Self Study Report, 2014 – Volume-I Page 71

communicates the progress of students through following means:

Attendance - Individual subject attendance is compiled fortnightly and compiled to find out the total % of the attendance in all the subjects from the beginning of semester till date. Once this percentage is compiled, in case of first year, the mentors conduct a meeting with all the mentees and apprise them about their attendance. Every month 3 kinds of letters are sent to the postal address of students-Letter of appreciation (for students with 90% and above attendance), Letter of improvement (75% - 89% attendance) and Short attendance letters (Students having less than 75% attendance). This is done to make the parents aware about performance of their child. These letters are sent in all the 3 years of BCA/BBA course.

Assignments - Every semester the students are given two assignments in every subject and these assignments are from the syllabus that has already been covered in the class. Depending on submission or non submission of the assignment, marks are awarded.

Internal exams - After coverage of certain amount of course, the individual faculty members conduct class test to assess the performance of students and use it as an indicator while awarding internal marks. Besides that there are two internal exams- I internal: which is of 15 marks and is conducted in the class itself. The II internal is towards the end of the semester and is based on university pattern. This exam is of 50 marks. The students are shown the assessment sheets after correction.

Student performance analysis and achievement is identified by generating a comparative chart of his/her performance in varied semesters. Accordingly performance improvement award is awarded.

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 have been designed to be in line with the University requirements.

In order to ensure effective teaching and learning process, the students are given assignments on all the subjects of their course. Students are divided in groups and asked to give presentations and solve case studies as a group activity, this helps in developing their team work skill and gives them a practical exposure too. All the strategies adopted basically prepare the students before they actually join the industry. The classrooms are equipped with latest technology equipments like projectors and smart boards, as a teaching aid.

The assessment strategy adopted ensures that the students are assessed at regular intervals. All the classrooms activities-presentation, assignments, case studies have a certain weight age during final assessment of internal marks.

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?

Various initiatives have been taken up by the Institute for overall development of the students. These measures are oriented towards shaping up their future career path. These measures include:

Placement Cell - The Institute has an active placement cell which works in close co-ordination with people from industry in order to provide best placements to the students.

The Placement Cell comprises of faculty members from BBA and BCA undergraduate courses. The Cell is presided over by Prof. Ankur Ahuja and Prof. Abhinav Kataria and the members of the team are - Prof. Aadil Khan, Prof. Yogita Chauhan and Prof. Neeraj Jain.

The placement team regularly appraises students about the walk-ins happening or any pool campuses being organized so that they are exposed to various job opportunities in their respective areas of specialization. The students are informed well in advance about the companies coming to campus for placements, so that they can prepare accordingly.

Career Counseling Cell - The Career Counseling Cell has the sole objective of giving directions to the lives of the students of BBA and BCA. In that direction, the Cell organizes individual counseling sessions for students regularly to address their respective concerns and queries. Group training sessions are also organized for training the students on how to face Group discussions, CV writing, presenting oneself in the interviews and other prospective areas which would help them in choosing an effective career for themselves as per their aptitude.

Entrepreneurship Development Cell - The Entrepreneurship Cell provides a platform for the budding entrepreneurs and prepares them on how to take the first step towards their goal. The E-Cell organizes workshops wherein entrepreneurs who have made it large share their experiences with the students and motivate them to start their careers as an entrepreneur.

Various in-house activities like business plan presentation give a direction to the students to think on the lines of how to start their own venture. A two day workshop was organized by the cell on the topic “Entrepreneurship Development” in collaboration with NEISBUD (National Institute for Entrepreneurship and Small Business Development) - a sovereign of Ministry of Micro, Small & Medium Enterprises (Government of India). Before the conclusion of the workshop the participants appeared for an online exam and

were awarded certificate by the government of India. The workshop was well appreciated by the students.

Innovation and Research Aptitude - To improve the innovative and aptitude skills of the students there are summer internship projects. Internship training is undertaken by the students to improve their skills and knowledge in their respective area of specialization. The students are given an option to either join in the organization of their own choice or get placed for internship by the companies visiting the campus. A small group of students is assigned a faculty mentor who monitors the progress of students during their summer internship program. The faculty mentors also keep in constant touch with the industry mentors and enquire about the progress of the students at regular intervals.

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 data for evaluating and analyzing student performance is collected through following ways:

Annual Academic Performance – This is done through class tests, assignment submission and the student’s performance in all the internal examinations. The performance of students in these tests exhibits the extent of learning in any particular subject.

Attendance Monitoring – The attendance of students is compiled after every fifteen days and is monitored by the year coordinators, mentors and faculty members. The irregularity of the students is checked and the same is also informed to parents through letters and telephone calls.

Feedback – Student feedback pertaining to his/her participation in internal and external events is taken from the club coordinators to ascertain the level of involvement of students in college activities.

Based on the information collected, the students facing problems are identified and a suitable action is initiated by the concerned faculty member, year coordinator and mentors. For academic related problems, special tutorial sessions are organized for the weaker students.

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

The courses offered at the Institute have clearly stated Learning Outcomes which defines the course structure along with the pedagogy, assessment criteria, suggested readings, lecture plan etc. These learning outcomes are circulated to the students by the respective year coordinators through mail

before the commencement of the course. In order to monitor and ensure its effective implementation and achievement of the objectives stated therein, following practices are observed:

ADR Filling and Monitoring - Academic daily report (ADR) keeps track of lectures taken, on daily basis and is maintained at the APO (Academic Programme Office). The faculty members are required to enter the details of all the lectures taken by them on any particular day. The details that need to be furnished through ADR are - date, time of class, topic covered, strength of class and signature of the concerned faculty. On the basis of entries in the ADR, a daily report is prepared by the APO staff which is signed by the year coordinator and the course chairperson, on daily basis. In case of any discrepancies, explanation is sought from the respective faculty member.

Monitoring by Year Coordinator and Course Chairperson - The course progress is monitored closely by the respective year coordinators and the course chairperson. In case the number of lectures of any faculty member is falling short from the ideal number of lectures for the said duration, the faculty is asked to schedule extra lectures or the number of lectures is increased in the timetable in order to cover the course. Also, if any faculty member is not able to take his/her class due to whatsoever reason, the session is counted as negative. It is the responsibility of the year coordinators to monitor the number of negative sessions and ask the respective faculty member to cover it within a week's time for smooth conductance of the course.

Course Completion Report - Each theory subject is allocated 36 lectures during which the course needs to be completed. In case of Lab, the number of lectures is either 15 or 30 on the basis of credit specified by the University. After the completion of course, the faculty member needs to fill a course completion report which is put in their course files of the subject. The course file needs to be submitted at the end of the session to the year coordinators along with attendance sheets, internal papers, assignment, class test status, internal marks, previous year question papers and case studies.

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.

Yes, the performance of students is evaluated at regular intervals on the basis of certain parameters, by the respective subject faculty. The students are well apprised with these parameters and their performance helps the faculty in evaluating the extent to which the learning objectives have been attained and the required changes, if any, are also incorporated.

The evaluation parameters used are:

- **Class Test:** After the completion of certain percentage of course, class test is conducted and depending on performance marks are awarded.
- **Group Discussion:** The course is geared towards encouraging students to develop their verbal and written communication skills. In order to facilitate that, group discussions are organized which gives them confidence to speak amongst people and groom their personality as well.
- **Quiz:** To break the monotony of class, quizzes are organized based on respective subjects and evaluation is done based on the number of questions answered.
- **Presentations:** Respective faculty members encourage students to prepare presentations as a parameter for evaluation.
- **Academic Performance:** Besides all the above mentioned activities, the student's performance in all the internal examinations is assessed closely.

In addition, the faculty members have regular interactive sessions with the students so that they keep themselves updated all the time with what is being taught. During these sessions and based on the above activities, the academically weak students are identified and the required action is initiated as per the requirement.

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?

No, the Institute does not have a research centre of the affiliating university but a Research committee has been constituted in the Institute for promoting the good research work.

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 Institute has a Research Committee to monitor and address the issues of research. The composition of the committee consists of Vice Principal as Head of Research Committee and Chairperson of BCA and Chairperson of BBA courses. The following recommendations are made by the committee:-

- Approval of funds for participations in various conferences and seminars by faculty members.
- Focusing more on writing good research papers by all the faculty members to enhance the academic credibility of the institution.
- The Research Committee time to time informs the faculty members about the dates and opportunities available for publishing the research papers in good journals and how they can improve the paper quality.

The impact of the recommendations made by the Research Committee are-

- It has increased the visibility and exposure of the Institute in the academic arena.
- It has enhanced the academic quality and credibility of the Institute.
- It has created a good image of the Institute in the academic field.
- It has helped the faculty members to polish their literary skills and in providing better exposure to the international conferences and seminars.

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 following measures are taken by the institution to facilitate smooth progress and implementation of research schemes/ projects:-

Autonomy to the principal investigator - Research Committee headed by a chairperson assesses all research papers submitted for publication to in house journal as well as journal outside, based on their assessment, feedback is provided to authors/faculty members regarding change and improvement in the paper for publications.

Timely availability or release of resources - The research committee ensures release of funds to concerned faculty members well before publications of paper /presentation at conferences.

Time off - Each faculty member is allowed to avail study leave on an annual basis to pursue research related activities. In addition faculty members are also given on duty leave to attend and present paper at conferences in India and abroad.

Support in terms of technology and information needs- To provide technology and information support , ITS subscribe to following online database sources:-

- **EBSCO-** In EBSCO, Business Source Premier is the world's definitive scholarly business database, providing the leading collection of bibliographic and full text content.
- **J-Gate (www.j-gate.informindia.co.in)-** is a portal cum bibliographic database accomplishing indexing at more than 23,000 + online journals with links to full text for every article and author email address.
- **IEEE Xplore** - comprises 151 journals, over 900 conference proceedings, more than 3,400 technical standards, many ebooks and 200 educational courses.

- **DELNET**- is a library network for resource sharing among the libraries through the development of a network of libraries.
- **Capitaline Plus** - provides fundamental and market data on more than **20,000** Indian listed and unlisted companies, classified under more than 300 industries, along with powerful analytic tools. Extensive data and analysis on every company profile, directors, more than 10-year financials (P&L, balance sheet, cash flow, consolidated financial data, segment data, forex data, R&D data, ratios, etc), quarterly results, ownership pattern, finished products, raw materials, share price data, directors' report, management discussion, notes to account, business news, corporate events, etc.

These sources allow the faculty members to have access to wide range of journals in all areas of specialization.

Facilitate timely auditing and submission of utilization certificate to the funding Authorities - Research Committee always ensures to provide their timely inputs for all those papers submitted for proof reading and submission.

Others- Some additional measures taken for promotion of smooth progress of research activities include-

- Faculty members are reimbursed for subscribing to business magazines and newspapers.
- Library is well equipped with many books.
- Faculty members collaborate with students to write and publish papers in national and international journals. Details of one of the recent publications are:

Sharma.A & Sharma.N (2013). "Sensor based Technologies for Visually Impaired: A Comparative Study", International Journal of Computer Applications, New York, USA. (ISBN: 973-93-80878-40-8).

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

The Institution has created a Research Committee which is responsible for promoting research activities. Faculty members are guided by the research committee time to time for their research related needs. All the skills which are imbibed by the faculty, regarding writing of papers, presentations in the conferences and seminars are carried forward for the benefit of the students. Students are motivated to write papers and thereby developing their research aptitude.

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.

At I.T.S, focus is given on all round faculty development and improvement by making them involved in various research activities, like- paper presentations in conferences, seminars, guiding students for research activities, paper publications in national and international journals etc. Below mentioned are some of the involvement and publications by faculty members:-

- Khandai.S (2014). “Religion and its impact upon purchase behavior: A study of Indian consumers” International Journal of Arts and Science, International Conference for Academic Disciplines at Anglo American University, Prague, Czech Republic. 10-13 June.
- Gupta.P (2014). “Global to Local: Marketing of set all services in rural india vis-a vis urban India” National Conference on Global to Local: Issues, challenges and opportunities in business organized by sharda university, Greater Noida on 14 March.
- Dixit.N (2014). “Grassroot development possible through MSME sector” International Conference on leadership strategies for management of accounting, finance, marketing, entrepreneurship economics and Trade” 20-21 September.
- Roy.A, kapil.Y & Sidh.N (2014). “Corporate social responsibility: integrating CSR with business value”. International Journal of Business Management & Research, vol. 4, issue 4, 1-10.
- Srivastava Roopali & Yagbala kapil (2013). “Role of SHG Bank Linkage Program”:A Case study of Uttar Pradesh” presented in International Conference on “Changing Dynamics in the Global Village,” organized by Symbiosis Centre for Management Studies, NOIDA, at India International centre on Jan 6, 2013.
- Mittal S & Gupta A (2013). Usage of DEA Technique for Measuring Productivity of Grocery Retail Outlets. Delhi Business Review, Vol .14, No.1, Jan-June.
- Sharma.A & Sharma.N (2013). "Sensor based Technologies for Visually Impaired: A Comparative Study", International Journal of Computer Applications, New York, USA.

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 Institute has organized various Faculty Development Programmes (FDP's) for the faculty members in different fields like- Marketing, Finance, HR etc, in order to help them sharpen their skills and keep themselves abreast with new and innovative techniques of teaching.

Some of the FDP's organised during the year are as follows:-

S.No.	Date	Topic	Speaker
1	28 th & 29 th April, 2014	“Xcel with MsExcel”	Prof. Kapil Mohan Garg, Assistant Professor, Department of Management, Institute of Technology & Science, Ghaziabad
2	26 th May, 2014	“SAP in Sales and Distribution”.	Mr Sanjeev Sharma, Consultant, IBM Technologies, Gurgaon
3	09 th , 10 th & 11 th June, 2014	“Experiential Pedagogy in HR & OB”	Dr. Anil Anand Pathak, Associate Professor, MDI, Gurgaon.
4	19 th , 20 th & 21 st June, 2014	“Deliverables in Finance”	5. CA- Mr. Mukesh Arora 6. Mr. Kapil Kalra, 7. Dr. Manipadma Datta, HOD and Professor, Department of Business Sustainability, Teri University 8. Mr. Kapil Gupta, VP, YES Bank
5	20 th June, 2014.	“India 2020: Readiness for Cutting Edge Marketing”	Internal Faculty members (ITS)
6	21 st June, 2014	“Digital Marketing System”	Mr. Darpan Majumdar Head of Strategy at Systematix Infotech India and operational head Hopskot (M) 91-9711200995

Institute has also organized various types of Staff Development Programmes to help the staff members in their day to day functioning and thereby expediting their process of working. The details of the SDP organized in the year 2014 are:

S. No.	Date	Topic	Speakers
1	10 th -11 th June, 2014	“Excel for Excellence”	Prof. Kapil Mohan Garg Prof Sumit Gulati

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

Not Applicable

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

Institute has made all possible efforts in attracting researchers of eminence to visit the campus for following purposes:-

- Calling them to organize Faculty Development Programmes (FDP’s) in their respective area of expertise.
- Organizing guest lectures by calling people from corporates, to interact with the students and enlighten them on various practical aspects.
- Calling the professional experts and researchers from the institutions like- NIESBUD, MSME etc for organizing various workshops for the students and thereby harness their entrepreneurial skills.
- Calling the researchers and experts as a chief guest and guest of honors’ during various events organized by the Institutes.

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?

The Institute does provide for sabbatical leave in its leave rules and policy but, as of now none of the faculty members has availed it.

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).

All the learning of faculty members through research activities like writing research papers, conducting statistical analysis and findings along with presentations in national and international conferences are taken by the faculty members into their classes as resources. Such activities add further depth and richness in the course curriculum.

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.

The Institute provides lot of opportunities for research in new and existing areas of management under various heads of accounts. The basic resource center includes library, Computer center, FDPs /Seminars budget of the institution which is widely used for enhancing the learning process. The variety of heads is as under:

- Journals - National and International
- e- Journal
- FDP and Seminars
- Conferences, Workshop, magazines, etc.

The budget earmarked for Research during 2013-14 is 5 Lacs.

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?

The Institute encourages the faculty to do research, write articles in journals and magazines, submit papers in workshop and conferences etc. For this, there are various schemes for faculty- financial incentives, awards, provision of study leaves etc. These would be strengthened further so that faculty has enough time at its disposal to conduct research and publish the outcomes.

Some of the key facilities are as follows:

- Leave for academic research
- Online databases like EBSCO and Capitaline
- Separate research section with dedicated Computers in Library
- Award for Best research paper during seminars.

	(Amount in Lacs.)			
Year	2010-11	2011-12	2012-13	2013-14
Amount Disbursed	14.83	25.49	23.49	27.53
% of faculty that has availed this facility	42.86%	32.10%	43.02%	37.65%

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

The students receive financial support in the form of stipend, if any, from the organizations wherein they are pursuing their training or undertaking live projects. The institution involves faculty members with the students for these projects. The students are placed for these projects etc., by the Placement Cell of the Institute. Financial facilities are directly disbursed to the respective student directly by the concerned organization, after the successful completion of the project.

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.

Institution offers BBA and BCA Programmes in which the faculty undertakes inter-disciplinary research projects and also associates itself with students. Students seek help from faculty of concerned specialization area. The management students are also acquainted with the basics of information technology through various subjects provided in their curriculum.

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 Institute has provision of two libraries. One Department and another Central Library.

- Each faculty member is provided separate laptop facility with internet connectivity to refer e-Journals through EBSCO, DELNET (online database) and OPAC (intranet library for finding the availability of books) and other on–line research material.
- The required journals and periodicals are issued and subscribed from the library to the faculty members to facilitate research work.
- The faculty members are also encouraged to subscribe to various research paper (international or national) from time to time as per their requirement
- Association with external library of other colleges/ Institute/ public is also facilitated for accessing additional information.

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.

No, the Institute has not received any such grant or finances for the said purpose.

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.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects						
Major projects						
Interdisciplinary projects						
Industry						

Students' research projects						
Any other (specify)						

The Institute has a well established funding scheme in the form of incentives for research work. The faculty members can avail these incentives under various heads like publication in national and international journals, participation and presentation of papers in conferences and seminars, faculty development programmes etc.

External funding for research has not been accessed so far.

3.3 Research Facilities

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

Research is promoted at all the levels in the Institute.

- The Institute has provision of two libraries. One Department and another Central Library.
- Each faculty member is provided separate laptop facility with internet connectivity to refer e-Journals through EBSCO, DELNET (online database) and OPAC (intranet library for finding the availability of books) and other on–line research material.
- The required Journals and periodicals are issued and subscribed from the library to the faculty members to facilitate research work.
- The faculty members are also encouraged to subscribe to various research paper (international or national) from time to time as per their requirement
- Association with external library of other colleges/ Institutes/public is also facilitated for accessing additional information.

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 is planning to establish Research Centre in collaboration with affiliating University or other universities as and when such permission is received. The process of such affiliation is going on.

The upgradation of the existing support system like computer labs, library etc is an ongoing process. Before the commencement of each session the faculty members are required to give in their requirement for additional reference books etc. for the enrichment of the Resource Centres.

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.

The Institution has not received any special grants or financial support from the industry or other beneficiary agency for developing research facilities. However, students who are assigned projects by organizations, get suitable compensation directly from the organizations along with the learning.

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

Till last year, as per the university curriculum, students were required to undertake some kind of research or study after completing their second year. For this, each student was allotted a faculty mentor, who closely monitored the work at each stage. Finally, the students under the able guidance of faculty mentors compiled their research study in the form of a project report. A copy of this project report was sent to the University for Evaluation Purposes and the student was required to appear for a viva voce examination, based on the project report.

But now this has been scrapped by the university. Hence, the Institute is looking for other means through which students can gain this experience.

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

The Institution has a well stocked and modern library at various levels. Number of books, referrals, periodicals and e-journals are available in-house. Working hours of the library also suit the needs and requirements of the faculty as well as the students.

The Institute also provides the facility of computer labs at various levels, with modern to Wi-Fi facilities and latest technology.

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 no collaborative research facilities for its BBA and BCA programme.

3.4 Research Publications and Awards

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

The students and faculty undertake research in areas like Marketing, Finance, HR and IT. The studies undertaken by the faculty and students have been published as articles in various national and international journals of repute. Original research in companies have been taken up by number of students under their summer internship programme and their suggestions have contributed to the product development and service improvement. Research studies like on-the-job training and workshops always improve the community and benefit of which they are part of.

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?

The Institution publishes Synergy – a bi-annual, an ITS journal of IT and Management (ISSN: 0972-7361, Title code: UPENG02741, Regn No. 80573). Twenty-two (22) issues have been published so far and 23rd issue is in the press. The research articles are sent for double blind review. Their comments are considered by the authors and articles are revised suitably before being published in the journal.

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 Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**

The Institute promotes lot of learning through research publications in various journals both national and international. Quite a significant number of papers have been published by faculty and students in peer reviewed journal.

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 recognition for research contributions.**

There is a lot of research promotion in the Institute for which awards are given annually. The Institute has a prescribed policy of honoring the members. The faculty members are felicitated and recognized for their research work within the Institute also.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing Institute-industry Interface?

- A. The Institution has constituted the following committees/cells for having an effective Institute/ Industry interface -
1. Students Placement Cell
 2. Students Technology Forum –Technotrix
 3. ITS Alumni Association
 4. Entrepreneur Development Cell.

These cells are in continuous touch with the industry sector for various purposes like placement, technical development of students in IT through projects and the alumni placed in various companies or working as entrepreneur. The Institute maintains a relation through the above means and any feedback or suggestion received is incorporated from time to time.

B. Industry Visits: The Institution arranges Industry visits for students and faculty members for developing their knowledge and skills and having better Institute-industry interaction. .

C. Interactive Sessions for CEO talk and guest Lectures. Institution invites distinguished personalities from industry to have interactive sessions with the students and faculty members. This also enhances the interaction with the Industry.

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

Institution provides consultancy services to the school teachers in the form of Career Counseling sessions both in the campus as well as in their respective schools. The Institution has constituted the Consultancy Cell for this purpose. Honorable members of the Faculty form the core and are assigned to conduct career counselling sessions in the respective schools. An annual activity Quiz-Whiz is held every year for school students and through this a relationship is established with the schools. This forms the base for conducting these sessions as on the request of the school, faculty members take these sessions.

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

The Institution encourages faculty members to utilize their expertise in the form of personal relations with various Institute and organizations where consultancy need is identified and then the available facility for consultancy services is encouraged by selecting the right plan of action. Students and non academic staff are also made part of this process.

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 Institute conducts Faculty Development Programmes for the school teachers. Career counseling sessions are held both in the college campus as well as in the campus of the school. These consultancy activities have been taken up on honorary basis.

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?

The Institution proposes to use the revenue generated through consultancy for further development of research and consultancy activities through a revenue sharing policy. Till date no consultancy is done/conducted for revenue generation.

3.6 Extensional Activities and Institutional Social Responsibility (ISR)

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

The Institute firmly believes in the holistic development of its students and accordingly initiatives have been taken in order to inculcate a spirit of service orientation amongst the student community.

The Social Service Club of the Institute comprises of a team of students who have undertaken different kinds of social service projects. These projects have been in the field of visits to orphanages, plantation drive, participation in drive for a social cause etc. Such tasks have not only helped the students in understanding the various problems of the society but also inculcated the qualities of good citizens in them.

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

The Institute has a well established Social Service Club and the students involved in any social movement/ activities are routed through this club only.

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

The Institute on regular basis tries to maintain a high level of quality enrichment activities for student development. These activities have been instrumental in the enrichment of students. Some of these activities are:

- a. Mentoring programme.
- b. Guest lectures.
- c. Value added courses.
- d. Club activities.

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 studies?

In order to upgrade the students with the latest happenings in and around the society, they are taken to industry visits, boot camps and are also actively involved in the activities of social service club. Such activities develop a sense of responsibility amongst students and create awareness about societal issues and concerns.

For further strengthening the academic base of students, value added courses are provided in collaboration with a reputed external agency. Currently, this course is being provided in association with Oracle University. These courses help students in keeping themselves abreast with the corporate needs and in the past also it has helped our students in getting adequate placement opportunities.

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 Institute promotes the participation of students in NSS. The NSS has been working effectively since 2012 and was involved in following campaigns:

Activity:	Date	Camping Site:
Plantation programme	5 th October, 2013	Kailashwati Inter College, Arthala Ghaziabad
Voter awareness campaign	7 th April, 2014	Lajpat Nagar, Sahibabad
Traffic Awareness Campaign	12 th April, 2013	Karhera More', near Mohan Nagar, Ghaziabad

3.6.6 Give details on Social Surveys, reach or extension work (if any) undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society?

No, the Institute has not yet organized any such social survey.

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?

Corporate Social Responsibility is one area where students need to understand their responsibility towards the society. Students need to learn that taking from

the society should not be the whole and sole criteria of a business. It should be accompanied sooner or later with the concept of giving back to the society. The Institute tries to inculcate in students as to how a business and society are complementary to each other. It is for this reason that various social activities are conducted.

3.6.8 How does the Institute ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the linkages/collaborations.

Any other relevant information regarding Research, Consultancy and extension which the college would like to include?

Yes, the Institute involves itself in various outreach activities and contributes positively for the development of the community. Some of the important contributions are as under:

- a. The Institute with the help of its social club involves passionately for the welfare of underprivileged class.
- b. The Institute has collaborated with ORACLE University to give quality education to the students. Previously the task was assigned to HCL Technologies.

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.

No, there has never been any such involvement and incident.

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

The Institute has been actively involved in lot of activities involving community development but any recognition towards this direction is still awaited.

3.7 Collaboration

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

No, as of now such collaboration for the said purposes does not exist.

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?

Yes, I.T.S has collaborations with Institutes of national and international repute. The three main Institutes with which I.T.S has collaborated in the recent past are - ICOFP, NIS Sparta and HCL.

These courses give an extra edge to our students with respect to other Institutes in terms of Finance and Marketing through ICOFP (International College of Financial Planning) and HCL (Hindustan Computers Limited). Currently we have an association with Oracle University for provided these courses. These collaborations have been initiated in order to provide a specialized knowledge to the students in their area of interest. The comprehensive curriculum as designed by the experts of these agencies and the faculty members of the Institute, keeps our students abreast with the changing managerial paradigms of the specified field.

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.

Based on industry – institution – community interactions, the Institute has added various value enhancers for academic and overall development of the students. These value enhancers include:

1. Value added course in collaboration with an external agency of repute for providing specialized knowledge to students in relevant field of marketing/ finance/ IT.
2. Career counseling sessions have been introduced to groom students as per industry requirements like facing interview, CV writing, group discussions etc.
3. Personality development sessions are specifically designed to cover facets like communication etiquette, self presentation and grooming etc.

3.7.4 Highlight 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?

Eminent speakers from industry and academia are invited to provide a deep insight in an emerging area in a particular course. The industry experts bridge the gap between learning of classroom and practical application of the same.

The Institute has a norm of organizing at least one guest lecture for each subject and a minimum of one CEO talk session per semester. Therefore, if a student has six subjects in a particular then there would six guest lectures and one CEO Talk session for the students of that particular semester.

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.

Curriculum development/enrichment: The faculty members of the Institute are monitored and are required to exhibit their key involvement in making the subject more interesting and lucid. Thrust is placed in finding and evolving new ways in crystallizing the subject into a simpler form. The course module prepared by the faculty member is forwarded to all the students of the batch.

Internship/ On the job training: Giving students an exposure to work in an environment which is parallel to actual working condition is the call of the day and the Placement Cell of the Institute actively works towards this direction. Earlier, the summer internship programme was a part of university course curriculum but now it has been scrapped. Considering the significance of

internship and training programme the Institute at its own level has been sending students on the basis the need generated by the companies

Summer Placement: Earlier summer internship programme was a part of university course curriculum but now it has been scrapped from the course by the affiliating university.

Faculty exchange and Professional Development: This area is yet to be explored by the Institute

Research: To motivate faculty for research work to the maximum extent, the Institute has various incentive schemes to bring out the best Researcher out of every learned faculty.

Consultancy: As of now the Institute has not been involved in consultancy programmes but shall soon evolve in this direction.

Extension: Not applicable.

Publications: Not applicable.

Student placement: The Institute has an active Placement Cell which is responsible for providing adequate placement opportunities to its students. Over the years there has been a considerable increase in the placement record of the Institute.

Twinning Programmes: Twinning programme is not provided in the Institute.

Introduction of new courses: The Institute has been collaborating with external agencies of repute for providing a value added course to the students. In the past this collaboration was with ICOFP and HCL and from this academic session the Institute has collaborated with ORACLE-I.

Student exchange: Currently no such practice is prevalent.

3.7.6 Detail on the systematic 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 share.

No, as of now the Institute has not established any such linkages/ collaborations.

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?

I.T.S campus is well equipped with the latest infrastructural facilities that create an ambience conducive to academic activities and overall development of students. The facilities offered include:

Lecture Halls - The lecture halls are well ventilated and quite spacious. Besides being air-conditioned they are also equipped with specialized teaching aids like Smart boards and projectors to ensure effective teaching and learning.

Library -The library is well organized and adequately stocked with course books, world class journals, imported books, and internet based subscriptions etc which cater to the needs of the students across all the programs.

Auditorium and Seminar Hall - The auditorium and seminar halls are fully air-conditioned and are basically used for conducting intra and inter college events and competitions besides hosting seminars, conferences, guest lecture etc. They have a seating capacity of around 300 and are equipped with the latest state of art audio/video facilities with proper acoustics.

Medical Facilities - In order to cater to immediate health needs of anyone in the campus, there is a doctor available. In case of any emergency, there is a hospital in the close vicinity where the required services can be availed.

Computer Labs - In order to provide the practical exposure to the students of the subjects being covered as a part of curriculum, there are two computer labs with Pentium PCs and 50 Mbps broadband connectivity available catering to the requirements of the students as desired.

Laptop - During the conductance of BBA/BCA course, students are required to give lot of presentations, demonstrations, have group discussions, prepare reports etc. To facilitate this, the students on joining the campus are given laptops with the best possible configuration at the beginning of the session which help them in their all academic activities.

Hostel - Separate hostel facility is available for boys and girls in the campus itself. The hostels have excellent facilities for students like laundry, phone, internet connectivity, gym etc with round the clock availability of all the basic amenities. Each hostel is managed by a dedicated warden who takes cares of the students residing in the hostel.

WIFI Campus - The whole campus is WIFI enabled which provides the advantage of availing the internet facility at any spot on the campus without being forced to sit at one place for using it.

Sports Complex - Besides studies, we focus on overall development of the students. The students are encouraged to engage themselves in various sports like badminton, table tennis, cricket, chess etc which refreshes their minds and rejuvenates them. The sports complex is well equipped with all the indoor games under one roof. Also, there is an in house gymnasium with the latest fitness equipments available for the students to use with defined time slots.

Eating Places - The campus has 2 eating places - BIKANO and COFFEE EXPRESS which provides hygienic food and place to hang out for the students during breaks.

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.

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 details are:

Curricular and Co-curricular activities:

- **Classrooms and tutorial spaces:** The classrooms are air-conditioned and are well equipped with latest state of the art facilities like LCD Projector, Smart Board and Wi-Fi facility. The tutorials are also taken up in classrooms only.
- **Technology enabled learning spaces:** There is a conference room behind the reception area equipped with all the facilities for conducting meetings and conferences with a seating capacity of 30 people.
- **Seminar Halls:** There are two seminar halls with a seating capacity of 150 seats in each hall. The halls are used for holding guest lectures, seminars and workshops. Both the seminar halls are air-conditioned and are equipped with white board, LCD, WIFI facility and proper sound system.
- **Laboratories:** In order to provide the practical exposure to the students of the subjects being covered as a part of curriculum, there are two computer labs with Pentium PCs and 50 Mbps broadband connectivity available catering to the requirements of the students as desired. Each lab has a seating capacity of 60 students.
- **Specialized facilities and equipment for teaching, learning and research:** There is one GCR (girls common room) and 1 BCR (boys

common room) with WIFI facility. These rooms are utilized by students for sitting together, having discussions and preparing group assignments etc. Besides that there is a career counseling room with a full time career counselor for helping the students to choose their careers and educate them about the available options.

(b) Extra-curricular activities:

- **Sports:** The sports complex is well equipped for sports like badminton, table tennis, basket ball, carom, chess etc. There are separate washrooms for boys and girls along with changing rooms. The sports complex is properly lighted and well-ventilated.
- **Outdoor:** We have a big ground in-front of the sports complex where the students can play games like volley ball, football and cricket. It is also used for holding athletic and cultural events.
- **Indoor:** The Institute has adequate facilities for indoor games in sports complex like separate court for badminton, table tennis, carom and chess. There is a gymnasium on the first floor of the sports complex which is equipped with the latest exercise machines for the students with proper music system and full time trainer. The gymnasium is fully air conditioned and proper arrangements of water cooler along with medical facility are available.
- **Auditorium:** The Institute has two auditoriums with a seating capacity of 300 and 600. They are fully air conditioned and well equipped with proper chairs, sound system, LCD projector, wi fi connectivity, a big LCD screen. Events like seminars, conferences and workshops are organized in these halls. Both the auditoriums have washroom facility as well.
- **NSS:** The Institute also organizes NSS Activities as per the university guidelines. The NSS center of the Institute conducts various programs and activities regularly for the students.
- **Cultural Activities:** The Institute focuses on all round development of its students and keeps on holding various inter and intra college cultural events. To facilitate that, the college has various clubs like dance & music club, sports club, fine arts club, theater club, technotrix club. These clubs organize events at regular intervals and also encourage students to participate in other inter college events happening outside college.
- **Public Speaking & Communication Skills:** Regular personality development sessions are organized for students as a part of their curriculum to help them improve upon their communication and public speaking skills and also shape up their personality by grooming them.

- **Health:** There is a qualified doctor available on the campus to take care of the immediate needs of students and staff.
- **Hygiene:** To provide a clean and hygienic environment, RO water supply system is installed in the whole campus. All the floors of the academic blocks, sports complex and canteen have proper dustbins which are cleaned regularly. Besides that to offer hygienic food and eatables, there are two food outlets - Coffee Express and Bikano Café that offer healthy and hygienic food.

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 Institute takes appropriate measures so that the available infrastructure is in line with the requirement and this includes expenditure on maintenance of existing infrastructure as well capital invested to meet any new infrastructure requirements.

For preparing the budget, estimates are taken from Maintenance and Computer Department. They provide estimates of repairs for the coming financial year based on actual expenditure incurred on maintenance & up-keeping of building, furniture, equipment, computer & vehicles during the last 3 to 4 years. On the basis of their estimates, budget is prepared for the below mentioned head of expenditures to ensure optimal allocation and utilization of available financial resources.

Budget (Amount in Lacs)

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Repair & Maintenance- Building	30.00	35.00	40.00	42.00
Repair & Maintenance- Furniture	10.00	15.00	16.00	16.00
Repair & Maintenance- Office & Other Equipment	2.00	2.00	3.00	3.50
Maintenance of Computers	22.00	30.00	33.00	35.00
Vehicle Running & Maintenance Expenses	12.00	14.00	15.00	17.00

Repair & Maintenance- Others	10.00	10.00	12.00	12.50
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4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Despite the need to make the campus amenable to the needs of disabled people, only limited access is available as of now. The provision has been made for providing a computer lab and library facility on the ground floor. These are the only measures that have been taken as of now.

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

Hostel Facility – The Institute offers hostel facility for out station students, located within the campus. There is a separate hostel accommodation for girls and boys with round the clock availability of basic amenities and security arrangements. There are 97 rooms in boy’s hostel and each room has a capacity to accommodate three students. The girl’s hostel has 83 rooms in all with a capacity to accommodate 2 students in each room. Following facilities are available in both the hostels:

- a) One Common room with Television and Tata Sky
- b) Geysers facility in washrooms
- c) Two air-conditioned guest rooms
- d) Refrigerator
- e) Visitor room with AC and induction cook-top

Recreational facilities - A well equipped gymnasium with state of state of art facilities is available in the campus. Besides, there are two eating joints-Coffee Express and Bikano for students to relax and enjoy. Also, there is a sports complex where the students can play various indoor games like chess, carom, badminton, basket ball etc.

Computer facility including access to internet in hostel - There are two computer labs with 66 & 60 computers in each. The labs are fully air-conditioned with LCD available which ensures effective teaching.

Facilities for medical emergencies - There is a full time doctor available on the campus all the time for any immediate requirements. In case of emergency, transportation facility is available to the Narendra Mohan hospital, located at a distance of 1km from the campus.

Library facility in the hostels - As of now, no such facility is available in either of the two hostels. The campus has a library with a plethora of books on all the subjects catering to the needs to the students as well as faculty.

Internet and Wi-Fi facility - The campus has four internet service providers: Aircel Fiber Optics, Sifi, Aircel RF Link which provide a total speed of 50 MBPS catering to the needs of the labs as well as the girls and boys hostel. The entire campus is WIFI enabled with LAN facility in the labs and faculty area.

Recreational facility-common room with audio-visual equipments - Both the hostels have a common room with television and seating space for students to sit and relax.

Available residential facility for the staff and occupancy - There are two visitor rooms, one in each hostel and these rooms are fully air-conditioned and equipped with induction cook tops. In addition, there are two guest rooms in each hostel and even these rooms are fully air-conditioned and have all the basic facilities for any guest or visiting faculty. The hostel accommodation and the available facilities are well taken care of by the wardens of the hostels.

Constant supply of safe drinking water - The Institute has RO water supply at multiple locations where water coolers are placed for use by students and staff. Similar facility is available in both the hostels as well.

Security - The Institute has two gates for entering the campus. The main gate is guarded by two guards along with a supervisor. The rear gate also has two security guards, round the clock.

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?

The health of students and staff is of utmost importance. To facilitate any kind of health issues on campus, a well qualified doctor is always available for any kind of immediate requirement. In case of serious health issues, there is a hospital in close vicinity (within 1km). The Institute provides adequate transportation facility for transfer of the person to the hospital.

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, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Following facilities are available on the campus:

IQAC (Internal Quality Assessment Cell): The Institute Quality Assessment Cell comprises of 2 faculty members and is presided over by the principal UG campus. Their main focus is on ensuring that the academic quality is not

compromised at any level. Their main objective is to conduct faculty feedbacks in the form of online and subjective feedbacks based on which corrective actions can be taken. The quality cell also takes care that the objectives specified in the course module are being followed and keeps track of the course progression.

Grievance Redressal unit and Women's Cell: This Cell comprises of chairpersons BBA/BCA, the 3 year coordinators BBA/BCA and a few other selected faculty members presided over by the principal UG Campus. Any student can directly approach the year coordinator with his problem and in case of non-resolution can escalate the issue to the chairperson and finally the principal. Only female faculty members are a part of women's cell which looks after any issues related to females specifically on the campus as well in the girls hostel.

Counseling and Career Guidance: The Institute has a regular career counselor available all the time for counseling and giving career guidance to the students. There is a separate career counseling room on the first floor of UG-II (BCA Block).

Placement Unit: The Placement Cell of UG campus has a dedicated team of four faculty members. The team is responsible for providing adequate placement opportunities to the BBA and BCA students. The operational activities of placement cell are carried out in the faculty cabins only where the members are seated and the placement meetings with the outside agencies are carried out in the board room of the Institute.

Health Centre: There is a full time doctor on the campus having a separate clinic for handling any immediate requirements for students as well as staff.

Canteen: The Institute has an open coffee shop, COFFEE EXPRESS, where the students can enjoy hygienic snacks along with friends. The coffee shop is inside the parking space which gives ample space for students to stand around. Also, there is a canteen, BIKANO, with seating space where students can sit and enjoy the food.

Recreational spaces for staff and students: The Institute has two common rooms which are used by students for working on any group assignments or for practicing for any event, internal or external. The common rooms have chairs and tables along with fan. Besides that there is a sports complex where there are lots of indoor games –chess, carom, Table tennis etc. Recently, a gym facility has also been introduced for students and staff members. The gym is equipped with all updated equipments with air-conditioning and a washroom facility as well.

Safe drinking water facility: There are many water coolers kept at different locations in the whole campus which provide purified drinking water. The water coolers are cleaned at regular intervals.

Auditorium: The Institute has two auditoriums with a seating capacity of 300 and 600 respectively. They fully air conditioned and well equipped with

proper chairs, sound system, LCD projector, wi fi connectivity, a big LCD screen etc. Both the auditoriums have washroom facility as well.

4.2 Library as a Learning Resource

4.2.1 Does the library has 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 comprising of two units, the Management group and the IT group. Each group is constituted of all three Year Coordinators of the respective courses, two students from each year of the respective courses and the Librarian. The Team has regular meetings and is responsible for further development of the library including expansion, new addition of books, new addition of services and new addition of e-resources etc.

As per the recommendation of the Committee, the number of books issued to the students has been increased from 2 to 3 since 2013. Also, new magazines like Career 360, Pratiyogita Darpan, Electronics for You and Outlook Money have been added to the library resources since January 2014.

4.2.2 Provide details of the following:

*** Total area of the library (inSq.Mts.)**

*** Total seating capacity**

***Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**

***Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

- Total area of the Library is 463.64 square meters.
- Total seating capacity is 92 for U.G. Library and 238 for U.G. and P.G. combined.
- The working hours of Library are 8 AM to 8 PM on normal working days, before and during examinations. During holidays and vacations it is 8:30 AM to 5:30 PM.
- Layout of the Library:
 1. The department and central library comprise of 92 and 146 individual reading carrels respectively.

2. The department has 4 computers for students and 3 for the staff. 10 computers are available in central library. Each of these computers is equipped with LAN facility for accessing E-resources.
3. The ITS campus is Wi-Fi enabled to enhance the accessibility

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 Library ensures purchase of all types of reading material on the recommendation of the advisory committee, faculty members and the librarian. The amount spent on procuring reading material during the last four years is represented in the following table provided in next page.

LIBRARY	2010-11		2011-12		2012-13		2013-14	
	NUMBER	TOTAL COST	NUMBER	TOTAL COST	NUMBER	TOTAL COST	NUMBER	TOTAL COST
TEXT BOOKS+ Reference Books	200	62402/-	832	55356/-	675	49805	493	61672/-
UG Library	11691	2534409/-	3886	1173463/-	471	15916/-	242	28238/-
And PG Library								
JOURNAL S/ PERIODICALS	159	288522/-	158	247472/-	107	44326/-	107	28090/-
E-RESOURCES	Ebsco BSP Prowess Delnet Ebsco Comp.	293800/- 105888/- 10500/- 148500/-	Ebsco BSP Capitaline Delnet IEEE J Gate	293800/- 88240/- 11500/- 266430/- 66180/-	Ebsco BSP Capitaline Delnet	328640/- 85800/- 11500/-	Ebsco BSP Capitaline Delnet	191625/- 89888/- 11500/-
ANY OTHER (SPECIFY)								

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

- * **OPAC**
- * **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**
- * **Total numbers of printers for public access**
- * **Internet band width/ speed 2mbps 10 mbps 1 gb (GB)**
- * **Institutional Repository**
- * **Content management system for e-learning**
- * **Participation in Resource sharing networks/consortia (like Inlibnet)**

The details of the ICT and other tools that are deployed to provide maximum access to the library collection are as following:

- A separate space equipped with computing facilities including hardware and software has been created especially for the library user where they can access OPAC service, Online Databases, CDs/DVDs for their studies and research. The Computers are equipped with Internet connection at 8 Mbps speed.
- Library website is used for this purpose. The relevant URL is <http://www.pg.its.edu.in/Home/Online-Resource.aspx>.
- Library is using user- friendly online database.
- The Library website can be accessed from the following URL <http://www.pg.its.edu.in/Home/About-Library.aspx>

In-House access to E- resources is available through I.P. based connections. Remote access to E- Resources is available to all on demand. Use of Capita Line and EBSCO through User- IDs and passwords is done for the purpose.

- I.T.S. Library is fully automated with the standard Library Automation Software Alice for Windows since July 2002.

- Department Library has 4 computers for students and 3 for the staff.10 computers are available in P.G. Library. Each of these computers is equipped with LAN facility.
- Not applicable.
- Internet bandwidth/ speed is 50 Mbps
- Not Applicable
- Not Applicable
- The Library has the institutional membership of Delnet since April 2003.

4.2.5 Provide details on the following items:

***Average number of walk-ins**

***Average number of books issued/returned**

***Ratio of library books to students enrolled**

***Average number of books added during last three years**

***Average number of login to opac (OPAC)**

***Average number of login to e-resources**

***Average number of e-resources downloaded/printed**

***Number of information literacy trainings organized**

***Details of “weeding out” of books and other materials**

- Average number of walk-ins in the library ranges from 50 to 60 per day.
- Average number of books issued/ returned is 80 per day.
- Ratio of library books to students enrolled is 5950:870 for Management and 4628:684 for IT during 2013-14.
- Average number of books added during last three years is 666. [Refer to answer 4.2.3 for number of books added.
- The average number of logins into OPAC is 3-4 per day, due to use of open access by the library.
- The average number of logins in to e- resources is 30- 40 per day.
- The average number of resources downloaded/ printed is about 20 per day.

- The information literacy trainings are organized for faculty and students in orientation program at the beginning of each academic session, to impart the knowledge on how to make the best use of the resources of the library.
- Weeding out is followed as per the norms of U.G.C.

4.2.6 Provide details on the following items:

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

- Average number of walk-ins in the library ranges from 50 to 60 per day.
- Average number of books issued/ returned is 80 per day.
- Ratio of library books to students enrolled is 5950:870 for Management and 4628:684 for IT during 2013-14.
- Average number of books added during last three years is 666. [Refer to answer 4.2.3 for number of books added.]
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- The average number of logins in to e- resources is 30- 40 per day.
- The average number of resources downloaded/ printed is about 20 per day.
- The information literacy trainings are organized for faculty and students in orientation program at the beginning of each academic session, to impart the knowledge on how to make the best use of the resources of the library.
- Weeding out is followed as per the norms of U.G.C.

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

The Library staff provides the support to Faculty and students by organizing library literacy session in the annual orientation program at the beginning of each academic year with an objective to impart the knowledge on how to make the best use of the resources of the library.

The session aims at apprising everyone about the general rules of the library and the usage of the offline as well as online library resources. Moreover, the staff members are always present to help the users in any activity/ searches related to the Library resources.

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

The Library staff is always available to help out in such special cases so that the users in these cases have easy access to the library resources.

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?)

Yes, the Library collects feedback from the students and the faculty members, with the help of its Advisory Committee. Suggestion Boxes are also kept in the Library to collect the feedback. The collected points are discussed in the meetings of the Advisory Committee to take decisions for further development of the library.

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)**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Wifi facility**
- **Licensed software**
- **Number of nodes/computers with Internet facility**
- **Anyother**

- Total number of computers in the Institute = 698

The distribution of these computers in respective labs is as follows-

S.NO	Lab Name	System
1	Lab 1	73
2	Lab 2	62
3	Lab 3	62
4	Lab 4	72
5	Lab 5(Department)	66
6	Lab 6(Department)	33
7	Lab 7(Department)	60
8	Lab 5(Central)	30
9	Lab 6(Central)	97
10	Lab 7(Central)	63
11	CRC (Corporate Resource Centre)	04
12	Lib(Department)	04
13	Lib(Central)	10
14	External User	58

- Student – Computer ratio is 1:4
- Stand Alone Facility is available in 20 computers.
- LAN facility is available on all the computers in the Institute.
- The Wi- Fi facility is available in all the classrooms, hostels cafeteria, Labs and open areas as well.
- The list of Licensed Software is as follows-

A. Office Automation / Application Software

1. Adobe Photoshop 7.0
2. Adobe Acrobat Pro 9.0

3. Alice For Windows (Library Software)
4. Tally 9.0
5. SPSS Base 16.0
6. Capitaline
7. Ebsco
8. MS-Exchange Server 2007
9. MS-Exchange Server 2000
10. Exchange Server CAL OLP NIAE 2000
11. POP Con 3.0 For MS-Exchange 2000 Server
12. Microsoft CAL for Windows NT
13. Microsoft Front Page 2002 AE
14. MS Macromedia Flash MXAE
15. Macromedia Flash MX
16. MS-Office 2007
17. MS-Office 2003
18. MS-Office XP
19. MS-Office 2013
20. MS-Office release 4.3
21. MS Access 2010
22. MS Project 2010
23. MS Outlook 2010
24. Virtual PC 2007
25. Virtual Server 2005
26. Office Communication
27. DBase III Plus Ver 1.1
28. Word Star release 4.0
29. Lotus 1-2-3 release 4.0

B. Operating System / System Software

1. Windows Server 2008 R2
2. Windows Server 2003 R2
3. Windows 7
4. Windows 8.1
5. Windows XP
6. MS- Windows 2012 server
7. MS-Windows NT 4.0 Server
8. MS- Windows NT 4.0 workstation
9. Red Hat Linux 7.1
10. White Box Linux 4.0
11. SCO Open Server Media Kit Version 5.0.5
12. SCO Open Server & UNIX Ware Dev. Kit
13. SCO UNIX Host
14. SCO UNIX Enterprise System
15. Novell NetWare 5.0
16. Novell NetWare 4.11
17. MS-DOS 6.22

C. Language Processor

1. Visual Studio 2010

2. Softek COBOL-85 for Unix
3. Softek COBOL-85 for MS-DOS
4. Turbo PASCAL 7.0 for DOS
5. Turbo C++ 3.0 for DOS
6. Visual Basic 5.00
7. Visual Basic 6.00
8. Visual Java 6.0++ Professional AE
9. Visual FoxPro 6.0/8.0
10. Visual FoxPro 6.0/8.0
11. MS Visual Basic Pro AE
12. Borland turbo C++
- 13. Sun Java 1.5**
14. TC Suite 4.5 for windows

D. RDBMS and 4-GL

1. MS-SQL Server 2008 R2
2. Oracle 10g
3. Oracle 9i For Windows 2000
4. Oracle 8i 8.1.5 for Windows NT
5. Oracle Developer / 2000 version 2.1
6. Oracle Server 8.0 for windows
7. Sybase SQL Server 11.0
8. Power Builder 5.0
9. Developer 6.0 for Windows (NT/95/98)

E. Anti-Virus Scanners

1. BitDefender Antivirus

F. Language Lab Software

1. Renet Digital Multimedia Language Lab
2. Sky Pronunciation Suite
3. Tense Buster
4. Connected Speech

G. Online Testing Software

1. QuizMagiq from Vidyatech (Cloud Based)
- All the 698 computers in the Institute are provided with internet connection. The entire campus has 50 MBPS (1:1) internet connectivity through Aircel and 10 MBPS connectivity through BSNL.

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

The computer labs at Institute have industry oriented environment. It provides the students with hands on experience and learning in state of the art technological environment.

On The Campus:

- The Institute has Computer Labs equipped with latest Hardware configuration, peripherals (including Printers, Scanners etc) and latest version Software's to fulfill the academic needs of courses offered at the Institute. All the computers are connected to a central network with Fiber Optic backbone and are accessible from everywhere within the campus with proper security measures to ensure secure access and prevent un-authorized access of data. The IT lab allows students, faculty and staff to take printouts, browsing and surfing of the internet, scanning and printing of documents.
- All the Computer Labs are equipped with latest configuration and round the clock internet connectivity.
- The Internet Bandwidth have now been upgraded from 12 Mbps to 50 Mbps (1:1) and is operational from 19th September, 2014.
- Now the earlier restriction of 1 GB Download/ Day has been withdrawn and Unlimited Internet Access and download facility for students is made available from 24th September, 2014.
- The **Wi-Fi enabled campus** provides round the clock internet access to both the students and faculty.
- IT Services also organize training sessions for faculty and students on the use of Internet for developing learning resources.
- To make the Internet Facility more secure, controlled and better managed, the renowned **Unified Threat Management (UTM) Device** has been procured, installed and is in operation from 24th September, 2014.
- I.T.S also has one Hardware lab cum Maintenance room located on the ground floor .The Institute has employed three computer maintenance personnel for routine and preventive maintenance of computers, installation of software and networking. This has helped in ensuring very high level of availability of computing facilities to faculty, staff and students, at all times.

Off The Campus:

- All the faculty members are facilitated by Laptops with required word-processing, analysis and presentation software to facilitate them in preparing their presentations for their class room teaching.

- The Institute aims in creating learning processes in response to the changing managerial paradigms and hence has incorporated the provision of providing **Laptops** to every student.
- Internet services in Hostels (Girls & Boys both) are being provided, after Institute hours, on full available Bandwidth.

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

The Computer Centre of the Institute has always been striving for providing best services to facilitate the academic endeavour and computing needs at the Institute. Following upgrades and new addition in the services of IT have been made recently:

Improvements in services:

- The Internet Bandwidth has been upgraded from 12 Mbps to 50 Mbps (1:1) and is operational from 19th September, 2014.
- Internet Services in Hostels (Girls & Boys both) are provided after Institute Hours on full Bandwidth, available.
- Now the earlier restriction of 1 GB Download/ Day has been withdrawn and Unlimited Internet Access and download facility for students has been provided, from 24th September, 2014.
- To make the Internet Facility more Secure, Controlled and better Managed and Monitored, the renowned **Unified Threat Management (UTM) Device** has been procured, installed and is in operation from 24th September, 2014.
- The Bandwidth availability and Internet service (in terms of speed) have significantly improved.
- **Server Upgrade:** Recently, to accommodate new up gradation and enhancing facilities, Institute has upgraded the old servers, and accordingly Software/ applications are being migrated/ shifted to upgraded servers on receipt of New Server.
- **New Server:** Institute is in process of procuring New Brand Servers (order is already placed) to re-organize and re-orient the existing application load. Once Servers are received, very soon the load of existing servers will be reorganized and distributed to ensure optimized usage of available resources.

- The old LCDs in Class Rooms, Auditorium, Seminar Halls, and New Board Room etc have been replaced with new ones having better resolution and services.
- To upgrade the computing environment, Lab-IV, AB-III, Ground Floor has completely shifted on WINDOWS 8 Environment. Likewise, The Institute is working to upgrade in Applications also in various Labs of Computer Center.

Following new additions/ up gradation have been made in Computer Center in order to provide a better learning experience and exposure of latest Software/ Applications for students:

S.No.	Work	Location
1.	Increase in RAM in all Machines of Lab-2, Lab-3 (2nd Floor, AB-I) Lab-6 (Ground Floor, AB IV) & Lab-7(2nd Floor, AB-IV)	Upgradation from 01 GB to 04 GB now
2.	Operating System Upgrade from XP to Windows 7	Lab-2, Lab-3 (2nd Floor, AB-I) Lab-6 (Ground Floor, AB IV) & Lab-7 (2nd Floor, AB-IV)
3.	LCD Installation	Lab-1 (Ground Floor, AB-I) Lab-7 (2nd Floor, AB-IV)
4.	Operating System Upgrade from XP to Windows 8	Lab-4 (Ground Floor, AB III)

The Institute is confident that these up gradations will contribute in improved learning for students and faculty members. The up gradation of hardware and software is being done to provide high speed network connectivity for future technological requirements.

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)

The Institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues for an engaging teaching-

learning environment.

The provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution since four years is as follows:

Budget (Amount in Lacs)

	2010-11	2011-12	2012-13	2013-14
Procurement & Up gradation of Computers	125.00	125.00	160.00	170.00
Maintenance of Computers	22.00	30.00	33.00	35.00

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 for an engaging teaching-learning environment:

- The Institute has Computer Labs equipped with latest Hardware configuration, peripherals (including Printers, Scanners etc) and latest version Software's to fulfill the academic needs of courses offered at the Institute.
- All the computers are connected to a central network with Fiber Optic backbone and are accessible from everywhere within the campus with proper security measures to ensure secure access and prevent unauthorized access of data.
- The IT lab allows students, faculty and staff to take printouts, browsing and surfing of the internet, scanning and printing of documents.
- The **Wi-Fi enabled campus** that provides round the clock internet access to both the students and Faculty.
- The air conditioned lecture halls are spacious and scientifically designed to ensure that each student has sufficient space and each faculty has the facilities necessary to address the students. In addition, each lecture hall is equipped with specialized teaching aids like **LCD projectors and Smart boards** that enhance the quality of teaching-learning experience.
- The auditorium and seminar hall are equipped with the latest state of the art audio/video facilities and used for conducting and hosting intra

and inter college events like seminars, conferences, panel discussions, talk shows and cultural activities.

- The Institute Library provides access to e-resources to faculty and students.
- Training programs are regularly conducted in IT department on the software applications, installation of software, upgrading hardware .Faculty are allowed to download and rehearse lecture presentation for classes. Special screenings of lecture classes are facilitated by information technology lab utilizing the LCD projector, smart board.
- Teachers most often use ICTs for 'routine tasks' (record keeping, lesson plan development, information presentation, basic information searches on the Internet).
- All the faculty members and students are facilitated by Laptops with required Word-processing, Analysis and Presentation software to facilitate them in preparation of their presentation for their class room teaching.

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 adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities to facilitate an engaging teaching-learning environment:

- To promote this, the Institute makes available to its faculty and students comfortable work spaces, equips classrooms with internet connectivity, audio-visual facilities and air-conditioned environment.
- The Institute aims in creating learning processes in response to the changing managerial paradigms and hence has incorporated the provision of providing **Laptops** to every student.
- The **Wi-Fi enabled campus** provides round the clock internet access to both the students and Faculty.

- The air conditioned lecture halls at I.T.S are spacious and scientifically designed to ensure that each student has sufficient space and each faculty has the facilities necessary to address the students. In addition, each lecture hall is equipped with specialized teaching aids like **LCD projectors and Smart boards** that enhance the quality of teaching-learning experience.
- The auditorium and seminar hall are equipped with the latest state of the art audio/video facilities and used for conducting and hosting intra and inter college events like seminars, conferences, panel discussions, talk shows and cultural activities.
- The Institute Library provides access to e-resources to faculty and students.
- The Institute has modern computer laboratories with structured optical fiber network for easy access of information as well as centralized photocopying and scanning facilities.

ICT facilities are used as visual aids to empower teachers to transform the traditional blackboard, chalk and talk methods into interactive sessions. This enables the simplification of complex concepts and helps them to be imprinted on students' memories. Faculty is provided with a laptop with internet access to enable rich media usage / external internet-based learning resources in the classroom and they are encouraged to prepare power point presentations on their subjects for proper understanding of the course. IT Services also organizes training sessions for faculty and students on the use of Internet for developing learning resources. Computer Labs, LCD and OHP projectors are available to the faculty for computer-aided teaching. The computer faculty is always available for any need based assistance in the use of ICT.

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?

The Institution does not avail 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)?

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

The Institution has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same. For preparing the budget, estimates are required from Maintenance and Computer Department. Thereafter Maintenance and Computer Department provides estimates of repairs for the coming financial year based on actual expenditure incurred on maintenance and up keeping of building, furniture, equipment, computer and vehicles' during the last 3 to 4 years

	Budget (Amount in Lacs)			
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
<u>For Maintenance</u>				
Repair & Maintenance- Building	30.00	35.00	40.00	42.00
Repair & Maintenance- Furniture	10.00	15.00	16.00	16.00
Repair & Maintenance- Office & Other Equipment	2.00	2.00	3.00	3.50
Maintenance of Computers	22.00	30.00	33.00	35.00
Vehicle Running & Maintenance Exps	12.00	14.00	15.00	17.00
Repair & Maintenance- Others	10.00	10.00	12.00	12.50

On the basis of their estimates, budget is prepared for the below mentioned head of expenditures to ensure optimal allocation and utilization of available financial resources.

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

The Institution has an effective mechanism for upkeep of the infrastructure, facilities and equipments of the college and the Institute aims to promote the optimum use of the same. There are two maintenance cell run by sufficient staff under the supervision of administrator:

IT Maintenance Cell:

- All the problems and complaints related to computer/desktops/laptops and projector are taken care by this cell.
- The Faculty, Staff and Students can register their IT related complaints under this cell.
- The maintenance cell takes the action on the complaints registered within stipulated time period.

Infrastructural Maintenance Cell:

- All Infrastructural related issues are been taken care by this cell.
- There is a complaint register kept with the administrator.
- The Faculty, Staff and Students can register their complaints pertaining to AC's/watercoolers/tubelights/fan/washrooms/windowglasses/doors/whiteboards/notion boards/electric switches etc. under this cell.
- The cell takes the action on the complaints registered within stipulated time period. (Annexure attached)

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

The Institute has effective mechanism for calibration and other precision measures for the equipment/ instruments.

Infrastructural Maintenance Cell:

The Institute has separate maintenance cell run under the supervision of administrator. A supervisor has been designated with the responsibility to resolve the problems related to the malfunctioning of equipments/instrument. Apart from handling the complaints on call, a schedule is followed at regular intervals for checking the working of all equipments. The followed schedule is:

S.NO	EQUIPMENTS	FREQUENCY
1.	WATER COOLERS	WEEKLY

2.	FAN	DAILY
3.	TUBELIGHTS	DAILY
4.	WHITE BOARDS	DAILY
5.	NOTICE BOARDS	DAILY
6.	SWITCES	DAILY
7.	AIRCONDITIONER	YEARLY

IT Maintenance Cell:

The Institute also has one Hardware lab cum Maintenance room located on the ground floor of UG 1. The Institute has computer maintenance personnel for routine and preventive maintenance of computers, installation of software and networking. This has helped in ensuring very high level of availability of computing facilities to faculty, staff & students, at all times.

The details are as follows:

S.NO	EQUIPMENTS	FREQUENCY
1.	COMPUTERS/DESKTOPS	DAILY 10 SYSTEMS
2.	LAPTOPS	WITHIN 24 HOURS

The Institute takes utmost care in maintaining the campus but once the problem is encountered it takes at least three days in resolving the same and is being done in holidays when student community is not around so that the smooth functioning of the courses is not hindered.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)? Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include

The Institution takes cautious measures in maintenance of sensitive equipments (voltage fluctuations, constant supply of water etc).

- The Institute runs BBA/BCA in two buildings UG 1 and UG 2.
- Both the buildings have three floors. Four water coolers have been installed with RO system for supplying safe and pure drinking water, 24 x 7, to the students. The water coolers are

suitably placed so as to cater to the needs of students from all the floors.

- To meet the requirements of students some of the water coolers have also been placed in common places like passage, near lawns, canteen and sports complex.
- The Institute has a separate room for generator and the sitting area for the electrician is also located nearby. The generator is connected to the lecture halls, faculty area, computer labs and all other locations. In case of power failure the electrician has been instructed to start the generator immediately without any delay.
- The WI-FI enabled campus that provides internet connectivity 24x7.

The Institute is well equipped with the latest infrastructural facilities, duly supported by a professionally qualified staff. Classrooms with high end teaching aids, computer labs, a well stocked and networked library, auditorium and seminar halls, wi – fi enabled campus, sports complex etc, create an ambience conducive to academic activities and overall development of students.

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 Institute publishes its Admission Brochure and Leaflet every academic year. These documents provide an overview about the Institute and incorporate information about each course, infrastructural facilities, pedagogy, fee structure, scholarships etc. The Admission Brochure is also available on the Institute website for online access and prospective applicants. The major contents of the Brochure consist of the following information:

- Infrastructural Facilities
- Explaining our courses
- Teaching and Learning
- Value Enhancers
- Scholarships and Awards
- I.T.S' Publications
- International Relations
- Admission Procedure
- Faculty Resources

The Institute is committed towards providing authentic and up-to-date information about various facilities provided by the Institution. The information provided in Admission Brochure and various other media is checked by concerned departmental head to ensure legitimacy of the same. The Institute holds complete accountability of the information given in the Admission Brochure and in case any dispute arises related to the content of the information provided in the brochure; the dispute shall be settled as per Ghaziabad jurisdiction.

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 Institute has admission scholarships and academic performance for students, awarded to them at the time of admission and during three years of study. The admission scholarship is awarded to I year students of BBA and BCA, while academic performance awards are given to II and III year students based on their performance in university examination.

In addition to this, partial and full fee waives are also provided to students on need basis. The scholarship schemes at institution are revised at regular intervals to keep them updated. The details of scholarships given to the students are given below:

Admission scholarships

Awarded at the time of admission and is applicable for I year students of BBA and BCA, based on their XII standard performance. Scholarship categories include:

I Topper's Scholarship

85% and above - First 5 students in BBA and BCA each - No tuition fees for all the three years (subject to condition)

80%-84% - First 5 students in BBA and BCA each - 50% discount in tuition fees of year I only

II Merit Scholarship

The first 20 admission seeking admission to the BBA program shall be awarded a scholarship, as per the following details:

75% and above - 10 students - Rs. 20000/- discount in academic fees of year I only.

70%-74% - 10 students - Rs. 10000/- discount in academic fees of year I only.

The first 20 admission seeking admission to the BCA program shall be awarded a scholarship, as per the following details:

70% and above - 10 students - Rs. 20000/- discount in academic fees of year I only.

65%-69% - 10 students - Rs. 10000/- discount in academic fees of year I only.

III Scholarship for Siblings of Current Students and Alumni

As per privilege for siblings of our current students and alumni the Institute offer scholarships as per following details:

In BBA

70% and above - Rs. 20000/- discount in academic fees of year I only.

65%-69% - Rs. 10000/- discount in academic fees of year I only (subject to condition).

In BCA

65% and above - Rs. 20000/- discount in academic fees of year I only.

60%-64% - Rs. 10000/- discount in academic fees of year I only (subject to condition).

ACADMIC PERFORMANCE AWARDS

Merit Awards

For II and III year students based on their performance in I and II year university examinations respectively. It is awarded to top 10% meritorious students of each batch at the end of each year details are:

- The first one third of students get a cash prize of Rs. 7500/-
- The second one third of students gets a cash prize of Rs. 5000/-
- The third one third of students gets a cash prize of Rs. 2500/-

Performance Improvement Award

It is awarded to top 10 students of each section who show maximum improvement in terms of increase in percentage from the first semester exams to the second semester exams of I and II year respectively.

All Rounder Award

It is awarded on the basis of students' performance in certain areas like academics, behaviour (inside and outside class), and participation in extracurricular activities and additional responsibilities in the campus.

Scholarships are given to the students on the basis of the abovementioned criteria and norms. Scholarships based on the poor financial condition of the student, depends from case to case. The specifications pertaining to these categories are as following:

Particulars	2010 – 11		2011 - 12		2012 - 13		2013 – 14	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Based on Poor Financial Condition of Student	11	252,510	23	745,000	15	535,350	28	850,050
Based on Meritorious Scholarship Scheme	220	4,138,500	103	743,000	145	1,371,750	217	2,262,500

Total	231	4,391,010	126	1,488,000	160	1,907,100	245	3,112,550
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5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

A number of students receive financial assistance from state government welfare scheme; namely ‘Samaj Kalyan Scholarship’. The scholarship is provided for SC/ST/OBC category students along with general category students falling below poverty line. Under this scheme, the tuition fee of students is reimbursed along with provision of yearly scholarships to boys and girls.

Each year, students falling under the eligibility of this scheme are notified through the Institute. Over the past two years, 5% and 1% of students, of BBA/BCA 2012-13 and 2013-14 batches respectively, have benefitted from this scheme.

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**

The available support services and facilities available for various sections are:

- **Students from SC/ST, OBC and economically weaker sections:**
The Institute does provide various support services to SC/ST, OBC and economically weaker sections of the society. The relaxation in academic percentage of such candidates is observed by university norms. The Institute also recognizes need to spread the benefits of higher education to weaker section of the society. For this, the Institute provides financial relaxation in academic fees of wards of its peons and working staff.

- **Students with physical disabilities:** Support services are being set up for students with physical disabilities.
- **Overseas students:** At present, the Institute does not have any support services/ facilities for overseas students.
- **Students to participate in various competitions/National and International:** The Institute believes in the holistic development of its students. They are constantly encouraged and motivated to take part in various national as well as international competitions. The sports club of the campus ensures that information regarding different events is regularly updated for the use of students. The students are provided with the facility of Out Door forms which they are required to fill if they wish to avail consideration in their attendance. The faculty coordinators of various clubs and societies periodically inform students about different national/international students.
- **Medical assistance to students; health centre, health insurance etc.:** The Institute provides medical assistance to students in form of regular medical checkups by qualified medical practitioner. The Institute also promotes oral hygiene amongst students by organizing regular dental camps in association with its sister concerns namely, I.T.S – Greater Noida and I.T.S – Murad Nagar.
- **Organizing coaching classes for competitive exams:** The Institute does not organize coaching classes for competitive exams.
- **Skill development (spoken English, computer literacy, etc.):** In the present times, the students are required to be well-versed with English language as well as computer literacy. One should keep himself updated with the latest improvements in technology. The University covers various subjects like Computer Fundamentals, through which students can learn basics of computers. To increase computer literacy amongst students, the Institute provides free laptops to students so that they can learn to use them efficiently.

English language proficiency has unarguably become one of the most essential requirements for university study. Whatever the field of study in humanities/social sciences, knowledge of English is crucial for accessing the vast body of knowledge to pursue academic study, since most of the materials one needs are available only in English. Given the above premise, the Institute focuses on developing the students' proficiency in this language through channels like personality developments workshops, events organized by literary club such as Play on importance of English etc. The medium of instruction at Institute is English to well-verse them with this language so that they can blend themselves well in corporate world.

- **Support for “slow learners”:** Every child has different level of

understanding of different subjects. Keeping this in mind, the faculty tries to cater to every student's specific needs and requirements by providing extra time for "slow learners". Tutorial classes are organized for practical subjects like Mathematics at regular intervals to give special attention on those students who are falling behind the rest of the class. In such classes, students' doubts are also cleared on one-to-one basis.

- **Exposures of students to other institution of higher learning/ corporate/business house etc.:** The Institute organizes regular guest lecture from eminent personalities of corporate world in order to provide them practical exposure. Various CEOs and other higher management personnel come to the Institute and share their work experience with students.

Students are also encouraged to participate in various inter-college events which give them experience of various Institutes of higher learning. The clubs and societies coordinators display information regarding various cultural and academic events hosted by other Institutes.

- **Publication of students magazines:** The Institute publishes online magazine for students namely Tatva, where students write and share their experience about their college life.

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

The Institute has constituted an "Entrepreneurship Cell" to foster entrepreneurial skills amongst the undergraduate students. The E-cell aims to provide a platform where student can learn innovative business styles and helps them to generate their own creative ideas.

Multitudes of activities have been organized under the aegis of E-cell such as workshops, business plan development, presentations, which are intended to spawn proficiencies in students related to successful business innovations.

Q. 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**

The Institute believes in overall development of students by encouraging them to participate in various extracurricular activities ranging from sports to academics. Students are goaded to participate in multitude of intra campus and inter campus extracurricular activities. The various clubs and societies at Institute ensure participation of students in various extracurricular and co curricular activities such as sports, quiz competitions, debate and discussions and cultural activities. In order to encourage our students, the Institute tries to provide full support to them at each level to the extent of possibility.

- **Additional academic support, flexibility in examinations** – Students participating in various extracurricular activities at zonal, state or national level are provided with full academic support from the institution. Internal examination, if missed out due to participation or preparation in any prominent event, can be reorganized for such students. However for university examinations, it is compulsory for students to appear in them. While computing attendance of such students, their reason of absence is also taken into consideration.
- **Special dietary requirements, sports uniform and materials** – Students playing games at state and national level are provided with sports uniforms and kits in order to encourage them.
- **Any other** - None

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.

The Institute does not maintain any such information.

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

The University aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and will respond to the needs of the marginalized sections of our society. With this mandate, the processes and curriculum engendered through various courses and programmes attempt to structure students' experiences in a way that would lead them to their chosen careers with the right sensibilities and skills in place.

The Institute maintains a Career Counseling Cell to guide its students on matters related to academics, personal, career etc. The Career Counseling Cell deals with regular counseling sessions for the students. To cater needs of large group of students, group counseling sessions are conducted. While to provide more specific and personalized guidance to students, individual counseling

sessions are provided to students. In order to provide more accurate and specific guidance to each student, psychometric analysis of students is conducted in the onset of counseling sessions so that assistance can be provided to every student as per his/her specialized needs, attitude and personality.

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).

Yes, the Institute has a structured mechanism for career guidance and placements of its students. The Placement Cell at the Institute provides career guidance and placement assistance to students across BBA and BCA. The Placement Cell consists of four faculty members from both BBA and BCA department in order to provide equal assistance and guidance in fields of Management and IT. The Placement Cell coordinators search the job opportunities available in various reputed companies and organize interviews of our students in them. On - campus drives are organized to provide opportunities to appear for jobs inside campus only. Students are also notified of job openings available for them in various companies so that they can appear for walk-in interviews.

The Placement Cell along with Career Counseling Cell organizes various workshops and personality development sessions where students can learn special skills pertaining to resume writing, interview skills, mock -interview etc.

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.

The Institute has an Academic Program Office where administration related grievance pertaining to fee, identity cards, infrastructure, institutional support etc. is addressed. The Administrator appointed by the institution addresses students' grievances in these areas and responds to them within a fixed time frame.

Grievances related to teaching-learning and other academic issues (assessments, course delivery, time table, teacher-student relationships, and peer relationships particularly inside the classroom) are addressed by a joint committee of students and faculty members. Two students from each class are chosen as class representatives (CR). These CRs meet with their year coordinator on a regular basis to discuss various issues and this meeting is chaired by Principal of the institution. The committee ensures that the concerns of students, while maintaining confidentiality where required, are communicated to the concerned faculty / body. This is followed up in subsequent meetings. This serves as a feedback to individual faculty when the concern pertains to course delivery / assessments, and reflective material for the course teams as well as the Institution.

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

In I.T.S, the cases related to sexual harassment come within the purview of the Disciplinary Committee. The committee has been entrusted with responsibility to deal with “Prevention of Sexual Harassment at Work place”. The Committee has prepared guidelines for prevention of sexual harassment of women at place of work as per directives of Central/State Govt.

So far the committee has not received any case regarding the sexual harassment in the campus.

Q -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, an Anti-Ragging Committee has been constituted by the Institute to deal effectively with ragging issues in the campus. The constitution of this committee involves various departmental heads to ensure effectual resolution of the issues.

The committee is chaired by Director Management along with members including, HOD - IT, Vice Principal – UG campus, Boys’ Hostel incharge, Coordinator MBA, Coordinator PGDM, Chairperson BBA, Coordinator BBA (I, II and III year), Chairperson BCA, Coordinator BCA (I, II and III year), Administrative Officer, Girl’s Hostel warden, Boys hostel warden and Registrar.

There have been no instances reported during the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the Institute?

The Institute shows utmost care towards welfare of its students in every possible way. The major areas in which the students receive welfare are regular dental camps and medical checkups. At the time of orientation of students, all students are examined by a qualified medical practitioner to ensure good state of their health. The Institute provides medical assistance, available during normal working hours, to its students in case of any untoward event, with the help of a qualified doctor.

One other example of welfare awareness of Institute is annual dental camps organized at regular intervals in the campus. The Institute along with the help of with its sister concerns I.T.S – Murad Nagar and I.T.S – Greater Noida, holds dental check up camps for its students and encourages them towards oral hygiene.

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?

Yes, the Institute has a registered Alumni Association. The association has faculty members of the Institute as its members whose tasks are to provide a medium for alumnae through which they can be connected with each other. The Alumni Association is comprised of faculty members along with alumnae of the Institute.

The Institute organizes an alumni meet namely, Sansmaran – Annual Alumni Meet, on annual basis where students from former batches are invited with their families. Such programme provides a chance to alumnae to interact with their faculty members and to know about developments, Institute has made in the past years. The Institute is benefitted by this association as it creates vast pool of opportunities for students to get to know about prospects available to them in their field in terms of higher education as well as job openings.

The alumni association has also arranged various guests sessions for the students taken by alumnae from various corporate houses. BBA and BCA alumni have come to the Institute from time to time to guide our students on career related issues and road map to higher education.

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 trend observed:

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	

Student progression	%
UG to PG	Majority of the students go in for higher education but the formal information is not maintained in this regard. The number of students who have taken admission in the Institute's P.G. course are as follow for academies year 2014 MCA – 34 PGDM - 19
PG to M.Phil.	Not Applicable
PG to Ph.D.	Not Applicable

Employed	
<ul style="list-style-type: none"> • Campus selection 	100%
<ul style="list-style-type: none"> • Other than campus recruitment 	For other than campus recruitment, the Institute does not maintain a formal information.

The Institute provides placement assistance to its final year BBA and BCA students through “Placement Cell”. The Placement Cell attempts to seek placement forms from students who are interested in getting placement from Institute. Campus drives and job interviews are, then, organized for such students. The Institute has maintained a 100% record of placements since last two years.

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.

The University declares semester wise results for each programme. The detailed result of last four batches of BBA and BCA is as follows:

BCA

Batch	ENROLLED in VI Sem	NO. OF STUDENTS PASSED (VI SEM)	PASS %
2011-14	224	204	91.07%
2010-13	202	191	94.55%
2009-12	125	122	97.60%
2008-11	255	250	98.03%

BBA

Batch	ENROLLED in VI Sem	NO. OF STUDENTS PASSED (VI SEM)	PASS %
2011-14	262	245	93.51
2010-13	278	263	94.6
2009-12	177	166	93.78
2008-11	292	286	97.94

Note: In the above mentioned result analysis report, the students who have passed with back paper have not been taken into consideration.

The Institute performs inter-Institute result analysis after each semester's result for its both programmes i.e., BBA and BCA. The parameters like total students, total students appeared, passed students, students having back paper, promoted students, are taken into account while performing inter-Institute result analysis.

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

The Institute has a Career Counseling Cell and a Placement Cell which facilitates student progression towards higher education and placements respectively.

The Career Counseling Cell, at the Institute, appraises students about their specialized career choices and different courses which can be pursued for the same. Students are told about various higher levels of academic courses available both within country and abroad as per their specialized needs.

In order to facilitate students towards employment, Placement Cell of Institute organizes both on-campus and off-campus drives for BBA and BCA students. To increase chances of their selection, the students are given special classes for personality development where they learn about grooming, resume making skills, interview skills etc.

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

The Institute believes that every child has different understanding levels and all of them should be treated differently. With this notion, extra tutorial classes for practical subjects like Mathematics are run for weak students. Faculties, while designing course module for their respective subject, mention separate action plan for weak students so as to give them special attention. Students are encouraged to ask questions during their classes and also after their classes in extra time, whenever required. Every faculty provides respective subjects' notes to students in addition to class notes to provide maximum assistance to them.

The Course Chairpersons (BBA and BCA), respective Year Coordinators ensure regular communications with the students. For students who are at risk of drop out, Chairpersons and Year Coordinators try to resolve their doubts in case of course queries and provide assistance in case of some family matter. For first year students, each student has been assigned one mentor who guides them in case of any problem. In case of career related queries and apprehensions of students, Career Counseling Cell Coordinator counsels them and clears their doubts regarding relevance of the course, job prospects, available after pursuing the course etc.

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.

The Institute has variety of sports, cultural and extracurricular activities in which the students participate. Various clubs and societies are active in Institute such as Literary Club, Social Service Club, Library Club, Fine Arts Club, Dance and Music Club, Theatre Club, Entrepreneurship Cell, Technotrix Club. Every year, the Institute organizes its annual festival Navtarang which witnesses participation from various colleges and Institutes across Delhi-NCR.

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.

Students are encouraged and have participated in several co-curricular activities at the University level as well as in State Level.

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 Institute maintains a regular inflow of information from the alumni of the Institute and the employers who visit the campus for placement of students. The alumni are invited to the campus for guest talk wherein they share their corporate experience with the current students and such sessions turn out to very interactive and interesting as the current students are able to relate themselves with the alumni.

On the basis of the feedback of the employers of our students and alumni, various value enhancers like Value Added Courses, CEO talk sessions etc. have added on which have facilitated in making students ready for available job opportunities.

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

College has always given due emphasis on publication part. In this respect an online magazine called “TATVA” was initiated in the year 2012. The online magazine is the brain child of the students. The magazine gets updated every month with interested news and articles of campus, happenings etc. The responsibility for updating this monthly online publication lies on students.

Apart from this, college also promotes publishing papers both in National and International platform. In this respect one student of B.C.A Anuradha Sharma had her paper published in an International Journal along with her Mentor Prof. Nancy Sharma.

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

No, the college does not have any student council or any similar body.

5.3.6 Give details of various academic and administrative bodies that have students' representatives on them?

The Institute runs a number of Activity-Clubs as a part of student learning. Each club is student driven and organizes a minimum of two activities per semester. Students play an active role in keeping these clubs vibrant and on the basis of the suggestions made by the student representatives, the changes are incorporated in order to bring out the best from these activities.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the institution. Any other relevant information regarding student support and progression with the college?

Yes, the Institute has a large Alumni base. A Cell has been created which is responsible for regularly maintaining and updating the database. Since 2010 an alumni meet is organized every year, in the month of December. This meet encompasses sharing of information, nostalgic memories of their alma mater amongst the alumni and their family members. The meet culminates with evening supper and cultural activities for all.

The alumni are contacted through various means like telephonic calls, e-mails, Facebook and they are invited along with their families and peer group to join the eve. Apart from this, guest talks and CEO talk sessions are also organized wherein the alumni are invited to share their valuable experience with the current students.

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 the Institution is outlined as below:

Vision: "Creating Thinking Professional Order."

Mission: "To make incessant endeavor to create learning processes in response to changing managerial paradigms."

The Institution, has taken a mandate to help create a thinking professional order in the society to avoid chaotic situations that often arise due to unsystematic approach to our various activities and deeds in practical life. Both thinking and professional order go together. Thinking is an activity. It is the quality of thinking that matters in the overall growth and development of the society. A society where people think in right direction, thoughts generated would be positive and constructive. People in such a society would live in peace and harmony. There would be overall development and progress in the society leading to increase in the welfare of its people.

The quality, extent and level of thinking differentiate developed societies from developing ones. Our efforts as an Educational Institution are to create right type of thinking in the minds of potential managers so that they can act in a rational manner, approach a problem systematically and analytically and come out with feasible solutions. Our endeavor thus is to ensure that all faculty members of I.T.S belong to this order who in turn inculcate corresponding, values and ethics into every student of I.T.S and thus professional order is created in the society which grows and multiplies.

To achieve our vision of creating thinking professional order, we have set our mission for ourselves as making incessant efforts to create learning processes for our students/executives in response to changing managerial paradigms. As a guiding post for fulfilling the mission, we have concretized the following objectives:

Generating new learning technologies: New learning technologies include teaching through smart board.

Strengthening the industry interactive network: Organizing guest lectures, workshops and informal interaction with industry experts. This helps in bringing real life experiences into classrooms while at the same time acquainting the

industry with our Schools and programmes, so that they may become potential recruiters.

- Tie-ups with industry to offer programmes, and partner with them in establishing their Centres. A star scheme programme for skill development in the area of banking and insurance was organized by NSDC (a government sponsored agency) in I.T.S Campus. Apart from the regular academic programme, an additional value added course module is offered to the students of BBA and BCA in the fields of marketing, finance and information technology.
- Internships and short-term projects: Internship and field project are characteristic attributes of the BBA and BCA courses, offered at I.T.S. This gives students hands-on experience, and in the process helps them to apply the theoretical concepts to the practical work environment.
- Placements: The Institute has a Placement Cell comprising of four members. The key responsibility of this cell is to act as an interface between the students and potential recruiters, and thereby assist in the process of campus placements.

Inculcate team spirit among the learners: Team spirit amongst the learners is reflected in the successful hosting of cultural and academic events by students. Group studies and group assignments are designed to encourage the team spirit

Relating learning with values: At I.T.S, learning is related with values such as culture, integrity, leadership, and service to mankind.

Facilitating professional practitioners in searching their potential: I.T.S looks forward to providing professionals from both industry and academia a platform for further growth and development.

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

QUALITY POLICY

The top management, Principal and Faculty play a very important role in designing and implementation of its quality policy and plans. The quality policy framed by the Institute states that - The Institute of Technology and Science, Ghaziabad is focused to become fountainhead among academic institutions in India. The Institute is committed to impart professional education of excellence quality for all-round development of the students seeking career in Management

as well as in Information Technology. In doing so, top management, Principal and faculty play a vital role in the implementation of its quality policy and plans. Each faculty and staff member is well-trained and motivated so that he/she can understand the desired functions and is empowered to carry them out effectively. Involvement of students, parents, industry and society at large is encouraged for continual improvement in every sphere of Institute's activities.

The quality objective laid by the Institute is as follows

- φ Generating new learning technologies
- φ Strengthening the industry interactive network
- φ Inculcate team spirit among the learners
- φ Relating learning with values
- φ Facilitating professional practitioners in searching their potential
- φ Inculcate win-win attitude among managers
- φ Improving teaching processes
- φ Expanding the information technology capacity

The quality plan formulated by the Institute is to improve the overall system and process. The Institute has adopted Quality System as laid down under ISO 9001:2008 standard which includes quarterly audits by the external agencies followed by Surveillance Audit each year. The Audit covers the entire systems of the Institute. The Institute maintains a Quality Manual and Quality Procedural Manual which is regularly revised as per the changes made. Further to develop the pedagogy, the Institute conducts FDPs and MDPs and workshops. It regularly conducts Seminars inviting corporate as well as academic laureates.

Regarding the administrative quality, the Institute has made dress code compulsory for the students. Faculty, staff and the students wear Identity Cards within the campus. Further the Institute maintains health and hygiene standards.

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 leadership involves in ensuring the following particulars as per the given details:

The policy statements and action plans for fulfillment of the stated mission

The leadership team is actively involved in formulating, monitoring, exercising control and acting on the feedback to ensure implementation of 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 :

The formulation and incorporation of the action plans with strategic plans is done through the meetings of Academic Council and the top management. Agenda points are discussed and decision making is done in a proactive manner. Action plans are drawn in the meetings and are recorded.

The management keeps a control on the Institutional processes through reports and feedback.

Interaction with stakeholders: The leadership team on a regular basis takes feedback from all stake holders regarding the formulated policies. Based on feedback, changes are incorporated wherever desired and are taken into consideration wherever the need is felt.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders: Periodic assessments are conducted by top management to ensure smooth implementation of the formulated policy and also care is taken in ensuring that all stake holders involved are aware of their role in implementation of the same.

Reinforcing the culture of excellence: A culture of excellence is reinforced in a variety of ways:

The Institute has a scheme to extend seed money to faculty for carrying out research. Individual proposals are scrutinized by a group of eminent academics before making a grant. The Institute also provides dedicated funding for seminars, workshops and conferences by an individual faculty or students. The Institute has Instituted the practice of regularly inviting eminent academics and practitioners as guest, visiting and adjunct faculty for lectures and workshops. Regular meetings between Principal, Vice Principal and staff are held for discussions on matters related to teaching and research.

Champion Organizational Change: The Institution strongly believes that how organizations manage change has become a significant factor in their success or failure and their competitive advantage or disadvantage. In this regard, top

management encourages new initiatives for creating excellence. There is no bar on launching new initiatives as long as the quality is enhanced.

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 procedures adopted by the Institution to monitor and evaluate policies and plans of the Institution for effective implementation and improvement from time to time is that of regular monitoring, control and feedback taken on the processes and systems.

Frequent staff meetings at Institute level and at Management level to ensure proper monitoring. Review of minutes of the old meeting gives an opportunity to review policies and plans. For effective implementation of policies and plans, the Institute emphasizes the reviews by various committees composed of faculty and students. The Institute is ISO 9001-2008 certified and follows Quality Management System. Standardized practices are followed and review is carried out in ISO audits. Monthly reports are submitted to the top management. The report gives a comprehensive feedback to the top management and policies and plans are reviewed automatically.

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

The top management of the Institute provides academic leadership to its faculty members by designating them as Team Leads for various committees/departments such as:

- Admissions
- Placements
- Career Counseling
- Clubs and Societies
- Discipline

Besides the above, faculty members are also designated as Course Chairperson and Year Coordinators who in turn are responsible for the smooth functioning of the course. They are authorized to implement activities with regards to the efficient functioning of the course. The respective team leads are empowered to design and manage the activities within the department. This helps nurture the leadership skills of the faculty.

6.1.6 How does the college groom leadership at various levels?

The Institute has a constant endeavor to involve young faculty members in setting up the norms and rules of the College and encourage them to create innovative courses. For this, the faculty members are involved in the administration of various academic programmes. Apart from this, faculty members are also a part of various committees and task groups. They hold key positions in several academic and non academic areas.

This applies to the administrative staff as well.

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 Institute strongly believes in delegating authority and at the same time providing operational autonomy to the teams. The Institute has a decentralized structure in place. The Principal and Vice Principal of the Institute are assisted by the respective course teams of BBA and BCA respectively. Each course is headed by the Course Chairperson and Year Coordinators who in turn have the autonomy to design and manage academic matters. The prevailing system ensures a decentralized governance system in its true sense.

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

Yes, the Institute promotes a culture of participative management. Principal and Vice Principal of the Institute are assisted by the respective course teams in day-to-day matters. Each course is headed by the Course Chairperson and Year Coordinators who are empowered to design and manage academic matters including issues related to assessment, evaluation, results.

The Institute's structure also promotes the involvement of the academic staff in the form of different committees such as admissions, placements and career counseling. These teams are tasked to set-up and frame rules and norms on a variety of academic matters.

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?

Yes, the Institution has a formally stated quality policy.

The perspective institutional plan is developed by the Director General in consultation with the Management, and Directors of the departments. The Academic Calendar for the academic activities for the entire year is also prepared that includes all the activities.

Chairpersons of the Departments meet twice in an academic semester and sometimes more frequently. These meetings are held for discussions on examination schedules, special and academic prizes, the cultural week celebration etc. The Academic Calendar includes the list of various events, programmes and activities including the date of declaration of results. The Academic Calendar is prepared after detailed discussion with all the concerned i.e. the teaching, the non-teaching staff and the Management office-bearers.

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 development. The below mentioned are the aspects considered for inclusion in the plan

Vision and Mission - As an Academic Institution, I.T.S takes upon a mandate to help create a thinking professional order in the society to avoid chaotic situations that often arise due to unsystematic approach to our various activities and deeds in practical life. It is the quality of thinking that matters in the overall growth and development of the society. A society where people think in right direction, thoughts generated would be positive and constructive. People in such a society would live in peace and harmony. There would be overall development and progress in the society leading to increase in the welfare of its people.

The quality, extent and level of thinking differentiate developed societies from developing ones. Our efforts as an educational Institute are to create right type of thinking in the minds of potential managers so that they can act in a rational manner, approach a problem systematically and analytically and come out with feasible solutions. Our endeavor thus is to ensure that all faculty members of I.TS belong to this Order who in turn inculcate corresponding, values and ethics into every student of I.T.S and thus Professional Order is created in the society which grows and multiplies.

Teaching and learning - The perspective on teaching-learning at I.T.S is distinct. It focuses on the processes and an ethos that integrates the quest for knowledge

with experiential learning via the medium of discussions, interactions, dialogue and intensive field engagement. A constant concern and effort has been to establish bridges between courses across semesters and disciplines. Different media such as smart boards and projectors are used to facilitate classroom learning experiences. Mentoring and tutorials are integral to teaching-learning at I.T.S and are understood as powerful locales for peer learning and exchanges in a close, engaged, and an ongoing process.

Research and development - The Institute has enabling provisions for the promotion of research with funding available for faculty members. I.T.S strongly believes that its future will depend not only on its teaching programmes, but also on the research and publications of its faculty in peer reviewed journals. The Mid-Term Review of the Institute emphasizes the significance of research in the appraisal system. It is an initiative to strengthen its research culture and as an institution.

Community engagement - At the core of the Institute's functioning is a constant endeavor to serve mankind. In this regard I.T.S takes pride in participating in community engagement programs. The students and faculty of the Social Service Club at I.T.S make an honest attempt to serve the society by visiting orphanage homes, plantation of trees and conducts blood donation camps at regular intervals.

Human resource planning and development - The staff structure and staffing patterns of the Institute is performance oriented and driven by results rather than by hierarchies and layers of reporting lines. Most of the personnel employed by the Institute are expected to be trained in multitasking so as to be able to move both vertically and horizontally. The Institute attempts to provide opportunities for its staff to improve their career prospects through regular and well organized training and personal development programmes. With a view to maintaining, continuity and regular functioning of the college, adequate staff both teaching and non teaching is recruited. The staff recruitment process is quite stringent looking into the quality aspect.

Industry interaction – The Institute strives to create both backward linkages with schools and other universities to attract students to our BBA & BCA programmes, as well as forward linkages, with organizations and institutions, where our students get absorbed. Given the diversity of our programs as well as students' interests, some of our students, after obtaining a degree from CCS University enroll themselves in various programs of further higher learning; while others prefer to work with the development sector, NGOs, academic institutions, government / semi-government organizations, and the corporate sector or engage in self-employment and entrepreneurial activities. Interaction with Industry is promoted in the following ways:

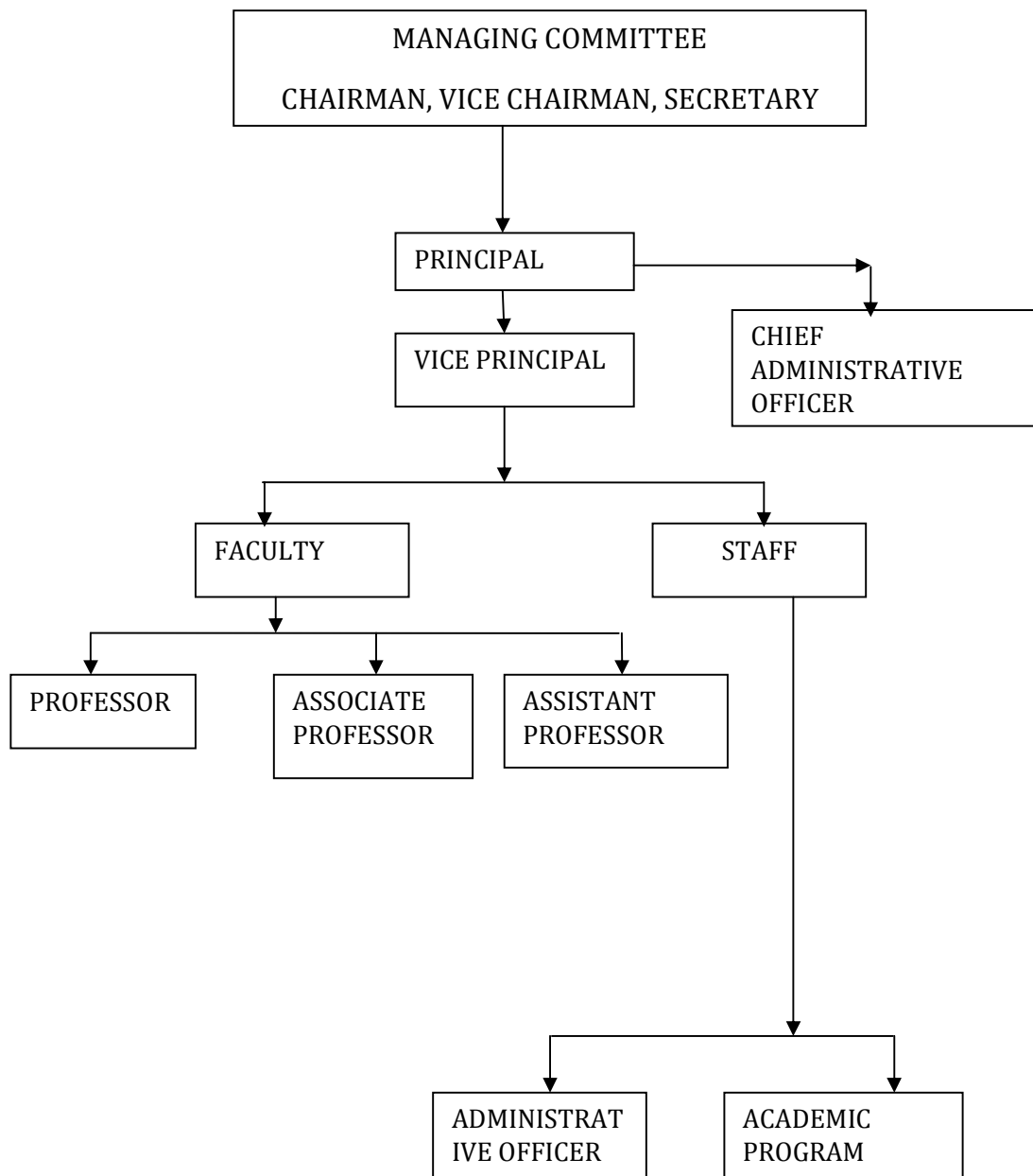
- **Guest lectures, workshops, and informal interaction with industry experts:** This helps in bringing real life experiences into classrooms while

at the same time acquainting the industry with our schools and programs so that they may become potential recruiters. Experts from the industry have also been involved in consultative processes.

- **Internships and short-term projects:** Internship and field projects are characteristics of each program offered at I.T.S. This gives our students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace.
- **Placements:** Several programs have a placement cell of their own, and efforts are being made to put in place. The career cell in the Institute works in close coordination with the placement cell. The career / placement cell(s) provide career counseling to students, so that they take informed decisions. The key responsibility of these cells is to act as an interface between the students and potential recruiters, and smoothen the process of campus placements.

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organization structure of the Institute is as under:



The Academic structure consists of two courses BBA and BCA respectively. Both the courses function under the leadership of the Principal and Vice Principal. Each course is effectively monitored and coordinated by Course Chairpersons and Year Coordinators.

The Administrative structure is designed around the following categories:

- Academic Services (AS) which takes care of the establishment functions related to the Academic staff
- Finance
- General Administration
- Planning
- IT Services

The Academic Services are headed by the Vice Principal who is appointed through a statutory process from among the Professors of the College, while Finance is headed by a Controller of Finance. The IT Services is headed by Director - IT. The Registrar is the administrative head of the Institute. The Head of the Library is the Librarian.

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 quality improvement strategies implemented by the Institution under the above mentioned areas are as following:

Teaching and learning - The perspective on teaching-learning at I.T.S is distinct. The Institute focuses on the processes and an ethos that integrates the quest for knowledge with experiential learning via the medium of discussions, interactions, dialogue and intensive field engagement. A constant concern and effort is directed towards establishing a bridge between courses across semesters and disciplines. Different media such as smart boards and LCD projectors are used to facilitate classroom learning experiences. Mentoring and tutorials are integral to teaching-

learning process at I.T.S, and are understood as powerful locales for peer learning and exchanges in a close, engaged, and ongoing process.

Research and development - The Institute has enabling provisions for the promotion of research with financial funding for the faculty members. Faculty members are constantly encouraged towards developing their research aptitude and thereby contribute through research publications in peer reviewed journals. The annual and mid – term appraisal reviews the contribution of faculty members in research and emphasizes upon the significance of research in the institutional development.

Community engagement - At the core of the Institute’s functioning is a constant endeavor to serve mankind. In this regard, I.T.S takes pride in participating in community engagement programs. The students and faculty members of the Social Service Club at I.T.S make an honest attempt to serve the society by visiting orphanage homes, plantation of trees and by organizing blood donation camps at regular intervals.

Human resource planning and development - The staff structure and staffing patterns of the Institute is performance oriented and is driven by results rather than by hierarchies and layers of reporting lines. Most of the personnel engaged by the College are expected to be trained in multitasking so as to be able to move both vertically and horizontally. The Institute attempts to provide opportunities for its staff to improve their career prospects through regular and well organized training and personal development programmes. With a view to maintaining, continuity and regular functioning of the college, adequate staff both teaching and non teaching is recruited. The staff recruitment process is stringent as it looks into the quality aspect.

Industry interaction - The Institute strives to create both backward linkages with schools and other universities to attract students to the BBA and BCA programmes, as well as forward linkages, with organizations and institutions, where the students get absorbed. Given the diversity of the programs as well as students’ interests, some of the students, after obtaining a degree from CCS University enroll themselves in various programs of higher learning; while others prefer to work with the development sector, NGOs, academic institutions, government / semi-government organizations and the corporate sector or engage in self-employment and entrepreneurial activities.

Interaction with Industry is promoted in the following ways:

- Organizing guest lectures, workshops, and informal interaction with industry experts. This helps in bringing real life experiences into classrooms while at the same time acquainting the industry with the Institute and programs as they are the potential recruiters. Experts from the industry have also been involved in consultative processes.

- Internships and short-term projects: Internship and field projects are characteristics of each program offered at I.T.S. This gives students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace.
- Placements: The Institute has a well established Placement Cell which looks for adequate placement opportunities for BBA and BCA students. The Career Counseling Cell in the Institute works in close coordination with the Placement Cell. The Career Counseling / Placement Cell(s) provide career counseling to students so that they take informed decisions. The key responsibility of these cells is to act as an interface between the students and potential recruiters and thus smoothen the process of campus placements.

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 Institute has monthly review meetings with top management with all details regarding the academic and non academic function of the Institution is discussed. Suggestions are solicited from all and the same is implemented taking into consideration the actual scenario.

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 of the Institute is ever encouraging and supports involvement of the staff in improving the effectiveness and efficiency of the institutional processes. It is in this regard that regular staff feedback and corrective measures are taken. For non academic staff, English, Accounting and classes in MS Excel are organized for better efficiency of institutional processes.

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 affiliating University does not have a provision for according the status of autonomy to an affiliated institution. The Institution functions as per the norms of the affiliating University i.e Choudhary Charan Singh University, Meerut.

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 I.T.S family is closely knit and growing and thus most of the interactions within the family happen not only through formal channels but also in more informal ways like semester-end retreats and meetings. Student (CR) meetings with Course Chairpersons and Year Coordinators are held frequently to address the grievances of students if any. There is a warm and healthy relationship between all stakeholders, including students.

Formal ways of recording and redressing grievances / complaints have been set-up. These include the setting up of:

- **Grievance Redressal Cell:** This cell is headed by Principal UG Campus. Two students from each section along with faculty members form an integral part of this committee. The primary function of the cell is to address the grievances of the students and ensure quick redressal
- **Discipline Committee:** Comprises of faculty members and administrative staff. The prime function of the committee is to maintain discipline within the campus and amongst other things, to register their grievances/ disputes and ensure quick redressal.
- **Registrar's office:** The Registrar's office maintains database of each and every student. The files are named after the students and it contains all the information about the students.
- **Anti-Ragging Committee:** The Anti Ragging Committee comprises of seventeen members, representing course chairperson, year coordinators along with the Director General, Director Management and Director I.T. The Committee looks into the overall ragging prevention and anti ragging activities at I.T.S Mohan Nagar Campus.

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, during the last four years there has been no instance of court cases being filed by and against the Institute.

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 mechanism for analyzing student feedback on institutional performance. The Institute has developed a mechanism for documenting student feedback primarily under the following two heads

- **Academic:** Academic feedback is taken from students by the members of Academic Quality Cell. A feedback form for each course taught is filled by students and collected at regular intervals i.e. twice in each semester. Online feedbacks are also taken from students twice in a semester. The feedback is then analyzed by the AQC and Principal and finally shared with the faculty teaching the course. Also, in the recent past study abroad tour and the subject of foreign language was implemented on the basis of the student feedback.
- **Infrastructural Feedback:** Feedback pertaining to infrastructure is also taken from students. A complaint register is maintained with the Deputy registrar wherein complaints related to classroom infrastructure such as non working of ACs, LCD projectors are maintained. Immediate follow up on the issues or complaints are done so as to ensure smooth functioning of classes.

Apart from these formal mechanisms, open house meetings are conducted with students during the semester to collect their feedback. Students’ feedback has been a very important component in the mechanism for instituting changes in course and programme structures.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Several initiatives have been taken and provisions made for the professional development of the teaching staff. These include:

- Leave for short term training program: All faculty members are granted leave and allowed to attend any other short-term training programmes.

- Partial travel grants for attending conference / seminars are provided to faculty members: to attend / participate in national and international conferences / seminars / workshops.
- Nominating and financially supporting faculty members to participate in workshop training programmes / other national and international forums in areas which are important to the institutional mission of the Institute.
- The Academic Council has constituted a committee to look into the academic workload of teachers and to submit its recommendations on what should be the minimum workload that each faculty member should be required to take up.

Similarly, the non-teaching staff have also benefitted from the Institute's policy of encouraging and helping its staff's professional development. The staff of the Institute is provided training in basic and advanced computing skills and English communication skills as well.

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 Institute performs various training programmes namely Faculty Development Programmes (FDP) to empower the faculty with the updated information and knowledge. The following measures are also taken to update the faculty members for better efficiency:

- Promoting use of modern technology in the form of internet connectivity, online library access, online database access etc.
- Imparting well developed guest sessions to update the faculty with the latest developments.

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 Institute provides the opportunity to the faculty for appraisals in the form of Self Appraisal Form on annual basis. Faculty members meet the Principal and Director, wherein the performance of the entire year is discussed and evaluated. Periodical reviews such as student feedback are also considered for better appraisal.

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 Management plays a vital role in the performance appraisal. On the basis of the Self Appraisal Form and the feedback of the students, the performance appraisal is done annually. The outcome of the feedback is also communicated to all the stakeholders for necessary information and further action. This information is communicated to the faculty and staff through increment and promotional orders.

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 management has put in place a number of welfare measures for faculty and staff. These include:

- a) **Provident fund** is made available to staff and faculty as per Employees Provident Fund and Miscellaneous Provisions Act (1952).

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
	(Amount in Lacs)			
Provident Fund Contribution	10.17	9.99	9.98	9.43
% of Staff that has availed this Facility	71%	63%	57%	53%

- b) **Employee state Insurance scheme** (ESIC Act 1948) is adopted by the institution for the welfare of the staff.

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
	(Amount in Lacs)			
ESI Contribution	2.03	2.78	3.16	3.08
% of Staff that has availed this Facility	100%	100%	100%	100%

- c) **Group Mediclaim Coverage & Insurance against death and injury from accidents**– Faculties and staffs are insured under Group Mediclaim scheme and Group Personal Accident scheme taken from Cholamandalam MS General Insurance Company Limited and the policy is renewed in the month of march every year.

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
	(Amount in Lacs)			
Mediclaim & Personal Insurance of Employees	2.03	1.52	1.91	1.7

- d) The management runs a **Scheme for marriage of staff or his/her son/daughter/sister's** marriage . As per Scheme, a lum sum amount is given to the employee, having gross salary upto Rs. 15,000/- and having served more than 3 year in the Institute, on the basis of his length of service and relation's marriage. However such amount is restricted to Rs. 25,000/- per relation.

Amount Given under Scheme

2010-11	2011-12	2012-13	2013-14
(Amount in Lacs)			
0.05	0.01	0.03	0.23

- e) The management also runs a **Children education scheme** for the staff. As per Scheme, tuition fee is reimbursed by the Institute @ Rs. 500/-per month per child upto two children to the employee having service of more than one year at the Institute and his gross salary is upto Rs. 12,000/- per month. In case gross salary is more than Rs. 12,000/- but not exceeding Rs. 15,000/-, then reimbursement of tuition fee is made for one child @ Rs. 500/- per month per child. This Scheme was introduced from January, 2012.

Children Education Expenses

2010-11	2011-12	2012-13	2013-14
(Amount in Lacs)			
-	0.13	1.39	1.82

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

The Institute believes in providing various opportunities to the faculty for hiring and retention. Timely incentives and promotions are provided through transparent channels. Participations in seminars and conferences are also encouraged. The Institute follows Sixth Pay Commission and also provides financial incentives to the faculty for the published research paper to promote a culture of learning and development .Moreover, the Institute also awards the faculty members under Star Performer Category on the basis of their contribution towards the college. Faculty is also encouraged for Ph. D and higher education.

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?

The Institution monitors the effective and efficient use of financial resources through the system of internal audit. It has appointed a Chartered Accountant, who on regular basis conducts the internal audit of all the transactions. Annual Budget is prepared for the purpose of implementing infrastructural development and teaching learning processes. Regular monitoring is done in order to know the deviations and to take corrective amendments. All income and expenditures of the college are effectively monitored by the Finance Committee in co-ordination with the heads of department and Director and/or Principal.

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 Institute has its own internal audit system and has appointed a Chartered Accountant, who on regular basis conducts the internal audit of all the transactions. External audit is conducted by statutory auditors M/s.D.C. Garg and Company, Ghaziabad and they conduct the audit twice a year. Auditors conduct the official scrutiny of accounts by going through routine college fee collections, bank payments and receipts, cash payments and receipts, undertake verification of bills and payment vouchers. Auditors submit their report to the Finance Committee of the Institute. All the recommendation, suggested by the Auditors in their report, is taken care by the Finance Committee. The last audit was done in April 2014. There have been no audit objections till date.

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.

The major source of the institutional receipts is from fee from students. The expenses mainly consist of the following:

- Salary of Faculty and Staff
- Purchase of Library Books, Subscriptions and Reading Course Materials
- Payment for Value Added Courses for Students
- Seminars and Workshops
- Purchase of Computers for Labs and Laptops for Students
- Maintenance of Building, Furniture and Campus
- Expansion of Buildings

- Purchase of Office and Other Equipments

The Institute has not faced any deficit till date for meeting the above expenses. However if in future, there is any deficit of funds, then the same can be met through transferring the funds from the Parent Society.

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

The Institution is a self- financed organization in which the major financial resource is the student's fees coming from courses offered by the Institute. The Institution makes all efforts to secure additional funding such as:

- Collects fee from outsiders to attend Seminars and Workshops organized at the Institute and receives sponsorship for the events. However the funds so received are mainly utilized for meeting the expenses on Seminars and Workshops so organised.
- Receives fees from other Institutes for conducting Management Development Programme by its faculty member at other Institute. However, the funds so received are shared between the concerned faculty member and Institute in the ratio of 2:1.

6.5 Internal Quality Assurance System (IQAC)

6.5.1 Internal Quality Assurance Cell (IQAC)

- 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?**
- How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**
- Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**
- How do students and alumni contribute to the effective functioning of the IQAC?**
- How does the IQAC communicate and engage staff from different constituents of the institution?**

- Yes, the institution has a well established Internal Quality Assurance Cell (IQAC) namely Academic Quality Cell (AQC). The objective of the Cell is to ensure quality teaching through effective monitoring. AQC strictly adheres to quality norms to assist the students on a regular basis by taking

feedback. The following ways are adopted for monitoring and delivery of the courses:

- Student Feedback
- Checking the extent of the course coverage at regular intervals by comparing course module with Academic Daily Report (A report wherein the concerned faculty fills in the details of a particular class after taking the session.)
- By checking the involvement of students in class activities like role plays, case studies etc for a providing a practical learning through a hypothetically created learning environment.

b) The following decisions have been approved and implemented:

- Course Modules and Course files: Each faculty is required to prepare a course module for their subject wherein the details pertaining to their course like learning objective, learning outcome, university syllabus, lecture plan, suggested reading, assessment criteria etc. are clearly stated. The documents related to each particular course like attendance sheets, previous year question papers, assignments, award lists of internals etc. are maintained in a course file
- Student Feedback: The feedback from students is taken in two different ways- Subjective and Objective feedback.

The corrective actions are taken, if required.

- c) No, AQC does not have external members on its committee.
- d) Faculty is responsible for the effective implementation of AQC. Students and alumni are not a part of the same. The contribution of the student is taken in the form of feedback which helps AQC to improvise, if needed.
- e) AQC communicates effectively through e-mails and regular meetings. The meeting constitutes analysis of the faculty feedback taken from the students to take corrective measures, for increasing the existing standards of teaching and training.

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 operationalization.

No, the Institution does not have an integrated framework for quality assurance of the academic and administrative activities. Both the activities are not combined under a common platform.

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.

Yes, the staff members are adequately trained with the quality assurance rules and norms. During these sessions, the concerns of the staff members are adequately addressed as effective implementation of the rules and procedures.

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 executes regular Academic Audits in AQC, at regular intervals through Course Chairpersons’ Coordinators. The outcome of the audit is made available to each faculty member and thereby maintaining the quality norms.

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

Every six months an audit is carried either by internal or external auditors. After in depth verification cited by the auditors, the areas of improvements are considered and rectified at the earliest. ISO audits are conducted to ensure conformity and uniformity leaving no scope of errors. The Institute adheres to ISO norms and requirements strictly.

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?

Institutional mechanisms are followed to review the teaching learning process. The Chairpersons of the respective department allot subjects to the faculty as per their specializations. The Course Modules are prepared before the commencement

of the program, which are verified by the Course Coordinators and AQC (Academic Quality Cell). Continuous evaluations in the form of tests and assignments are made to review the teaching process systematically. The following measures are taken in this regard:

- Regular monitoring of the students through internal assessment. Poor performance is contemplated with repetition of the work with expected outcomes.
- Feedback is taken from the students to assess teaching pedagogy of the faculty.
- Academic Details Report (ADR) is also prepared to monitor the attendance of the students.
- The Course Module is prepared by faculty to monitor the timely course completion.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

The Institute has always sincerely communicated its quality assurance policies and outcomes to internal and external stakeholders at regular intervals. Academic Quality Cell acts as a medium to communicate all the relevant facts for maintain the existing level of quality norms in the Institute. All the updated information is made available to the all the concerned members through emails, website, social networking sites, college brochures & leaflets.

CRITERION VII

**INNOVATIONS AND BEST
PRACTICES**

7.1 Environment Consciousness

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

The Institute follows eco friendly policies to protect the environment in the best possible way. Buildings are well constructed with appropriate provision of sunlight and natural air for ventilation. The lawns and the greenery around are also maintained to provide a healthy environment to the students. A dedicated Committee namely “Energy Conversation Committee” ensures minimal wastage of electricity. Dustbins are kept at various places in the campus to encourage cleanliness. The college also organizes tree plantation at various occasions. Many posters and messages are also pasted in the campus to encourage and motivate the students for environmental friendly measures.

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**

Energy Conservation: The college believes in energy conservation to save electricity. Each and every classroom contains pasted stickers with message “Switch off when not in use”. Special training has been given to the assistants and peons to switch off the lights, fans and air conditioners immediately after the class.

Use of Renewable Energy: Alternate energy recourses in the form solar geysers are installed in hostel.

Water Harvesting: Water harvesting is actively practised in the girls hostel.

Check Dam Construction: Not applicable.

Efforts for Carbon Neutrality: Not Applicable.

Plantation: The campus has various green lawns to provide healthy environment to all the students, faculty and staff. The Institute also promotes plantation drives by the students to spread awareness about the importance of flora. Students are encouraged to prepare creative posters with a message-“Save Trees”.

Hazardous Waste Management: Maintenance Cell takes care of waste material such as computers, laptops etc (if any).

E-waste Management: E waste is stored with Maintenance Cell and is processed according to the norms.

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.

The Institute has effectively introduced various innovative techniques to create a positive impact on the functioning of the college. The following innovations have been made during the last four years:

Students Focused

- **Personality Development Program:** I.T.S works for the overall development of the students by assisting them in acquiring soft skills through Personality Development Program, which is an essential ingredient of a proficient professional.
- **Career Counseling Cell:** The Institute has initiated Career Counseling Cell to provide valuable guidance to the students for the various options available these days for a successful career ahead.
- **Placement Assistance:** The Institution assists students for building commendable careers, to facilitate and foster a mutually beneficial relationship between the corporations, academia and the students.
- **Value Addition Programs:** In addition the academic course, the Institute also provides value addition programs for practical exposure.
- **Mentoring Program:** Mentoring Program starts from the first year of enrollment wherein students are allotted a mentor from the faculty, to ensure proper guidance and effective results.
- **Guest Lectures and CEO Talk:** The Institute regularly arranges Guest Lectures and CEO Talks to provide valuable insights of contemporary industrial perspective.

- **Boot Camps:** Various camps are planned for the students, which incorporates team building and fun activities.
- **Industry Visits:** Industry visits are organized regularly to bridge the gap between the class room teaching and the corporate world.
- **International Trips:** The Institute organizes international trips to provide global exposure to the students. In the past, students have visited Singapore, Malaysia and Dubai.

Faculty Focused

- **Faculty Development Program:** Faculty Development Programs are regularly organized to update the faculty with the latest developments.
- **Star Performance Award:** Star Performance Award is given each year to the faculty. It motivates the faculty to perform better than before.
- **Incentive to faculty for Paper Publication:** Various incentives are provided to the faculty for Paper Publication each year for their contribution in the field of academics.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Two Best Practices

I Title of the Practice

Personality Development Program and Career Counselling Cell established to groom students for professional excellence.

Goal

To provide industry/ job oriented training to make the students proficient in their professional and interpersonal skills for fostering employability/ higher studies.

The context

To have a successful career, various attributes are required at different levels. These attributes are confined to knowledge and skills needed for achieving career goals. To achieve this target it is important to provide training on practical lines

also. This move would prepare the students to face tough and competitive life after graduation.

The Practice

The college has Career Counselling Cell which addresses the students with the best suitable trainings and counselling. Personality Development Program focuses on various parameters such as communication, body language, teamwork, corporate etiquette and many more vital areas.

Evidence of Success

Excellent feedback has been received by the initiatives and measures taken by the college to help the students to upgrade their personality skill set aiming at achievement of career goals and objectives. The college placement activities have been steadily improving in terms of number of companies coming to campus, number of students employed as well as the quality of placements.

Problem Encountered and Resources Required

The subjects of the University provide academic exposure to the students. However, it has been observed that the students are not well prepared to face the tough competition ahead. They lack in various skills such as presentation skills, communication skills, basic etiquette and many more vital areas. To remove these barriers the college has initiated Personality Development Programs. The Career Counselling Cell helps in the acquisition of soft skills through individual, group and class room teaching sessions

II Title of the Practice

Improving pedagogy through case studies and global exposure.

Goal

To provide excellent teaching pedagogy clubbed with national and international educational trips, enabling the students to understand and broaden the horizon of professional education for effective learning and development.

The context

The teaching pedagogy consists of various University subjects and value addition courses. However, they can be even more effective through the analysis of relevant case studies. Moreover, global exposure in terms of industries and Universities are also required, to provide awareness to the budding professionals. Keeping this in mind, the college regularly focuses on case studies and organizes various educational trips at national and international levels

The Practice

The college provides case studies apart from the course curriculum provided by University. Apart from this, global exposure is also a part of the curriculum for the interested students. They visit various industries and Universities abroad for enabling in depth knowledge of the economies of neighbouring nations.

Evidence of Success

Case studies and International Exposure have resulted in noteworthy improvement in the quality of the students. The exposure provided, also prepares the students for the higher education.

Problem Encountered and Resources Required

The existing study material does not incorporate relevant case studies. Faculty devotes extra time to provide best study material to the students. Majority of the students are interested for national and international trips.