



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ROYAL EDUCATIONAL INSTITUTE

**NH-24(NH-9), DELHI-HAPUR BYPASS ROAD, DASNA
201302**

www.royaleducationalinstitute.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ROYAL EDUCATIONAL INSTITUTE was established in 2006 under Lord Shiva Educational Society. The college started with B.Ed one year programme, Affiliated to Chaudhary Charan Singh University, Meerut (U.P). At present, this college earned credits by virtue of being one of the prime institutes and has become the nucleus of academic centre in the discipline such as B.Ed (two years) from 2015, BBA (3 years) from 2010, BCA (3 years) from 2010, B.com (3 Years) 2016 and B.A. (3 years.) from 2018, course with total sanctioned students intake is 420 . The college was granted permanent affiliation by Chaudhary Charan Singh University, Meerut in 2008 and got included under 2(f) and 12 (b) of UGC Act in 2018. It follows the curricular design as prescribed by the Chaudhary Charan Singh University, Meerut and observes all norms as laid by the National Council of Teacher Education from time to time. Bachelor of Education Programme of Royal Educational Institute got accredited by the National Assessment and Accreditation Council (NAAC) , Ministry of Human Resource Development , Govt.of India in the year 2013 and earned Grade B with CGPA 2.67. During the post accreditation period, college added more programmes resulting to it NAAC considered college under the ambit of Higher Education Institutions

Vision

To be a top ranked institute of choice for students, staff and corporates, recognized for excellence in Higher Education and Research specially relevant to social needs of society.

Mission

The mission of the Institute is to offer world class, innovative, career- oriented professional programs through inclusive technology – aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The college will strive to create an intellectually stimulating environment for students, particularly into areas bearing on the socio-economic and cultural development of the state and the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The feedback of the students, alumni and other stakeholders are taken into consideration while designing the LESSON PLAN according to new Approaches.
- Reasonable fees structure, congenial atmosphere, affordable education to all class of students including other state students
- To promote overall development of students, experienced and well trained Teaching staff,

providing professional skills, inculcates in students the universal nature of skills and the need to understand its application for the well-being of humankind. The students are trained to become responsible and compassionate members of the global society.

- Many faculty members have received the benefit of faculty development programme
- Seminars, Workshops and Conferences are the integral parts of the institution.
- The college teachers and the non-teaching staff upgrade their ICT skills and accordingly improve themselves in doing activities with much proficiency.
- The academic calendar is restructured so as to make the students fit to meet the academic and job market demands.
- Royal Educational Institute enabled Wi-Fi campus, ICT enabled theatre hall with all necessary requirement . Well equipped library with online data base journals of education.

Institutional Weakness

- International collaborations (MOU's) for students and faculty exchange is one big area of improvement at Royal Educational Institute.
- Fund constraint due to inadequate fee structure.
- The course curriculum and examination structure are finalized by the affiliating CCS university, and hence there is lack of flexibility
- The institute has not developed focus towards research and mechanism to procure funds for Research Projects.

Institutional Opportunity

- Introduction of more add- on courses and emphasis on skill development activities.
- To Develop research Work and Guidance for career opportunities.
- Generate research activities and improvement in the research profile
- Focus on publication of academic and research papers in National and international journals
- Developing the placement opportunities for students in corporate world.
- More workshops and extra co-curricular activities should be planned in an effective manner for the betterment of the students.
- Developing more Certificate program, Career oriented training sessions, Counseling sessions Skill-Upgradation and Value Added Courses for empowering students

Institutional Challenge

- Increase the placement through campus interview and job mela etc.for employability of students.
- To more funding for infrastructure development and upgrading.
- Lack of academic autonomy especially in the curriculum and syllabus design. Therefore, need a dynamic curriculum that easily adapts to new technology.
- Maintaining standards of quality education and challenges offered by the Institution.
- Better placements in terms of job profiles and package offered to the students.
- The college aims to widen the scope of research work by establishing well equipped research center,providing guide and inspiring the students to undertake research projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Royal Educational Institute is a Affiliated college of Chaudhary Charan Singh University, Meerut. The college runs all programmes as per the UGC guidelines, .The schedule and duration of all programmes are based on also University guidelines. Furthermore, the college meticulously plans its academic sessions, thus ensuring timely preparation of academic calendars, timetables and the distribution of courses. Periodic assessments of students are undertaken through Projects, Assignments and Unit Tests in a time-bound manner. Syllabi taught across all programmes are based on latest trends and study, and several faculty members have been involved in curriculum development. Catering To Student Diversity

The institution organizes orientation programs, Group discussions for assessing and improving the learning levels of the students. Differently able students and slow learners are provided extra study material and tutorials. Students have training programs, project work etc. They also get exposure in cultural, sports, alumni activities and feedback mechanism. . Advanced learners are offered enrichment courses and useful suggestions for NET/TET examinations Sharing of Academic Responsibilities To meet the curricular and co-curricular needs , College constituted various Committees like Programme implementation Committee, Faculty Development Committee, Library Committee, Examination Committee ,Sports and Cultural Committee, Women Development Cell, and Grievance Committee against Sexual Harassment etc. Regular feedback from the students, alumni, and faculty members also ensure appropriate action towards developing any gap in student progression and overall college development.

Teaching-learning and Evaluation

The institution has taken several initiatives in to improve teaching-learning and evaluation processes. Faculties are encouraged to use different techniques of teaching and learning, using free and open resources available on the internet.. Teaching learning process are continually improving based on students' results and students' satisfaction. The curriculum transaction is supports activities such as Guest Lectures, Workshops, demonstration lectures etc. Throughout the Semester, teachers and students make classroom presentations of their projects/assignments, through PPT using ICT tools like Power point presentation. The 'Induction Programme' for fresh students intends to acquaint them with the programmes, curricular aspects, evaluation, culture , social etiquettes , college discipline etc, Efforts have been envisaged to make the teaching methodology an intellectual pursuit even for slow learners and differently abled students. Oral tests, quiz, seminars and presentations are adopted to suit the caliber of different learning ability students. . The college has well qualified and experienced faculty members The faculty seminars, discussions help improving of teaching. The slow and advanced learners are segregated so as to provide additional training such as Remedial classes according to their needs. Pre-University Examination is conducted to assess the capabilities of students. The teaching methodology involves training and practical component, whereas in each subject, components of lectures, training and practical are identified in order to give equal importance for all the three. It helps the student understand the subjects holistically and comprehensively, besides providing hands on experience of teaching Learning skills .Student Performance and Learning Outcomes:

Counseling service is being provided to the students on campus related to education and personal problems. Counseling is done from time to time. Assessment of students is done through periodic tests, assigned work and final examination.

Research, Innovations and Extension

To develop scientific temper, research culture, and aptitude among the students. Consistently students are encouraged to participate in seminars, workshops. Promotion of Action Research, , investigatory project assignments etc provides opportunities for Research and development Programmes to the faculty members and students. Most of the faculty members are carrying their research work and have written and presented papers in

number of seminars. As we provide only under graduate programme, the research and resource mobilization is limited to certain aspects. Extension Activities and Institutional Social Responsibility Various extension activities are generated in which students participated in the campus or out of the campus with the community. Regularly organizing environment awareness campaigns and plantations are done in the college. Further, the college has extended its human resources through tie-ups academic institutions, NGOs, etc towards sharing of knowledge and mutual benefits to both the Institutions, these collaborations provide opportunities for extension and innovation, internships and career goals, and research and development. Every effort is made to enrich and meaningful collaborations with other academic and non-academic Institutions outside the College.

Infrastructure and Learning Resources

Physical Facilities

The College is located at Ghaziabad with a built up area of 4800 square meter with sufficient greenery and ambience. The three storey building has spacious corridors and lounge, well lit Theatre Hall, Seminar Hall, The college has lush green lawn to beautify its campus. College has substantial infrastructure for sports & other extra-curricular activities, including kho-kho, handball, volleyball, basketball, badminton, , and yoga and meditation area.. The institute has well furnished classrooms, computers with internet facility. Very recently,

smart classes have been introduced. . It provides good ambience for both curricular and co-curricular activities and has well equipped library and Wi-Fi enabled classrooms with CCTV facilities along with, room for indoor games, Girls common room, well equipped Auditorium with 200 seats, Seminar Hall and fully-equipped computer lab. The college has access to Canteen, ATM and medical facilities. The computer lab are provided for computer literacy, and also for browsing by students and staff

Library as a Learning Resources

Institute's library provides diverse learning resource. The library is equipped with books, periodicals, latest national e-Journals. Adequate Internet facility with computers .The Institution is planning to develop student - teacher interaction through Open Access System under ICT facility. This will help in educating the students of the affiliated colleges with subject experts available on campus.

ICT Infrastructure

Meeting the academic needs and requirements during Corona Pandemic, institution recently upgraded ICT facility with latest computing facilities connecting the examination, accounts, and academy and development sections so as to conduct online classes effectively.

Student Support and Progression

To develop societal responsibility, these committees : Cultural committee, Students Grievance committee, Women Cell, Development Committee and Sports committee work for the over all welfare of the students. The students are trained in the regular classroom training sessions and internship programmes, Students are the most important stakeholders of any academic institution. College provides many opportunities

to ensure their representation and participation in various student bodies and committees under duly established norms.

Mentor/Mentee

The mentorship system helps the students to progress in a proper academic direction. The Grievance Cell provides redressal and remedial solutions to the problems of the students. Parents meet is held to keep in touch with them. Students orientation programs, Workshops on how to face the examinations, deputing the students for various moot activities and cultural events, which boost their confidence in their future and professional career.

Monitory benefits will also extend to the meritorious candidates by the management and fees concession, distribution of uniform and books to the economically underprivileged category of students. Apart from this, to enable holistic growth of students, the college provides several opportunities to display their talents and skills in the field of sports and cultural activities. The College has methodically built up a coherent group for student mentoring and for a holistic approach to overall progress of the students.

Student Progression

The progression of the students in every program is regularly monitored; special efforts are taken to increase the performance of the students by providing assignments. The institution has a successful track of students appearing and qualifying in competitive examination.

Governance, Leadership and Management

The Management of our college is assisted by the Principal and Head of the Departments. The management promotes active participation through the process of decentralization and takes parts in the working of institution. The Management looks after the faculty requirement, infrastructure and financial expenditure and provides the fund for different developmental activities taking place in the campus. The HODs of various departments will identify and address the needs of the departments.

Internal Quality management system

The Internal Quality Assurance Cell is responsible for the overall monitoring of the system, setting/ revising guidelines for improved performance, carrying out the Academic Audit of faculty, and facilitating interactions with industry and community.

Institutional Vision and Leadership

The vision and goals of the institution reflects the objectives of higher education. We firmly believe in enhancing the Creating Knowledge and Serving the Society by putting the knowledge to work with excellence.

Strategy Development and Deployment

The institute has generated a good plan for its future growth through Vision Document 2025. A full-fledged Internal Quality Assurance Cell (IQAC) has been established with Principal as its Chairperson to work towards sustained quality enhancement and target-fulfillment. The decisions and deliberations of various committees facilitate the overall development and continuous improvement of the Institution management system.

Faculty Empowerment Strategies

The Institution adheres to policy of the university for regular up-grade and empower faculty and recruitment of subordinate staff. The student ensures that they participate in programs to enhance their competencies. The college conducts regular teachers' interaction with Students and parents including alumni.

Financial Management and Resource mobilization

The Institution is rich in conducting various academic and administrative activities. Financial management practices are very so various activities. The college also extends incessant support to the staff in their professional pursuits. To this end, numerous professional development and academic programmes are organized in the college. The goals are being increasingly translated into reality by providing autonomy, which is bearing fruits. The staff meetings and IQAC are the nerve point of academic and administrative activities. The meetings review activities, teaching methods, academic exercises undertaken and developmental programmes envisaged etc.

Institutional Values and Best Practices

The image of an institution depends on its academic excellence and best practices. Since the college is managed by a spiritual institution, it has developed many healthy practices such as Diwali Mela on Diwali and Saraswati pooja on Basant Panchmi. Initiatives are taken by the college to sensitize the staff and students to promote a gender-just ecosystem. Programmes like self-defence training, conferences, workshops and theatrical productions on gender issues are organized. In addition, health camps and Scout Guide Camp are arranged to provide physical and mental health support. Various committees like Internal Complaint Committee against Sexual Harassment, Discipline Committee, and Anti-Ragging Committee ensure discipline and congenial environment in college.

The Differently abled (Divyangjan friendliness facility) are provided with exclusive seating facility, and additional time during examinations.

Many activities are conducted by the college towards to make the campus environment friendly some of the significant activities are holding workshops, rallies, seminars on nature oriented themes, trainings, competitions and awareness programs for protection of the environment for our future generation. The students and staff are motivated to use jute bags or cotton bags and Copper water bottle. National Anthem is sung as a mark of respect and patriotism duty. The Swachh Bharath Abhiyan is undertaken where the faculty and students take part in cleaning the campus and the surrounding areas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ROYAL EDUCATIONAL INSTITUTE
Address	NH-24(NH-9), Delhi-Hapur Bypass Road, Dasna
City	Ghaziabad
State	Uttar pradesh
Pin	201302
Website	www.royaleducationalinstitute.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MANISH PORWAL	0120-2761462	8459040361	-2761463	royaleducationalinstitute@gmail.com
IQAC / CIQA coordinator	Tripti Saxena	0120-4328120	9810711032	-	triptisaxena08@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-07-2006

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

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	14-08-2013	View Document
12B of UGC	14-08-2013	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	25-05-2015	5	NCTE issue life time recognition validity certificate as per condition mention in the Letter

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH-24(NH-9), Delhi-Hapur Bypass Road, Dasna	Semi-urban	2.5	4800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Graduation	English + Hindi	100	87
UG	BCom, Commerce	36	Intermediate	English + Hindi	60	38
UG	BA, Arts	36	Intermediate	English + Hindi	140	70
UG	BBA, Management	36	Intermediate	English	60	13
UG	BCA, Computer Application	36	Intermediate	English	60	13

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				34			
Recruited	0	0	0	0	1	0	0	1	14	20	0	34
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	11	5	0	16
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	3	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	19	0	28

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	126	4	0	0	130
	Female	86	5	0	0	91
	Others	0	0	0	0	0
Diploma	Male	6	0	0	0	6
	Female	19	0	0	0	19
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	49	27	45	36
	Female	33	35	37	51
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	50	41	15	24
	Female	31	22	24	13
	Others	0	0	0	0
General	Male	26	43	30	21
	Female	43	36	28	28
	Others	0	0	0	0
Others	Male	20	19	11	6
	Female	14	26	8	3
	Others	0	0	0	0
Total		266	249	198	182

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
101	101	98	98	98
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	5	4	4	3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
514	459	359	329	238
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
152	125	121	124	94

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
161	139	114	118	54
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	28	28	28	15
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 1**4.2****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
42.50	35.87	34.69	26.42	34.93

4.3**Number of Computers****Response: 1****4.4****Total number of computers in the campus for academic purpose****Response: 1**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Royal Educational Institute is affiliated with CCS University , Meerut and follows its curriculum as provided from time to time for various programmes of study conducted by the college .The College has its clear vision for teaching- learning, research and extension and to be an instrument of change for national and global values such as peace, progress and prosperity for all. College makes every effort to realize its mission of developing competent human resource through quality education, by creating innovative educational environment and promoting creativity to develop skilled human resource.

Transaction of Curriculum:

- The College offers B.A., B.Com B.B.A, B.C.A, B.ED, Degree Programmes.
- The curriculum is displayed on the website of university and also available in library of Institute.
- The college follows the curriculum and exam pattern framed by the university.
- The College informs the students about commencement of the academic sessions by way of notice.
- The teachers formulates a teaching plan for every academic session and get it approved by the Principal.
- The Principal conducts a meeting before commencement of every academic year. They monitors the daily diary and observes whether the teacher is performing duties as per academic calendar and teaching plan.
- The slow learners are provided extra lectures; Advance students are provided additional assistance to increase their knowledge and skills.
- For each class, class teacher is assigned. The teachers prepare and give teaching material, question bank etc. to students for practice. The College uses student centric learning methods and encourages participative and experiential learning.
- The teachers use e-books, seminar, group discussions, projects, assignments and class tests etc. to enhance learning experience. Attendance is monitored periodically and displayed on the notice board. The Pre University examinations are conducted by the college as per university rules.
- The internal evaluation is done as per the guidelines given by the university. The examination records, result analysis are maintained.
- Apart from this, Teaching learning, participative learning with the help of project work, assignment, seminar, PPT, actual field visits etc. activities are carried out to make teaching-learning process effective.
- The College seeks to ensure the continuous relevance of its programme and pleads for modification in the existing courses to meet the emerging needs. Although the institute has to follow the curriculum as prescribed by CCS University however it makes efforts to:
- Assess to existing curriculum, work to bring the desired changes to make it more effective, update the existing curriculum and make it more effective and efficient from student teachers' point. Institution provides different platforms to develop deeper understanding and clarity of thought for the students. We use collaborative and cooperative approach to enrich the learning of

students. Course Outcomes have been developed, each faculty member who is assigned to teach a specific course develops a Unit-based and Sub unit Based calendar of activities for the entire term to facilitate the learner well in advance about the academic schedule.

File Description	Document
Upload Additional information	View Document

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

Response:

- The Institute is affiliated to CCS university Meerut, it follows the academic calendar and curriculum prescribed by the university on the website of CCS University
- The institution adheres to the academic calendar for the conduct of CIE the institution always believes in effective time management and timelines.
- The Royal Educational Institute prepares the final academic calendar .The activities in the academic calendar include:
 1. Registration date - Orientation Week
 2. Working days/Teaching days/Mentor-Mentee interaction days
 3. Competitions - Literary, Sports, aesthetic, and Cultural
 4. Holidays
 5. Schedule of Unit based internal test
 6. Schedule of submission of assignments/course work
 7. Schedule of meeting of IQAC and various Committees
 8. Schedule of Practice Teaching/internship of various programmes
 9. Remedial class's/ Feedback
 10. Field visits/Study tours.
 11. Schedule of Seminar/Conference/Workshop FDP etc.
 12. Tentative date of university practical and theory exams.
- The finalized academic calendar is displayed on the notice boards of the departments and also on the institution website.
- Faculty members must strictly adhere to the academic calendar. All the faculty members prepare lesson plans, topics to be handled, and ensure unit wise completion as per internal exam dates.
- For any deviation, proper alternate arrangements are done which are also mentioned in the class log book.
- The Institution sticks to the academic calendar published by the University for Respective Courses which allows the teachers and the students to space out their teaching and learning assessments.
- IQAC prepares a standard format & monitors the uniform coverage of syllabus in each class.
- Substitution of sports/AV/ Seminars by theory classes at the end of the semester
- Extra hours for the subject which is lagging behind(4.30 to 5.00pm)
- The information is reviewed by IQAC in its meetings and following measures are suggested in case of any obstacle (unforeseen causes, personal reasons of the concerned teacher, understanding

level of the students of a certain class etc.) in the coverage of the syllabus:

File Description	Document
Upload Additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 0

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

Response: 00

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 17

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
03	04	03	04	03

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 67.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
414	303	201	305	106

1.3 Curriculum Enrichment

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

Response:

- Royal Educational Institute organized Various activities throughout the year as part of the curriculum that helps in this endeavor.
- Royal Educational Institute curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students.
- **Gender Sensitivity:**
 - The Institute campus is secured with CCTV and high-level security.
 - Gender related courses are an integral component of various programs. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective.
 - Counseling Cell provided through a Free counseling services Gender sensitization camps are organized in slums and rural areas of Ghaziabad district that include, women's rights, human rights, child rights, gender justice and gender equality.
 - Compulsory core courses along with the wide range of community extension programs that include health and hygiene campus, village adoption, enable exposure to real life situations.

- The Institute has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty.
- The Institute provides Covid -19 safety programmes to all students.
- Royal Educational Institute annually organizes seminars, conferences, guest lectures, exhibitions and literary activities that help in gender sensitization.

- **Environment and Sustainability:**

- A compulsory core course on Environment studies is included in all UG programs. Environmental awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated.
- Royal Educational Institute has strong community orientated work culture which is based on the education and health care, skill practices, innovation and human values.
- Royal Educational Institute has vocational and skill development education by introducing UG programs in Water, Sanitation and Waste Management, Renewable Energy.
- Royal Educational Institute accords great importance to research Work in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education and healthcare.

- **Human Values and Professional Ethics**

- Comparative Study of Religion: (to create a spirit of tolerance)
- Co-curricular Activities Organized for all-round development of personality
- Environment Studies (for environmental consciousness and its impact on everyday life)
- Disaster Management
- The curriculum has the following compulsory core courses in all UG programs specially focused on the development of human values and professional ethics:
- Cultural Education.
- Scientific Methodology, General Knowledge and Current Affairs: (to nurture a scientific temper and awareness of contemporary developments).
- Rural Development: (to foster a fuller understanding of the rural life with a view to appreciate properly the polity and economy of our country and social forces at work).
- Agricultural Operations (to inculcate a spirit of working with one's own hands and develop an understanding of the contribution of rural life)
- Social Service: (to encourage the spirit of brotherhood of people and to facilitate the establishment of casteless and classless society)

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 3.02**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 24.51**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 126

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni****Response:** E. None of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

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

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: E. Feedback not collected

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
266	249	198	182	127

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
420	420	280	280	220

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
152	125	121	124	94

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

- Slow Learners: Special care is taken of slow learner to improve overall academic performance of these students. Their problems are discussed with faculty members during mentoring and counseling sessions.
Remedial classes are conducted for these students. slow learners are provided extra study material and tutorials. Extra classes are organized to clarify doubts, re-explaining of critical topics for improving performance.
- To enhance their performance the college conducted remedial coaching. Extra coaching is also provided in respective subjects.
- Extra classes are organized to clarify doubts and re-explaining of critical topics for improving performance.
- Slow learners, who are not able to manage with the teaching in regular classes, assisted through clarification of their doubts, revising important concepts and extra assignments to strengthen their learning.
- All the staff members maintain good relation with students and deal with their problems in a gentle manner.
- Each class is divided into two batches and separate tutorial classes are also conducted for all students of different branches of Undergraduate courses.
- Class tests are conducted based on previous year question papers. Problem solving sessions and additional tutorials are conducted for Mathematics, English, Accounting, and Costing subjects of Under Graduate classes.
- The students are also given extra books from the departmental library. To improve the confidence level of the students, confidence building lectures are arranged from time to time.
- Some faculty members guide the students personally and encouraged to discuss their problems.
- Extra time is allotted to slow learners to complete tasks such as reading, problem solving, and analysis of the experiment.
- More attention is given towards slow learners for their academic improvement.
- The major objective of this program is to make them competent and self-confident to face the exams and reduces the drop out ratio.
- The Institute organizes guest lecturers of eminent professors, students' seminar, and project to inspire and motivate advanced learners.
- The targeted group of slow learners showed improvement in the academic activities and university examination due to sincere efforts of the faculty members.
- Appropriate counseling with additional teaching, eventually helps the students to attend classes regularly.

Strategies adopted for facilitating Advanced Learners:

- **Fast** learners are motivated to read recent reference books, by providing additional library facilities.
- **Strategies adopted for Fast** learners are identified by their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc.,

- The Institute promotes independent learning that contributes to their academic and personal growth.
- Students are encouraged to take part in the various competitions, quiz, debate etc, in which they can prove their abilities.
- Advanced learners are provided several opportunities to develop their knowledge and skills.
- They are asked to solve the model question papers.
- They are given special guidance for better performance.

Improvement learning for students.

- Remedial classes are organized to clarify doubts, re-explaining of critical topics for improving performance.
- Poor performance of students due to frequent absenteeism is dealt from time to time by sending SMS and registered letters to the parents/guardians of such students

File Description	Document
Upload any additional information	View Document

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

Response: 17.72

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

At Royal Educational Institute, all efforts are being made to groom students as social engineers. Following major points highlights the same: Tutorials are conducted which include proactive teaching learning methods. Multimedia teaching aids like animated videos, demo videos, PPT's are incorporated in the day-to- day teaching process enhance the students understanding of the subject . During Corona Pandemic Virtual Class sessions from expertise developed to helps students to enhance their knowledge and skills. Language laboratory has been established for students to improve their English proficiency. Soft skills training slots were incorporated in the weekly timetable, where experts, guided the students regarding presentation and off-line as well as on-line communication skills During normal conditions the following are incorporated

The student centric methodology includes

1. Experiential Learning

2. Project work

Participation in competition at various level.

- students are encouraged to participate at National Level.
- **Field Visits:-** Faculty identify members and propose Academically significant Field visits and Surveys
- **Industrial Visits:-** To Organize the industrial visits for students to provide exposure to industrial work culture.
- **Guest Lecture :-** Guest lecture by eminent experts from industry and academics from across the world are organized to supplement the teaching process and provide experiential learning. by participated Learning
- **Role play:-** Teachers adopt role play method especially in management and Technical courses to supplement Teaching by way of participative learning
- **Team work:-** All Departments organize students' activities to promote the spirit of Team work
- The activities and Camp of Scout and Guide, institutional social responsibility through Red Cross, Village Adoption, Tree plantation.
- Swachh Bharat and Health awareness camp are arranged to help the student's to work for Social and community welfare.
- **Centric Method:-** Royal Educational Institute believes in the adoption of student centric methods to enhance student involvement as a part of participative learning and problem-solving methodology.
- **Debates:-** Debates are arranged on various subjects, where students are required to express their opinion and their thought processes get justified by the argue-mental way of learning.
- **Group work:-** Workshops and Practicals are conducted for the students under the guidance of teachers.
- **Discussion:-** Royal Educational Institute follows the discussion methods in many of the subjects as to make them think wide and participate in all the discussion and coming up with their opinions & suggestions. which enhance their current knowledge. Discussions are held basically in soft skills, managerial communications, business adoptions etc.
- **Quizzes:-** Subject teachers conducted Quizzes in all UG programmes from time to time.

Role Plays, Team works, Debates, Seminar Quizzes and case studies Specifically Students centric Teaching Methods are reflected in project work, Field Visit, Industrial visit & guest lectures are arranged from time to time.

File Description	Document
Upload any additional information	View Document

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

Response:

Corona Pandemic period made college to re-design and recast teaching learning mechanism. Virtual Class sessions were planned and a team of expert developed strategy to help students to enhance their

knowledge

and skills. ICT laboratory has been activated and augmented for students to improve their on-line learning proficiency. Soft skills training slots were incorporated in the weekly timetable, where experts, guided the

students regarding presentation and off-line as well as on-line communication skills

Effective teaching learning process

- **Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal.**
- Teaching is the process of providing situation in which learning takes place.
- In other words, it is a process of arranging situations in which the things to be learned are brought to the attention of the learners, their interest is developed, desire aroused, conviction created, action promoted and satisfaction ensured.
- Royal Educational Institute Teachers followed these methods in their teaching methodology-

1. Teaching Should Be Consistent with the Nature of Scientific Inquiry
2. Start With Questions About Nature
3. Engage Students Actively
4. Students should be given problem.
5. Provide Historical Perspectives.
6. Insist on Clear Expression
7. Use a Team Approach
8. Teaching Should Take Its on Time
9. Emphasize the Memorization of Technical Vocabulary
10. Science Teaching Should Reflect Scientific Values
11. Welcome Curiosity
12. Reward Creativity
13. Encourage a Spirit of Healthy Questioning
14. Avoid Dogmatism
15. Promote Aesthetic Responses
16. Science Teaching Should Aim to Counteract Learning Anxieties
17. Build on Success
18. Provide Abundant Experience by Using Tools
19. Support the Roles of Girls and Minorities in Science
20. Emphasize Group Learning

High Tech Approach to Learning

- Advancements in technology have propelled the education sector in the last few decades.
- As the name suggests, the high-tech approach of learning utilizes different technology to aid students in their classroom learning.
- Royal Educational Institute use computers and tablets in the classroom, and others may use the internet facilities to assign their homework.
- The internet is also beneficial to students as it provides unlimited resources.
- Teachers may also use the internet in order to connect their students with people from around the world.

Below are some teaching tools used in classrooms everyday:

- Education-focused on social media platforms
- Technology accessibility External link for students with disabilities
- In Royal Educational Institute the classrooms and labs are ICT having a projectors installed and the campus is enabled with high speed wifi connection.
- Google classroom is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc.
- Online drawing tools like concept maps, mind maps, are used to perform student centric activities.
- The PPTs is used to enable with animations and simulations to improve the effectiveness of the teaching- learning process.
- The online learning environments are designed to train students in open problem-solving activity.
- Lab manuals are mailed to students well in advance before regularly the experiment is performed.
- To teach mathematical subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, Jam board in Google meet, etc

File Description	Document
Upload any additional information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 21:1**2.3.3.1 Number of mentors****Response:** 25

File Description	Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 2560

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 18.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
04	05	06	06	03

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.12

2.4.3.1 Total experience of full-time teachers

Response: 3.45

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

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

- The efficient and smooth conduct of examinations and timely declaration of the results can be ensured only with the cooperation of all the stake holders including teaching, non-teaching and administrative staff of the Royal Educational Institute Dasna, Ghaziabad:
- Evaluation is done with transparency based on different parameters like Teachers Assessment, Practical Records, Performance and Viva-Voce.
- **Assignments**

The students submit two assignments.

1. Carrying mobile phones or any reading material by the invigilator is strictly prohibited.
2. The invigilator is expected to be vigilant and take frequent rounds in the exam hall.

3. The invigilators should not talk with each other as it will distract the students concentration.
4. Invigilators shall make announcement in the Examination hall that the use of electronic devices by the students shall not be permitted.
5. This is essential to maintain transparency in Examination system and avoid unnecessary complications/allegations and litigation following the Examination.
6. Only teaching staff shall work as invigilators.
7. Any adjustment in the invigilation duty should be informed to the Controller of Examinations (CE) atleast one day prior to the date of duty assigned. Alternative arrangement may be made in case of absent invigilators.
8. Adjustments/ interchanging duties among the invigilators are not permitted. If necessary the CE will take care of the adjustments.
9. The candidate should display their ID card and Number slip on the top right hand corner of the desk, so that an invigilator can check it.
10. Permission should not be granted to the candidates to go to the toilet during the Examination, especially either in the first 30 minutes, or in the last 15 minutes, of the examination. In case of any emergency in this regard, Invigilator should accompany the candidate
11. If any student is resorting to Unfair means/ malpractice at any point of time, it should be reported to the CE with written complaint mentioning the incident and handover the student to the CE along with the answer booklet, question paper and the forbidden material if any
12. Students are briefed through faculty-wise opening addresses in orientation programmes by the Principal/Vice-Principal/Coordinator about internal assessment, question paper patterns and university examinations.
13. The internal examinations are also conducted for practical courses.
14. Evaluation methods and examination schedules are made available on the institute websites.
15. For effective understanding of the evaluation process, the faculty members give class wise/ course-wise instructions about unique features of internal/external evaluation of that course.
16. Internal examination schedule is displayed on notice board in advance. Two internal examinations are held per semester.
17. The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations.
18. It is a practice of the institute to show internal examination answer books after evaluation to the students in the class for self-evaluation.
19. Students are free to interact with the teacher to resolve grievances if any, regarding the assessment

File Description	Document
Any additional information	View Document

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

Response:

- Royal Educational Institute has a robust mechanism to ensure that the process of continuous assessment is transparent, efficient and in the best interest of students. The college has a Coordinator for Internal Assessment, which undertakes necessary measures to ensure objectivity and

transparency in the process. Notifications are displayed prominently on college notice boards to communicate information related to internal assessment to students. The attendance record, which is a part of Internal Assessment, is uploaded by all the teachers on monthly basis and students are given ample time to point out any discrepancies. Answer sheets of internal exams, Unit tests, assignments and project reports are discussed in Remedial classes after evaluation. They may raise their grievances regarding the marks awarded to them with the teacher concerned. In rare cases if students' grievances are not addressed satisfactorily, then they are free to approach their mentor, or the teacher-in-charge for redressal. Intervention by the Head of Institution can be sought in extraordinary cases. Students are given enough time to claim concessions in attendance on medical grounds and for participation in extracurricular activities. Marks awarded by individual teachers after such rigorous scrutiny, the records are maintained properly. The final internal assessment (IA) is sent to the university only after each student signs the record. In certain cases, if discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, the college assists the students in getting such errors rectified.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

- The Institute switched over to Outcome Based Education (OBE) to impart education through student centric approach and follow outcome oriented teaching learning process.
- Programmed Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG programs.
- Programme Specific Outcomes (PSOs) are specifically defined outcomes of the program which the graduates have to acquire by the end of the program.
- The course outcomes for each course are prepared by the course coordinator.
- These COs are modified and reframed, in accordance with the changes in Curriculum and revised as per the need from time to time. These COs are discussed and finalized in the Board of Studies (BoS) of the respective programmes of the University.
- The COs of every subject is published in the student's handbook, as well as on the college webpage.
- The average mapping of Program outcomes for the given program is obtained by averaging the levels of mapping for each of the courses. Similarly the averaging is done for Program specific outcomes as well.
- The Program Assessment Committee at department level is responsible for formulating and updating the learning outcomes for the courses, calculation of attainment of course outcomes and program outcomes wherein the faculty members of the respective programs are the members indicating the participation of all concerned.
- In each class one of the faculty member is designated as a Class Coordinator.

- The Co-coordinator is responsible for monitoring the academic needs of the students in the class and reports the status to the Head of the Department.
- The Mentor system is available at the institutional level for all the students.
- Each faculty member is assigned with few students for mentoring.
- These Mentors interact with the students and parents/guardians and address all their academic and personal needs for an overall development.
- In order to have continuous improvement in the teaching learning process, feedback is gathered at different time intervals during the semester from the students through a group interaction of four students.
- The feedback is communicated to the faculty members concerned through HOD for further improvements as desired.

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

Response:

- The process of assessing the attainment of Course Outcomes (COs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) begins with framing Course Outcomes.
- CO Attainment is calculated based on the performance of students in the assessment tools such as 1) Continuous Internal Evaluation (which includes three Assignments, Three Quizzes and two Internal exams) and the SemesterEnd Examinations (SEE).
- Questions given in the various assessment tools are mapped to corresponding COs. and indicated in the question paper
- CO Attainment of each course is computed based on the predefined targets as shown in an example below.

Attainment levels

- Attainment Level 1 : If 40% to 49% of students score more than 60% marks
- Attainment Level 2 : If 50% to 59% of students score more than the 60% marks
- Attainment Level 3 : If $\geq 60\%$ of students score more than the 60% marks
- The total CO attainment is computed considering the performance of the students in the Continuous internal evaluation and semester end evaluation, duly weightage is given to these two components.

Process used for assessing the attainment of program outcomes, program specific outcomes is as follows

- PO & PSO attainment computation is done using two assessment tools.

1. Direct Assessment Tools

- Assignments, Quiz, Internal Examination, Semester and Practical Examination
- The COs is mapped to the POs and PSOs (on the scale of 1 to 3).
- CO attainments and the mappings are used for computation of PO & PSO attainment.

2. Indirect Assessment Tools

- Surveys - Course-end survey, Student Exit Survey, Alumni Survey
- Survey covering the stake holders.
- The questions mentioned in the surveys are mapped to the POs and PSOs (on the scale of 1 to 3).
- The responses and the mappings are used for the indirect computation of PO & PSO attainment
- The overall PO & PSO attainment computation is done by taking sum of 80% of direct attainment and 20% of indirect attainment for each program

2.6.3 Average pass percentage of Students during last five years

Response: 87.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
143	121	102	103	47

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

2019-20	2018-19	2017-18	2016-17	2015-16
161	139	114	118	54

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.73

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
05	05	04	04	03

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 24**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	04	06	06

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

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.16**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	01	02	00

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

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

- Royal Educational Institute provides an environmental conducive atmosphere for the holistic development of students.
- Extension activities not only instill a sense of communal responsibility, but also effectively make young women and men sensitive for important social issues.
- Our Institute Management and the Women's Development Cell organize various social awareness programmes for the students to aware them social causes.

Some extension activities organized are:

- Educational drive Health awareness programmes Cleanliness drive/environmental awareness drive, Voter Awareness Programme. Scout and Guide programme, Blood donation camp, community service, etc.
- These outreach and extension activities have not only made students socially aware of several socioeconomic and cultural problems affecting the lives of the people; some of them also pursue humanitarian work in different fields.
- Apart from functioning successfully as a centre for higher education and learning, our Institute is also fulfilling the duties of a unit for the community development in the adjoining villages. Women Cell, Career Counseling Cell of the Institute
- Every department participate in community development program by adopting nearby villages like, Dasna, Nahal etc.
- The Institute tries to create awareness, social responsibility and environmental consciousness through talks, Guest lectures, Group Discussions, Rallies, Poster making, Quiz, Debates, Speeches, Seminars, Slogan Making, Awareness Drives, Educational Tours, Survey Programmes, Workshops etc.
- **List of the extension activities performed by the college under, college- neighborhood-community network.**

1. Blood donation camps, Hemoglobin Checkup camp
2. Health check-up camp-First Aid committee

3. Lectures on Female Health and Female Feticide-Women Cell Lectures on Nutrition and Nutrition Week
4. Women empowerment Programme- Women Cell
5. World Yoga Day camps
6. Career Guidance and Counselling
7. Ground Water Week
8. Tree plantation-
9. Legal Awareness Programmes-Women Cell
10. Health And Hygiene awareness lectures-Women Cell
11. Waste segregation and waste disposal program

- Such programmes make the student volunteers aware for the social issues and encourage them to educate the illiterate and lesser privileged section of the society.
- They come in closer contact with their society, community and environment. Interaction with such a diversified social group of people helps students to gain more self-confidence and develop critical thinking skills.
- These programmes also create environmental consciousness, sense of social responsibility, awareness about one's own health and hygiene.
- These programmes not only help the students in their holistic development but also infuse leadership feeling of oneness cooperation and the idea of giving back to society.
- In short, the ultimate aim and objectives of the institute is to serve the society, either as a source of formal education for the girls or as informal mode of education for the neighboring society.
- So we can assure with satisfaction that our institute is achieving the perspective of education i.e. "Education is the continuous process of all rounds or the total development of the individual and the society".

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 8****3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	01	03	01

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response: 23.19****3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
100	107	102	92	40

File Description	Document
Institutional data in prescribed format	View Document

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job**

training, research etc year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years****Response:** 0**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)

e-Copies of the MoUs with institution./ industry/ corporate houses

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Royal Educational Institute provides the latest infrastructure and facilities for the academic growth of students and faculty members.
- The Institute offers five undergraduate programmes in Commerce, Teacher Education and Humanities and Computers.
- There are sufficient number of classrooms, with Wi-Fi enabled and cctv cameras
- There are two computer laboratories also in the campus.
- The institute campus having Wi-Fi facility..
- All laboratories are Wi-Fi enabled and equipped with projectors. There are 01 projector, 60 desktops and also 2 laptops.
- The institute has one Wi-Fi enabled auditorium with a projector and seating arrangement of about 250 persons.
- The institute has a common staff room, a meeting room, and a computer room for faculty members.
- Besides these, each department has its own room provided with a desktop, a printer, and a departmental library.
- The institute library has sufficient books.
- All the books are bar coded. The library has SARAL Library Software.
- The library has one reading hall with seating capacity of 75 students, and two halls with computer facilities: one for students (seating capacity of 60) and another for faculty (seating capacity of 15).
- Photocopy machines available at the entry gate and inside the library of the institute.
- The institute has purchased subject-specific software to enhance teaching learning experience.
- The newly constructed Block was inaugurated in February 2020.

File Description	Document
Upload any additional information	View Document

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

Response:

- The Institute has compulsory Core Courses and the continuous evaluation scheme alongwith extra-curricular activities.
- It is done not only for participation but also for assessment of students. It has adequate facilities for sports, games and cultural activities.
- The Institute has a also large playground with provision for Indoor and outdoor games.
- The institute has well-equipped assembly hall for organizing annual functions and cultural events.

Major cultural events are organized from time to time.

- The institute has facilities for outdoor and indoor games which include badminton, volleyball, basketball, carom, table tennis and chess etc.
- Inter-faculty games and sports competitions are organized each year for the students.
- Special classes of self-defense are organized specially for female students.
- National Independence Day and Republic Day are celebrated in the Institute .

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 2.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

- The institute has one central library for all departments. There is also an Open Access Catalogue. The reading room is well furnished to accommodate adequate number of students at a time and provides conducive environment for the study. Exclusive reference section is also available in the library and a visitor's book is maintained by librarian.
- New arrivals of books, journals and magazines are displayed on separate stands and racks.
- Security of resources is ensured at the exit point.
- Visitors are also required to sign the register at the entry and exit point. The library has CCTV cameras for strict surveillance.

Web OPAC (Online Public Access Catalogue) facility is available through Library Management Software to know the bibliographical details about the collection of books. One separate space is available in the Central Library for OPAC facility. Web OPAC, user from any location can search the library collection. Search can be made by giving Title, Author, and domain.

Electronic Resource Management package for e-journals

The library subscribes to IEEE for All-Society Periodicals. In addition to that, link to scholarly open access journals/database is also available on the Library webpage. A well-equipped Digital Library having Internet connectivity is housed in the Central Library for access to E-Resources. As the access facility to e-journals is multi-user and IP address-based, students can access the E-Resources from anywhere in the campus.

Library Automation:

All the books collection are updated in the Library Management Software database and the Web OPAC is available for the users. The issue and return of books has been activated with the Library Management Software.

Facilities available:

No of printers: 03

Photocopy Machine: 01

Internet bandwidth: 40 Mbps

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.03	0.97	1.13	0.91	0.22

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 23.02

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

Response: 125

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The Institutes provides Internet facilities for all the students and staff members along with Wi-Fi enabled facilities in the institute.
- CCTV Cameras are installed at all prominent places including class rooms.
- The bandwidth is provided for all the students and staffs members. Separate Computer Lab Incharge and supporting staff are exclusively taking care of Maintenance and updating of facilities.
- The institute provides Internet facilities for all the students and staff members along with Wi-Fi enabled facilities in the institute.
- The institute has well established mechanism for upgrading and deploying Information technology infrastructure.
- The provision is also made in the budget for annual maintenance and technical staff for maintaining hardware and Information Technology infrastructure in the campus.
- Institution frequently updates its IT facilities through various systems. The classrooms are given advanced equipments and other essential facilities like complete surveillance system, electrical power supply with Battery backup.
- Designed furniture, anti-virus for all computers is also available.
- The institute has 60 computers with access to internet that are updated with latest versions of essential soft ware's.
- However, for major disorder and damage, computer technicians and service providers are hired for the up keep and replacement.
- The steps are taken such as installation of anti-virus periodically, formatting of computers on the basis of corrupt operating system and replacing of hardware of old computers to new for maintaining and utilizing computers.
- The Wi- Fi facility is available to all over campus for free of cost.

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

Response: 514

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 5 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 9.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.84	2.37	3.69	2.42	4.93

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The Institute ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees and using the grants received by the institute as per the requirements.

Laboratory:

Record of account is maintained by lab technicians, Lab In charge and supervised by HODs of the concerned departments.

Maintenance of laboratories are as follows:-

The calibration, repairing and maintenance of sophisticated lab equipment's are done by the technicians of related owner enterprises.

Library:-

1. The requirement of books is taken from the concerned departments through HOD's and list of required books is duly approved and signed by the Principal.

2. Suggestion box is installed inside the reading room to get the feedback from the users. Their continuous feedback helps us a lot for new ideas for the library enrichment.

3. To ensure return of books, 'no dues' certificate is mandatory for the students before appearing in exam.
4. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are chalked out / resolved by the library committee.

Sports: -

Regarding the maintenance of sports equipment the institute sports in charge look after all the equipments.

Computers: -

1. Centralized computer laboratory is available for the students.
2. ERP software is used for maintaining faculty members and students details.
3. Each Department is having appropriate number of computer for their requirements.
4. Internet and WIFI Enabled campus.
5. Journals is available.

Classrooms: -

1. The institute has various committees for the maintenance of infrastructure at the departmental level, HODs submit their requirements to the Principal regarding furniture and other essential materials.
2. Academic records of students is mentioned by the Administrative officers.

Additional Information:-

1. There are lab instructors in every department for the maintenance of the stock physical verification is made of all the items round the year.
2. Stock verification is done by concerned Head of the Department.
3. Regular maintenance of Computer Laboratory equipment's is done by Laboratory Assistant along with other attendant and supervised by the faculty in charge.
4. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by the concerned Employees.
5. Maintenance of campus is monitored through regular inspection.
6. Outsourcing is done for maintenance of and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.
7. Updating of software's is made by lab assistants.

8. Outsourcing is done for the maintenance of wooden, furniture, electrification, and plumbing.
9. Regular maintenance of the water cooler and water purifier is done regularly.
10. The maintenance of the reading room and stock verification of library books is done regularly by library staff.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
99	129	141	91	79

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

1.Soft skills

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document

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

Response: 23

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

2019-20	2018-19	2017-18	2016-17	2015-16
150	102	87	95	25

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: D. 1 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 2.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
05	05	03	02	02

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 17.39

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 28

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 13.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	03	05	01	00

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	20	21	15	00

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

The Institution encourages student participation in many of its administrative activities. The authorities staunchly believe that an effective outcome could be achieved only with the proper feedback system wherein, the major stakeholders are involved in the process, formulating the procedure and taking responsibilities for its actions. It develops leadership qualities, team spirit and experiential learning capacity. The following committees are formed for students welfare:-

Class Committee

The purpose of a Class Committee is to ensure that all curricular and extra-curricular activities are carried out smoothly. Class Representatives ensure that student's views on academic matters are heard which creates an ambiance for desirable learning.

Placement Committee

The full-fledged Placement cell of our institute continuously monitors the employment opportunities available in various domains and arranges the campus interviews for the eligible students. There is a student placement coordinator who provides information to the students for placement.

Active Student council

1-**Sport Committee** is constituted with the help of some teachers and students.

2-**Girls-Grievance (teachers and students) cell** remains in touch with police if there is any misbehavior with the girls is reported till date no case has been reported so far . Special Helpline number has been given to girls by which they can directly complain on 1090 . This Helpline number is duly looked after by U.P police.

3-**Discipline cell**- It remains on rounds to different floors to maintain the discipline and decorum of the institute.

4.**Anti Ragging Cell**- It is constituted and strictly works under the supervision of Principal And Director of the institute. No Ragging case has been reported till date.

5.**Cultural Activity Committee**- It operates when any function and cultural programme is organized in the institute.

File Description	Document
Upload any additional information	View Document

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

Response: 13

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	14	13	09

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

There is no such alumni association in our college, but we always look forward to meet with our alumnus and conducts a meet every year.

Alumni meet is arranged for the former students. And this meet is a proud moment for the institution feels proud by seeing its successful alumni. During their meet, the alumni community shares their experience of the outside world, which they faced after stepping out of the institution. This meet gives an opportunity to our alumni to interact with their friends, classmates and teachers and share their memorable experiences. It further provides a platform to our students to their success stories and continue build a bond with the institute. The meet also creates a platform to identify the institute's most distinguished alumni. Faculty and Alumni share their views, the pranks they pulled, the lessons they learnt, everything that made them successful in their life.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

NAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

To be a top ranked institution of choice for students, staff and corporate sector, recognition for excellence in Higher Education and Research especially relevant to social needs of society.

MISSION

The mission of the Royal Educational Institute is to offer world class, innovative, career- oriented professional programs through inclusive technology – aided pedagogues to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The college will strive to create an intellectually stimulating environment for students, particularly the socio-economic and cultural development of the state and the nation.

File Description	Document
Paste link for additional information	View Document

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

Response:

For the decentralization and participative management at Royal Educational Institute teachers' representation in staff council committees and other forums. The Staff Council is chaired by the Principal and an elected teacher is the secretary of this council. Every faculty member is ensured is a member of two or more committees of the Institute. The staff council committees form the backbone of the Institute. Teachers engagement in the overall functioning of the Institute through the staff council is enumerated below:

1. Teachers convene and participate in committees that fulfill admissions and academic/workload requirements of the Institute.
2. Teachers participate in various committees such as the Anti-Ragging Cell, the Disciplinary Committee. They are also members of the Internal Complaints Committee against Sexual Harassment.
3. Teachers are appointed as representatives in the Governing Body, and the bursar look after administrative, financial and executive responsibilities.

4. The teachers-in-charge of each department manage the administrative work of their respective departments. Teachers-in-charge function as part of a larger, systematized grid of consultation and discussion with the IQAC, the Principal, and with the related staff council committees. At the same time, teachers In-charge also work in consultation with the rest of the department over matters such as discipline papers to be taught, schedule of the internal assessment, departmental events, assessment of students' performance, and so on.
5. Another noteworthy aspect of participative management in the Institute is students' representation of the students in the executive bodies of various departments and committees. Student office bearers are assigned in the responsibilities of management of various programmes, seminars, webinars, arranging sponsorships etc.
6. In sum, teachers and students are involved in supporting the administrative, academics and extracurricular aspects of the Institute

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

- The quality policy of the Institute is an alignment with the university and NCTE. Many of the academic policy are framed by the management and implemented through various committees of the staff council. The Institute has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social needs.
- Student's performance in examinations and their results are discussed with the Director and various measures are implemented to enhance students' performance.
- Director along with Principal and Management Controls and monitors the academic workload and exam result of students.
- Institute Management also decides and monitors internal assessment and marking scheme of Practical Exams.
- Management remains vigilant for the maintenance of the building of the Institute.
- The Supervisor and Admin head facilitates repairs as and when required in the building as per curricular needs.
- The Admin Head also ensures that the campus should be neat and clean and Toilets should be hygienic.
- To maintain congenial atmosphere for the students in the Institute, the Principal has duly constituted an Anti-ragging committee in the campus especially for women.

File Description	Document
Upload any additional information	View Document

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

Response:

The organogram of Royal Educational Institute reflects the democratic character and shared responsibilities with which governance takes place. While the overall supervision of administration and the regulation of finances of the Institute rests with the Management whose authority is vested in it by the statutes and ordinances of the CCS University, Meerut, the administration and execution of everyday functions lies on the Principal. The functions of the Principal in turn are supported by the faculty members and the Non-teaching Staff. The Internal Quality Assurance Cell also collaborates with the Principal in ensuring a quality teaching and learning.

- The Governing Body under the leadership of the Chairperson gives direction to the administration ,decision-making, finances , purchases and quality assurance of the Institute. The Governing Body also appoints the HOD in its capacity on the recommendation of the Principal.
- The Principal, as the chief administrator of the Institute, supervises and manages the overall functioning of the Institute The Principal is also an ex-officio chairperson of the Staff Council.
- The Staff Council committees administer decisions related to academics workload, time table,purchases, maintenance, admissions, discipline code of conduct, curricular and extra curricular activities subject to the provisions and rules of the UGC and CCS University, Meerut.
- The teachers-in-charge work in collaboration with the Principal and their respective departments in accomplishing the academic, financial and co-curricular activities of the departments.
- The Bursar (Accountant) manages the matters related to finances and financial audit of the Institute. The Bursar also ensures effective utilization of funds available for various requirement of the Institute. Financial decisions are taken by the bursar and the principal in consultation with the Governing Body.
- The library is headed by the Librarian who supervises the library assistants and attendants in maintaining the upkeep of the library. The librarian also works with the Library Committee in upgrading the academic resources and facilities in the library.
- The IQAC of the Institute plays a key role in assessing and assuring quality in the teaching-learning and evaluation process. The IQAC conducts the Annual Internal academic and administrative audit of all the departments and physical verification of laboratories to monitor and ensure quality in the Institute Various skill and quality based events are also conducted by the Institute under the eges of IQAC.
- The Administrative Staff work under well-defined organizational structure, according to the rules of University and the UGC. The administrative decisions are enforced by the Administrative Officer, who is assisted by a team of section officers from the administration and the accounts section. The Supervisor supervises the maintenance of the infrastructure and the working of housekeeping staff, electricians, gardeners, etc.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institute encourages the staff members to attend seminars in various Institute and also encourage participating in academic and cultural activities.

The Institute also provides conveyance for teaching and Non – teaching staff for various academic, cultural and sports activities conducted by the Chaudhary Charan Singh University, Meerut.

Teaching Staff:-

- The teaching Staff of the Royal educational Institute is covered by the Group insurance scheme.
- Leave facility is available in addition to the government holidays.
- The institute also provides sponsorship to the faculty members for the publication of Research Papers in renowned Journals.
- Registration fees is also paid by the Institution to participate in the International/National Seminars.
- Leaves also granted to participate in Seminars and Conferences.

Non-Teaching:-

- Non teaching Staff is also benefited with Leaves.
- Institute also contributes in education fee of Non-teaching staff's children admitted in Royal Educational Institute.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 15.33**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
04	03	07	02	03

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 2**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	03	02	01

File Description**Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).****Response:** 55.98**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
20	19	15	12	7

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Performance appraisal; system is meant to assess the development of Teaching and non-teaching staff of the Institute. It also helps in personal growth. It has four parts. Each part carrying 25 marks, out of 100 marks. It helps to understand the contribution made by the staff to the college. The staff fills the three parts based on teaching, Learning and Evaluation. The fourth part consists of extra-curricular and developmental activities, research and academic contribution along with innovative ideas and measures taken for overall development of the students.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. Monthly Bank Reconciliation the Accountant maintains the monthly bank statement properly.
- 2-Regular check-up of stock Registers – Regular checkups of Stock register is done by Stock incharge, along with two faculty members.
- 3-Regular Audit of Library stocks – Library audit is conducted thoroughly by one faculty member and Library Incharge.
- 4- Quarterly Audit of the financial statements is made by the Accounts department for the transparency in the financial matters.
- 5- Stationery Audit- Stationary Audit is conducted by stationary Incharge regularly.
- 6- Annual Audit is carried out by the chartered Accountant.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the

last five years (not covered in Criterion III)**Response:** 0**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

The academic calendar is decided after the general faculty meeting. The class incharge will provide the details for the respective major events. The Admin head along with the Director, Principal and Management of the institution, prepare the details for the various events, activities, and contingency situations. The funds of the institute are used for the growth of the Institute ., the fund provided by the management is utilised with utmost care and cautions. Fee collected from students is the main revenue for the self-Finance Institute like us.

Optimal Utilization of Resource

The Institute updates infrastructure from time to time. It has prepared its policies for effective implementation and maximum utilization of its resources. maintenance employees maintain the cleanliness of the classroom and campus of the Institute. Few support staff members are appointed through proper channel on contract basis.

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

The Institute strives to fulfil the vision and mission objectives through periodic advice from the management and the Governing Council members of the Institute. The Institute invests generously both on infrastructural development and human resources. Internal Quality Assurance Cell (IQAC) has contributed

significantly for institutionalizing the quality assurance strategies and processes.

Value Added Courses and workshops.

These courses are updated by the latest trends and improve their technical skills .These courses offer our students an edge over the students of others Institutions and have the following advantages:

Various IQAC strategies are adopted to inculcate and to add value in the life of our students This will also enhance the quality of life of every individual not only in their academic domain but also in their day to day administrative activity.

Today's world is much more competitive and to bloom among such competition Latest knowledge and skill is vital and hence our Institute inculcates Value added courses to the budding students .We strongly believe that these courses will help the students in acquiring knowledge and skill .

(1)The IQAC in the university is constituted at three levels

- a) University Level
- b) Domain/ Faculty level
- c) Institution level

(2) The IQAC has contributed in institutionalizing quality at all levels. The IQAC at institutional level is conducted at every three month All Academic and nonacademic/ administrative actions/ events are mapped

- (a)Annual Quality Assurance Report (AQAR)
- (b) Annual Academic planning
- (c) Audits observations by external agencies.
- (d) Stakeholder's feedback
- (g) Process performance and conformity

The IQAC Aptitude test conducted to measure the strength and weaknesses of students.

The cell also plays an important role in preparing the students for competitive examinations.

The cell also provides the experts on internship opportunities and legal aid clinic.

Through Graduation Ceremony college awarded degrees to the student

File Description	Document
Upload any additional information	View Document

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

Response:

Academic Review The college follows a comprehensive mechanism of reviewing the teaching-learning processes and learning outcomes: The review is conducted in every semester. The AAA evaluates the fulfilment of institutional parameters of planning, execution and record-keeping of teaching practices, curricular, and co- curricular activities. With the implementation of the AAA, there is uniformity in conceptualisation of the structure and methodology of academic and extracurricular routine in every academic session. All the departments in the college abide by the institutional norms (initiated by the IQAC) such as: timely submission of workload requirement for forthcoming session, timely distribution of time table among faculty members, course completion according to lesson plan, academic and extracurricular work distribution in department, use of ICT in teaching practices, wherever applicable, execution and moderation of internal assessment(s), assessment of learning-outcome by identifying high performing and low performing students, analysis of end-semester examination results, and so on. Such detailed institutional parameters have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning. Review of learning-outcome takes place by evaluating students' interactions in classroom, participation in extracurricular activities, and their performance in internal assessment and at the end semester examination of the University. Every department presents a report of students' academic performance at the Principal 's meeting. The Internal Assessment Committee also reviews and regulates the evaluation system of the students (conducted through internal assessments like tests, assignments, presentations, and projects). This exercise is based on the final internal assessment reports submitted by the teachers-in-charge of all departments after moderating the marks of students . Teaching and Learning reforms: The IQAC at Royal Educational Institute encourages and ensures continual reforms in teaching-learning methodologies. It lays impetus on the adoption of ICT in teaching practices. Teachers use software like Tally.ERP 9 for financial accounting, and online C programming among others. In these ongoing COVID-19 times, teaching-learning has been supported by various virtual platforms. These tools are used for video-lecture and interaction, sharing study materials, and assessing assignments. Digital library facilities provide a repository of articles and e-books for teachers and students. Experiential learning also takes place through educational tours, industrial visits, field study, skill-based workshops and webinars. Add-on courses in Legal Awareness Programme, and other skill-enhancement activities have also sharpened the skill of the students.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

and used for improvements

2. Collaborative quality initiatives with other institution(s)

3. Participation in NIRF

4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Royal Educational Institute champions the cause of gender equality and sensitizes look after the students for gender-based concerns. Discussions regarding gender disparities, factors producing and propagating gender inequality are discussed by the students and the teachers in our society. In addition to the curricular engagements, several co- and extracurricular programmes highlight the gender concerns and the need to transform the patriarchal society to a gender-equal modern society.

Gender sensitization through academic and extracurricular programmes

1. Illitracy awareness program
2. Violence against Women
3. Workshop on Women Empowerment
4. Workshop on Girl Education in India
5. Workshop on prevention of child marriage
6. Workshop on Human Rights.
7. Guest Lecture on Gender Equality
8. Seminar on Female feticides.
9. Workshop on Self defense

Safety and Security:

1. CCTV Cameras are fixed for safety in required places. The footage will be monitored and screened for unlawful activities everyday and the report on the same will be given to the Principal to check the unlawful activities.
2. Good lighting and security measures with securities are ensured at every gate.
3. There is a regular petrolling of the security guards to ensure security of female students, during the coaching after class hours.

Counseling:

1. Every student will be assigned with a faculty member as class counsellors. Female students will be assigned with a female faculty member.
2. A team of faculty member is available for mentoring students apart from regular academic counseling.
3. A regular professional lady counsellor is available for counselling the female students.
4. Special programs related to women's health and building self confidence are being organized

Common Rooms:

1. Separate Common Rooms are available for boys and girls in each department.
2. Good ventilation and beds to take rest are available in the common rooms.
3. First-Aid boxes are available in the common rooms.

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

E-Waste management is responsible to manage waste from its inception to its final disposal. This includes the collection, transport, treatment and disposal of waste, together with monitoring and regulation of waste

management process.

1.Solid waste Management-

Solid waste management is a term that is used for to the process of collecting and treating the solid waste. The institute also produce solid waste. Some of the examples of solid wastes are glass, rubber waste, plastics, food waste, wood, paper, metals, cardboard materials, electronics as well as various hazardous wastes.

2. Liquid waste Management:-

Procedures and practices to prevent discharge of pollutants from the drain system or to watercourses as a result of the creation, collection and disposal of non-hazardous liquid materials. Our college sorts the garbage into different bins-green and blue.Waste management team also take care of liquid waste.

3. E-Waste Management :-

Everything that falls into electronics' category such as computers, laptops, tablets, smart phones etc. There are proper methods to dispose off such E- waste electronic items.

4. Rain water harvesting :-

Rain water harvesting is the accumulation and storage of rainwater for reuse on-site, rather than allowing it to flow out side the campus. Rainwater is collected from roofs and in from many other places, the water collected is redirected to a deep pit (shaft or borehole), a reservoir Uses of Rain-water for gardens, irrigation after proper treatment etc. In our Institute all the rainwater is collected with the help of a pipe then which is collected in the pit.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

Royal Educational Institute has implemented several measures to make the college an inclusive

campus. Our Institute strictly follows the reservation policies laid by the Government of India for admissions and appointments of teaching and non-teaching staff members. SC, ST and OBC Counselling Committees ensure parity and transparency during the admission process. The college has Grievances Redressal Cell which looks after the welfare of differently abled students. Students from low socio-economic spectrum are granted fee concessions in every academic session. The college also promotes several financial assistance/scholarships provided by the Government of India, state governments and non-governmental organisations to facilitate access to needy students.

Mentor-mentee meetings are held regularly and students are encouraged to share their problems with their mentors. Dedicated teacher-mentor solve the problems if any of the students.

Teachers adopt bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges.. The Teachers conduct orientation programme every year at the beginning of the session for new students. It provides platform to the new students to know about the academic and cultural activities. The teachers have also supported needy female students.

Promotion of diversity and inclusivity

Royal Educational Institute promotes cultural plurality in the campus .In an effort to unite all cultures, many events are organized to promote unity in cultural diversity. Some of the events organized by college are:

Hindi Diwas

Gandhi Jayanti

Ravi Das Jayanti

Ambedkar Jayanti

Plantation Drive

Basant Panchmi

Kusht Niwaran Diwas

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

Response:

Royal Educational Institute organises activities to strengthen our constitutional values and deepen our patriotism to our nation. The institute is a role model of best governance and transparency. Not only the students and employees but also the people of the town respect the institution for its contribution to the society.

Preamble of the constitution is displayed at the entrance of the Institute and it is clearly visible to all the entrants. The fundamental duties and rights, Citizen's Charter, National Anthem, and Pledge etc. are clearly displayed in the campus. As per the suggestions of the Institute, it is a unique practice in the Royal Educational Institute that '**National Anthem**' is compulsorily broadcasted in the Institute exactly at 9.30 in the morning. It reflects the strong attachment of the students teaching and the values of Indian Constitution. Our institution also arranges number of programmes on Independence and Republic Day.

Many of our teachers deliver lectures on the constitutional obligations, national unity and social harmony on these auspicious days.

The Institute focuses on overall development by inculcating the sense of patriotism, human values, rights and responsibilities towards the nation. In light of the above, several activities are initiated and implemented as follows.

Independence Day Celebrations.

Our Institute celebrates the auspicious day with great honour and enthusiasm every year. The celebration began with teaching and non-teaching staff members and students. The chief guest is invited for hoisting the National flag. Students participate in cultural performances like dance, skit, drama ,songs etc at the end of the program.

Republic Day Celebrations

The republic day is celebrated every year in our campus. Every year, along with Chairman and Managing Director, a chief guest is invited for the celebration. The republic day is celebrated with flag hoisting by the chief guest and National Anthem is sung. . A bunch of balloons as a symbol of peace fly in the sky. This will be followed by the address of the Chairman and Managing Director and the Chief Guest as well.

Electoral awareness

The electoral awareness campaign is also organized for the first time voters of our Institute by the district election officer. It motivates the students to exercise their right to vote.

Awareness programmes for proper E-waste disposal are organised. To protect human lives and property.

File Description	Document
Any other relevant information	View Document

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

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

4. Annual awareness programmes on Code of Conduct are organized

Response: E. None of the above

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

Response:

Royal Educational Institute celebrates national and international commemorative days to inculcate constitutional responsibilities, to instil patriotic spirit and to foster unity among fellow citizens

Independence Day and Republic Day are celebrated in the Institute by hoisting the National flag.

Hindi Diwas is celebrated on 14th September every year to celebrate the official language of the country.

The Women's Development Cell addresses issues related to gender disparity and promote gender equity in our society.

International Yoga Day is celebrated every year on 21st June to mark the practice of self-discipline and tradition of well-being of ancient in India.

World Environment Day is also observed every year on 5th June. Various competitions like poster making, slogan writing, essay writing, etc. are organised on this occasion.

Various Institute competitions are organised on this occasion.

Online student activities are organised to engage young minds towards new possibilities.

The Institute actively participates in the Swachh Bharat Abhiyaan by ensuring proper sanitation facilities, keeping dustbins on the campus and ensuring hygienic toilets.

National leaders' Birthday Celebration: The celebration includes organizing various competitions like speech, drawing, debate, quiz, poem writing, mime etc. The winners are awarded with prizes.

Diwali Festival :- Our Institute also celebrates the festival of light as on this auspicious day. This festival is celebrated as a triumph of good over evil. The Institute organizes Deep Utsav every year, where students participate in different cultural activities individually and in teams.

Christmas Day:- Christmas is celebrated every year as a sacred religious occasion. A special mass for the students and faculty members is arranged.

Events:-

New Year Celebration

Our Institute celebrates the New Year every year with all staff members.

International Women's Day

Our Institute celebrates the International Women's Day every year to honor the women. Women, from various fields such as leading educators, inventors, entrepreneurs, and television personalities, are invited to speak different events on this occasion.

Institute cultural and sports day :

Cultural and Sports Day is celebrated in our Institute every year. Various games, competitions are organized for the students and prizes are distributed to the winners.

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice:

- Faculty Development

Objectives of the Practice: When faculty members are motivated, energized, and capable, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty. The University shares with faculty members about the changes in educational philosophy, new patterns of student behaviour, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons.

The objectives of faculty development are to:

- Bring out an awareness among the faculty members about the global trends in higher education
- Adapt a new technology in the teaching-learning process
- Inculcate research skills and aptitude among faculty
- Developed student behaviour for improving the quality of teaching
- Transform a teacher into a competent facilitator

The Context: A well-groomed teacher can perform successfully and exceed the expectations of students. The learner centric philosophy of education and requirements of unexperienced faculty member who is yet to explore own teaching abilities often mismatch. Teachers for primary schools and for non-professional institutes undergo rigorous training; however, the same is not available for the teachers of professional education, as it is desired to be tailor-made. Faculty development is a must to acquaint the faculty to institutional practices, to orient them to student centricity, to enrich the content, and to explore the research avenues. The training by experts provides them with an insight into the nuances of various processes; hence, faculty development is essential.

The Practice: The very purpose of faculty development is to prepare the teacher to meet the institutional requirements – academic and administrative, to adhere to the standardized practices in the learning-teaching activities, and to achieve the societal good. The various steps of the practice are as under:

Step 1: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the meetings at the college with all the Heads of the Institute. A survey is carried out to explore expectations from the faculty for classroom delivery.

Step 2: Faculty development programmes (FDPs) are developed based on the understanding of requirements of different professional fields in addition to the identified areas for improvement. The FDPs are designed to meet the faculty needs at different times of the career span. The programmes carried out by college are: Orientation programme in the initial phase of the teaching career, discipline-specific training on regular interval to update the trends in the discipline, and research orientation programme. The faculty member is offered a blend of several modules, e.g., knowledge enrichment, student engagement, time management, communication, mentoring, leadership in classroom, team activities, articulation, presentation, research writing, etc.

Step 3: Programme schedule is designed based on the areas that require improvement.

Step 4: After finalizing the programme schedule, different experts are invited.

Step 5: During the training programme, the faculty members are guided by experts in various areas. In orientation programmes, the faculty are mentored based on the classroom delivery and learning of general and discipline-specific skills. They are motivated and oriented to become a life-long learner. The faculty members introspect on the course content, course delivery methods, teaching-learning strategies, pattern of evaluation, and map each component to recognize the flaws, if any.

Step 6: All the programmes have a feedback mechanism to know whether they have met the expectations and delivered as per the defined programmed outcomes, wherein the participants describe course effectiveness; achievement of learning outcomes, and feedback for the improvement.

Step 7: Faculty are continuously evaluated. Further, at the end of the programme, they take the test of learning. Finally, they are assigned to a mentor wherein they have to complete the assigned work for which they are evaluated by the mentor.

Evidence of Success: Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. FDPs have been considered as a significant

intervention for fostering the knowledge and professional skills of faculty. Faculty feedback indicates their enhanced level of confidence. The training programmes have shown smooth floating of a teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The same is reflected in students performance. Prime Minister Shri ND Modi has rightly said: “Acche shikshak acchchi shiksha.”

In a unique case of paradigm shift in the mode of teaching from offline to online during the Covid-19 pandemic, Faculty Development Programmes helps to equip the faculty with all the desired skills that are required for increasing the effectiveness of online teaching. The result of this intervention was visible in the performance of faculty as well as students.

Problems Encountered and Resources Required:

Faculty development programmes are for the benefit of both the faculty and the institution. The content of training interventions varies on many aspects and the major constraint experienced is resource faculty availability. The faculty need to invest time in evolving various techniques for subject-specific delivery.

Though the practice has a lot of merits, there are certain challenges in developing faculty:

1. To bring the faculty members at the same level through the training modules.
2. To have experienced and qualified trainers.
3. To assess the learning and to evaluate training programme effectiveness.

BEST PRACTICE –II

1. Title of the practice

- Yoga Camp.
- Communicative English Course.

1. Objectives of the Practice

Objectives in respect of Yoga

? Yoga education helps in self discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness.

? To have good health, yoga improves posture, increases intake of oxygen enhancing the functions of the entire body system.

? To improve respiration, energy and vitality.

? To prevent and relieve stress.

? To increase the strength of our body.

? To increase flexibility in all aspects.

Objectives in respect of Communicative English

1. Receptivity

i) Listening

? Adopt the course for the purpose of listening.

? Listen to a speech and understand the topic and main points.

? Listen for information required for a specific purpose.

? Understand and respond appropriately to instruction advice, request and warning.

? Understand and interpret spontaneous spoken discourse in familiar situation.

ii) Reading

? To read silently at varying speed depending on the purpose of reading.

? To adopt different strategies for different types of text, both literary & non-literary

. ? Recognize the organization of a text.

? Identify the main point of a text.

? Anticipate and predict what will come next in the text.

2. Expression

i) Speaking

? Speak intelligibly using appropriate word stress, sentence stress and intonation patterns.

? Narrate events and incidents real or imaginary in a logical sequence.

? Express and argue a point of view clearly and effectively.

? Convey messages effectively in person or by phone.

? Take active part in group discussion, showing ability to express agreement.

? Present oral reports or summaries, make announcements, clearly and confidently

? Participate in spontaneous spoken discourse in familiar social situations.

ii) Writing

? Express ideas in clear and grammatically correct English using appropriate punctuation.

? Write in a style appropriate to communicative purposes.

? Write a clear description with respect to place, person etc.

? Compare and contrast ideas and arrive at conclusion.

? Summarise or make notes from a given text.

? Record information from one text type to another.

The context in respect of YOGA:

In the present context of conflicts arising among nations, races communities, political parties and various other segments, every human being is loaded with excessive stress in the process of his/her efforts to overcome the physical and psychological challenges. As a result, there is absence of harmony between mind and body in most of the individuals. Yoga is serving as a panacea for all the ills afflicting us. When yoga is practiced well, it is sure to bring about peace, calmness, tranquility and also serenity in us. It gives us the strength to see the world and the people in the right perspective with a sense of equanimity.

The context in respect of Communicative English

English as an international language is widely spoken in the business community around the world. The aim of this course is to enhance our ability to communicate with others in English, both as a teacher in our organization and as a student in our college. The course will help us develop the ability to read and understand documents in English and to create documents of our own which are appropriate for global business environment. It will also help us develop the ability to participate in business situations where English is spoken. Then we may be able to undertake number activities involving listening, speaking, reading and writing. Communicative English enables students of humanities, science and technology to express concepts and ideas in fluent English.

Evidence of success in respect of YOGA

? There is explicit evidence of success of this course on Yoga in the making of the personality of each student who is successfully trained to do the physical exercises and followed by deep meditation.

? The harmonious blending of mind and body enables the students to be free from physical sufferings and psychological disturbances.

? Yoga connects the ancient noble traditions with the present enabling the students to be conscious of the continuity of the enlightening aspect of the glorious past.

? The health benefits of Yoga are on with aerobic exercise as one of the best things you can do for mind,

body and spirit.

? Through the course, the students should be able to imbibe ethical, moral, national and cultural values.

Evidence of success in respect of Communicative English

? In the present age of technological advancement and modernization of corporate sector, communication skills occupy a prominent place. Our course communicative English once successfully completed enables the student to get selected for important positions in national and multinational companies.

? Skills in listening, speaking, reading and writing to get exhibited at the time of interviews.

? In normal conversation, the students feel quite at ease in using English.

? The students are able to be proficient in writing.

Problems encountered and resources required in respect of YOGA:

? Some of the students may be physically weak. They may find difficulties in doing all the prescribed Asana. The solution lies in exempting them from certain difficult exercises.

? Some students may not have inclination to get into field of yoga. Such students may be persuaded to understand the advantages of yoga.

? Some of the students may have habits which are not conducive to the effective practice of yoga. Counseling may be given in such cases.

Problems encountered and resources required in respect of Communicative English:

? The main problem in this course lies in training the Tamil medium students. The solution lies is not merely encouraging them with adequate counseling but also giving them special coaching classes for a period till they join the main stream.

? There are problems in teaching the students, 'LSRW' skills meaning-Listening, Speaking, Reading and writing .The solution is in training the students to speak in English while they are in campus from morning to evening.

? The students may be given the opportunity to use the system where special software is available for improving communicative English. Using spoken English Software solves all the problems of the students in learning communicative English.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Inclusivity on campus and beyond is the priority and thrust area in which the college has been making strides Royal Educational Institute, therefore, not only promotes inclusivity in principle but also implements inclusive education on the campus through various practices in teaching learning processes and co/extra-curricular activities. Inclusive education entails ease of access to the teaching-learning ecosystem, regardless of cognitive or disability challenges, and equal opportunities for holistic development among students of diverse capacities and different backgrounds. Practices that promote inclusivity in campus and beyond are:

- Educational Practices
- Community Involvement
- Collaborative Practices
- Supplementary Aids and Services
- Education for Sustainable Development (ESD)

Furthermore, the college also works for strengthening the climate of inclusivity in college at all levels viz., environmental, economic and social, as the inclusivity should be cultivated in various dimensions.

Educational Practices

- Classroom teaching and inclusivity – Educators implement evidence-based inclusive practices through multi-level instructions, multiple methods of assessment and modified outcomes in general education classrooms. Students with disabilities are educated with non-disabled peers to the maximum extent appropriate.
- Inclusive practices to facilitate learning – College take extra measures to address the learning abilities of every student and include peer mentoring, group discussions, and cooperative learning situations as inclusive classroom practice. Special focus on slow learners and due attention is given to make them catch the pace of the class
- Mentor-mentee meetings – Mentors are allotted to each student to discuss various problems faced by students at the academic and personal level. Individual departments maintain records of students living as paying guests and a meeting is convened time to time to discuss their problems.
- Compassionate approach to teaching – Teachers approach students' problems with empathy and compassion. They take into consideration personal challenges and circumstances students are faced with – in their family. Teachers conduct extra classes for slow-learner students and give several opportunities to students to appear for their assessment

Community involvement

- College provides support to the students in overcoming their everyday challenges with regard to their academics or documentation work related to their programmes of study.
- The scout guide program trains students for community outreach. Student volunteers work towards facilitating access to education for children in neighbouring slum areas. The volunteers also instil the urgency to maintain hygiene among residents in the neighbouring areas to cultivate environmentally safe living conditions.
- Gender justice: Even as the campus climate is charged by activities for sensitisation to gender issues, students learn the values of gender equality and gender inclusivity.
- The sexual harassment committee in Royal Educational Institute spearheads the campaign for gender justice. Through various programmes and activities, students are apprised of conceptual, theoretical and analytical interpretation of gender (identities) from a cross-cultural perspective. Programmes on gender sensitivity and equality inform students of the ways in which society can become more inclusive.

Collaborative Learning/Practices

Collaborative learning/practices are a set of teaching and learning strategies promoting student learning and experiences beyond curriculum. To achieve this purpose, the college has organised different types of collaborative activities for student's overall development.

- MOU with other organisations - College has signed MOUs as collaborative practices with educators and organisations and in turn students receive research trainings, help in instructional planning, minimise curricular barriers and provide time to time guidance and counselling.
- Scholarships - The College also administers several Government and NGOs scholarships such as Scholarship to SC/ST/OBC students by, Govt. of UP–

Supplementary Aids and Services

- At Royal Educational Institute, students from diverse backgrounds are given access to educational and personal growth opportunities. Due benefits are given to students from reserved categories to enable them to take admissions in the college.
- Scholarships and fee concessions are provided to students from economically underprivileged families.
- Skill development programmes are also conducted for students in the College, which promotes the practices of inclusivity for differently-abled students, and provide the building blocks necessary for creating a safe and welcoming community where individual differences are valued and embraced.
- College has established many programmes like sanskrit sambhasan shivir, computer course, personality development course, yoga course. language proficiency course. add on courses and training sessions
- Education for Sustainable Development (ESD) Promotion of ESD is the need of the hour as it empowers people to change the way they think and work towards a sustainable future. In this context,

Royal College involves educating students on the necessity of sustainable development by integrating sustainable development issues into all aspects of teaching, research and service.

NAAC

5. CONCLUSION

Additional Information :

- 1.The approach of institution towards a greener, eco-friendly campus,
2. Energy conservation in the institution,
3. Innovative ideas implemented in the institution, and
4. Practices towards a common, better future. Etc.

Overall the college organizes various seminars, extension lectures, nukkad nataks, rallies, campaigns etc. to address social issues like female foeticide, drug abuse, corruption, and many others on regular basis.

Concluding Remarks :

Royal Educational Institute regularly organizes IEDC and Inclusive Education programmes to provide inclusive environment like tolerance and harmony towards cultural, regional and other diversities. REI made disabled friendly environment by building excavator for the easy access to classrooms and also provides wheelchair etc. Apart from it conducts Citizen Awareness Programmes like Voter Awareness, Rights of the Voter, Voters' day, Independence day, Teachers' day etc. are celebrated to sensitize the students and employees towards the constitutional obligations, values and their rights and duties.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>07</td><td>06</td><td>05</td><td>06</td><td>04</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>03</td><td>04</td><td>03</td><td>04</td><td>03</td></tr></table> <p>Remark : DVV has excluded courses such as Yoga and Meditation, Scout & Guide from shared report by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	07	06	05	06	04	2019-20	2018-19	2017-18	2016-17	2015-16	03	04	03	04	03
2019-20	2018-19	2017-18	2016-17	2015-16																	
07	06	05	06	04																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
03	04	03	04	03																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>535</td><td>463</td><td>316</td><td>405</td><td>212</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>414</td><td>303</td><td>201</td><td>305</td><td>106</td></tr></table> <p>Remark : DVV has made the changes as per 1.2.2</p>	2019-20	2018-19	2017-18	2016-17	2015-16	535	463	316	405	212	2019-20	2018-19	2017-18	2016-17	2015-16	414	303	201	305	106
2019-20	2018-19	2017-18	2016-17	2015-16																	
535	463	316	405	212																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
414	303	201	305	106																	
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p> <p><i>3)Employers</i></p>																				

4)Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has not consider shared report by HEI.

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

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: E. Feedback not collected

Remark : DVV has not consider shared feedback reports by HEI.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
197	170	140	133	107

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
152	125	121	124	94

Remark : DVV has made the changes as per shared report by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

08	10	07	07	04
----	----	----	----	----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
04	05	06	06	03

Remark : DVV has excluded provisional certificates from shared report by HEI.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 4.45

Answer after DVV Verification: 3.45

Remark : DVV has excluded those teachers during the academic year 2019-20 by HEI.

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
146	121	102	103	47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
143	121	102	103	47

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
161	139	114	118	54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
161	139	114	118	54

Remark : DVV has made the changes as per shared report by HEI.

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

years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	07	06	09	08

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	04	06	06

Remark : DVV has excluded such as world leprosy prevention day, extempore speech, Nehru planetarium tour from shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	01	03	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	01	02	00

Remark : DVV has not considered Publications beyond assessment period from shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	03	04	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has not consider shared report and relevant award certificate has not shared by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
07	08	04	04	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	01	03	01

Remark : DVV has not consider such as Voter Awareness programme, Violence against women and days activities by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
150	187	162	152	92

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
100	107	102	92	40

Remark : DVV has not consider those students participated in days activities.

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange,

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	07	05	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has not consider shared report by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	04	04	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has not consider shared MoUs by HEI.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 25

Answer after DVV Verification: 1

Remark : DVV has made the changes as per shared report of only one LCD projector by HEI.

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
42.50	35.87	34.69	26.42	34.93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

Remark : DVV has not considered the given value is exactly matches that as given in the EP metric 4.2. Hence may not be considered here.

4.2.2 The institution has subscription for the following e-resources

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has not considered shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
384707	303707	243287	229112	200788

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.03	0.97	1.13	0.91	0.22

Remark : DVV has made the changes as per shared report of Annual expenditure of purchase of books/e-books and subscription to journals/e- journals by HEI.

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : B. 30 MBPS – 50 MBPS

Answer After DVV Verification: E. < 5 MBPS
 Remark : DVV has considered E. < 5 MBPS as per shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
42.50	35.87	34.69	26.42	34.93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.84	2.37	3.69	2.42	4.93

Remark : DVV has considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	14	43	16	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Amount is not reflected in Audited Income and Expenditure Statement.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
268	146	132	112	35

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
150	102	87	95	25

Remark : DVV has excluded such as Workshop on Communication skill & Business Etiquette from shared report by HEI.

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has considered D. 1 of the above as per shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
02	00	00	00	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has not consider shared certificate of participation by HEI.

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	21	18	26	26

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	14	14	13	09

6.2.3

Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has considered D. 1 of the above as per shared report by HEI.

6.3.3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	03	03	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	03	02	01

Remark : DVV has exclude activities such as E waste management, Personality Development etc shared report by HEI.

6.3.4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	32	28	28	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20	19	15	12	7

Remark : DVV has excluded less than 5 days programs from shared report by HEI.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.1	0.1	0.1	0.1	0.1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has given the input as income is not reflected in Audited Income and Expenditure Statement.

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has considered D. 1 of the above as per shared report by HEI.

7.1.4 Water conservation facilities available in the Institution:

	<ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: E. None of the above Remark : DVV has not consider shared report by HEI.</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has considered C. 2 of the above as per shared report by HEI.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: E. None of the above Remark : DVV has not consider shared report by HEI.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : DVV has considered D.1 of the above as per shared report by HEI.</p>

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : DVV has not consider shared report by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>11</td><td>11</td><td>4</td><td>4</td><td>3</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>101</td><td>101</td><td>98</td><td>98</td><td>98</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	11	11	4	4	3	2019-20	2018-19	2017-18	2016-17	2015-16	101	101	98	98	98
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	11	4	4	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
101	101	98	98	98																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>5</td><td>5</td><td>4</td><td>4</td><td>3</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>6</td><td>5</td><td>4</td><td>4</td><td>3</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	5	4	4	3	2019-20	2018-19	2017-18	2016-17	2015-16	6	5	4	4	3
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	5	4	4	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	5	4	4	3																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>197</td><td>170</td><td>140</td><td>133</td><td>107</td></tr></table> <p>Answer After DVV Verification:</p>	2019-20	2018-19	2017-18	2016-17	2015-16	197	170	140	133	107										
2019-20	2018-19	2017-18	2016-17	2015-16																	
197	170	140	133	107																	

2019-20	2018-19	2017-18	2016-17	2015-16
152	125	121	124	94

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	35	28	28	15

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
29	28	28	28	15

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	35	28	28	15

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 25

Answer after DVV Verification : 1

4.3 Number of Computers

Answer before DVV Verification : 76

Answer after DVV Verification : 1

4.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 69

Answer after DVV Verification : 1