



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | |
| | V. S. S. D. College Kanpur, Uttar Pradesh, India |
| • Name of the Head of the institution | Dr. Chhaya Jain (Dr. Bipin Chandra Kaushik- At Present) |
| • Designation | Principal (in-charge) |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 05122562613 |
| • Mobile no | 9919195215 |
| • Registered e-mail | prin_vssd@rediffmail.com |
| • Alternate e-mail | vssdiqac@gmail.com |
| • Address | 3A/50, Nawabganj, VSSD College Kanpur |
| • City/Town | Kanpur Nagar |
| • State/UT | Uttar pradesh |
| • Pin Code | 208002 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |

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|--|---|----------------|-----------------------------|---------------|-------------|
| • Financial Status | Grants-in aid | | | | |
| • Name of the Affiliating University | C. S. J. M. University Kanpur | | | | |
| • Name of the IQAC Coordinator | Dr. Neeru Tandon (Dr. Nandlal at Present) | | | | |
| • Phone No. | 05122562613 | | | | |
| • Alternate phone No. | 9838103307 | | | | |
| • Mobile | | | | | |
| • IQAC e-mail address | vssdiqac@gmail.com | | | | |
| • Alternate Email address | drnandlal71@rediffmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://vssdcollege.ac.in/wp-content/uploads/Final-submitted-AQAR-2019-20.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://vssdcollege.ac.in/academic-calendar-2020-21-vssd-college/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A | 3.20 | 2009 | 29/01/2009 | 28/01/2014 |
| Cycle 2 | A | 3.14 | 2016 | 16/09/2016 | 15/09/2021 |
| 6.Date of Establishment of IQAC | | | 04/12/2007 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| 00 | 00 | 00 | 00 | 00 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of | | | View File | | |

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|---|------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 03 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| 1- Creation of Whatsapp Group: IQAC suggested to create Whats'App groups for all classes in the college to facilitate easy communication and coordination with students. Purchase of Zoom Pro was also suggested. | | |
| 2- Teacher Training for Online Platforms: The IQAC facilitated teacher training sessions to familiarize faculty with online platforms for admissions and teaching. This initiative ensured a smooth transition to online education during the pandemic, enhancing the institution's digital capabilities. | | |
| 3- Internal Academic Audit: The IQAC streamlined the academic audit process, focusing solely on internal audits. This approach ensured a thorough evaluation of academic processes and standards within the institution, leading to continuous improvement and quality enhancement. | | |
| 4- Initiatives for Academically Weaker Students: The IQAC implemented targeted initiatives to support academically weaker students. This included online remedial classes, moral boosting sessions, and mentorship programs. These efforts aimed to reduce failure rates and enhance student performance. | | |
| 5- Relaunching the Tutor Guardian Scheme: The IQAC spearheaded the relaunch of the tutor guardian scheme, enhancing it for better | | |

student support. This initiative aimed to provide personalized guidance and support to students, ensuring their academic and personal development. Though due to covid it could be done for a few months only.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| Periodical meetings with staff members to formulate the plan of action. | Meetings were initiated for the action plan and the implementations were reviewed in the sub segment meetings. |
| To conduct Internal IQAC Audit and Internal Academic Audit for all the Departments and other Cells and Clubs for the effective functioning. | Audit Done |
| Environmental Awareness & Sustainable activities. | Planting a tree has long been a suggestion for the betterment of the earth. As It is an outcry and warning of global warming, water crises and many more. A tree plantation drive was held within the college premises on 5th July, 2020. IQAC conducted a green drive to make aware students about the environment. Activities, like tree plantation, plastic free campus, solar lights, drawing and essay writing competition were undertaken as part of the drive. |
| Gender sensitization | VSSD College launched a public awareness campaign and organized various programs in the college under the Mission Shakti, in which girls safety, gender equality, women's rights, women empowerment, awareness against sexual exploitation were included. This programme was organized in hybrid mode. Under the Mission Shakti: Karate |

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| | <p>classes were organized for girls to strengthen them against eve teasers.</p> |
| <p>Engaging teachers, research scholars and students to create a better research atmosphere in the college through research projects and seminar and workshop on research methodology.</p> | <p>A training session for online admission process was organized for UG admission committee on 17th July, 2020 and for PG admission committee on 25th July, 2020. Department of English, VSSD College organized the event Twitterature in association with ELT@1. Twitterature is a literary use of the micro blogging service of Twitter. It includes various genres, including aphorisms, poetry and fiction written by individuals or collaboratively. In this National event Ms. Shristi Awasthi of MA (final) 1 English won the first prize and received the title of All India Winner.</p> |
| <p>Career oriented activities to be conducted for the students.</p> | <p>The Skill Development and Placement cell of VSSD College organized a Webinar for the civil services aspirants, on 19th September, 2020 in association with the Chahal Academy as the knowledge partner.</p> |
| <p>To publish IQAC Newsletter</p> | <p>College IQAC published News Letter 'The Reflections', Vol. 5-6 year 2020-21.</p> |
| <p>Welfare programmes for students.</p> | <p>The admission committee of B.Sc. I welcomed the newly admitted students by organizing an Orientation Programme on 22nd January, 2021. The Principal motivated the students by her words. Her speech was followed by the address of IQAC director. She told the students to study</p> |

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|---|---|
| | <p>in a planned way & also improve their personality because personality development is boon for a good career.</p> |
| <p>Minimizing environmental degradation.</p> | <p>1 The department of English organized its first-ever virtual Global Handwashing Day with Creativity Day event with great enthusiasm on the Zoom portal. A live student National Webinar and Slogan Writing Competition were organized for students on 15th October, 2020. 2 Decreasing use of paper and plastic. 3 Tree plantation. 4 Green Campus 5. Rain water harvesting unit is already installed. 6 We make the compost by dry leaves in campus and use it for the garden</p> |
| <p>Co-curricular activities to encourage talented students.</p> | <p>1. The skill Development and Placement cell of VSSD College organized a five days workshop on Japanese Language from 22nd September, 2020 to 26th September, 2020 in association with the Tamai Onettom India as knowledge partner. 2 During the period 01 trainer from the OITPL imparted basic training of the Japanese language. Students have been briefed about the job opportunities in the corporate sector after completing certain levels of proficiency in Japanese.</p> |
| <p>Co-curricular activities to encourage talented students.</p> | <p>1 Fire brigade training was received by the College Rovers Rangers team at Scout Bhawan, Kanpur on 12th August, 2020. This training was designed to provide an opportunity for the participants to acquaint themselves with knowledge, skills and change attitude in</p> |

| | |
|---|---|
| | <p>disaster management hygiene and sanitation. 2 On 2nd October, 2020 on the occasion of Gandhi Jayanti Rovers Ranger team of VSSD College attended and actively participated in Scout Building Kanpur Nagar. The aim of this initiative was to enlighten the spirit of inclusion among young minds. 3 COVID-19 management Training was received by Rovers Rangers Team VSSD College, Kanpur from 2nd - 4th December, 2020 in Lucknow. The rovers and rangers were trained to aware people about COVID-19, like how corona spreads and what measures we should take for its prevention.</p> |
| Preparation of the Annual Quality Assurance Report (AQAR) for the academic year 2020-21 which is to be submitted to NAAC based on the quality parameter | Delayed due to Covid-19 |
| College website to be made dynamic and up gradation on regular basis. | Yes |
| Pre university exams to be conducted. | No |
| Changes in the IQAC Team as per the direction of NAAC | Yes |
| Financial (External) Audit | Financial Audit done by CA and state government |
| 13. Whether the AQAR was placed before statutory body? | No |
| <ul style="list-style-type: none"> Name of the statutory body | |

| Name | Date of meeting(s) |
|------|--------------------|
| Nil | Nil |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---------|--------------------|
| 2020-21 | 21/02/2022 |

15. Multidisciplinary / interdisciplinary

VSSD College is at the forefront of educational transformation, actively embracing the vision outlined in the National Education Policy (NEP) 2020. This comprehensive policy seeks to revolutionize Indian education, fostering a more holistic, flexible, and skill-based learning environment. VSSD College recognizes the importance of these reforms and is taking concrete steps to implement them across its academic programs.

As the college is already having six faculties, it is preparing itself to utilize them fully. VSSD College is also ready to implement the revised curriculum to integrate subjects that bridge traditional disciplinary boundaries. This will allow students to develop a more comprehensive understanding of the world and how various fields interconnect.

NEP 2020 also recognizes the growing importance of vocational skills in the job market. VSSD College is committed to preparing students not only with theoretical knowledge but also with practical skills relevant to regional and national needs. The college plans to introduce a range of vocational courses that align with industry demands. These courses, de, will equip students with the specific skillsrequired to thrive inthe professional landscape.

VSSD College is also implementing several key initiatives to align with NEP 2020's vision. The college is planning to adopt a choice-based credit system, empowering students to personalize their learning experience by selecting courses from a wider pool of options. This fosters a student-centric approach, allowing individuals to tailor their academic journey to their interests and career aspirations.

NEP 2020 encourages students to explore fields beyond their undergraduate major. VSSD College is ready to implementthis vision by allowing students the flexibility to pursue postgraduate programs in any field, regardless of their undergraduate specialization. This

opens up a world of possibilities for those seeking to explore new academic avenues.

Industry Collaboration: Industry-academia linkages are crucial for ensuring educational programs. VSSD College is actively motivating its departments to forge strong partnerships with industry leaders. This collaboration will enable faculty to integrate industry trends and practical applications into their teaching, while also providing students with valuable internship and placement opportunities.

VSSD College's commitment to NEP 2020 extends beyond mere policy implementation. The college recently conducted a virtual conclave on National Education Policy, featuring eminent academicians and educationists. This forum provided a platform for the institution to collaborate with thought leaders, design its own strategies for a multidisciplinary approach, and ensure a smooth transition toward the NEP's vision.

Through these comprehensive initiatives, VSSD College is well on its way to becoming a leader in NEP implementation. The college's commitment to a holistic, flexible, and skill-based education paves the way for a brighter future for its students, equipping them with the knowledge, skills, and adaptability to thrive in the ever-evolving world

16.Academic bank of credits (ABC):

The National Education Policy (NEP) 2020 introduces the transformative concept of the Academic Bank of Credits (ABC). This system acts as a centralized online repository that tracks and stores the credits a student earns throughout their academic journey. This allows for greater student mobility and flexibility. The college has already registered on the ABC portal, ensuring a smooth transition when the system becomes operational. VSSD College's proactive approach in preparing for its implementation demonstrates their commitment to providing students with a flexible, personalized, and future-oriented education. By embracing the ABC system, VSSD College empowers students to become architects of their own learning journeys and equips them for success in a dynamic world.

VSSD College's existing academic structure aligns well with the principles of the ABC system. The college is preparing for credit-based courses and projects within its curriculum. This existing foundation positions VSSD College to seamlessly integrate with the ABC system and offer students the benefits of credit mobility. IQAC of VSSD College has discussed its benefits in its meetings with the teachers. The summary of the suggestions is as follows:

Personalized Learning Paths: Students can design their own learning journeys by accumulating credits from various institutions and programs. This empowers them to explore diverse subjects and tailor their education to their specific interests and career goals.

Reduced Time to Degree: Students can potentially shorten their time to graduation by leveraging credits earned through online courses, internships, or prior learning experiences (PLEs). The ABC system streamlines the process of credit evaluation and transfer, eliminating unnecessary delays.

Lifelong Learning: The ABC system facilitates lifelong learning by allowing individuals to accumulate credits over time, even if they take breaks from formal education. This opens doors for continuous learning and professional development throughout one's career. VSSD College is taking proactive steps to integrate with the ABC system upon its full implementation. The college has acquainted its faculty with the procedures to offer online MOOC courses through international platforms like COURSE.

17.Skill development:

Skill development is a crucial aspect of the educational landscape, especially in light of the evolving job market. The proposed NEP for 2020-21 emphasizes the importance of vocational skills, recognizing their significance in meeting the demands of the professional world. VSSD College aligns with this vision by not only imparting theoretical knowledge but also focusing on practical skills that are relevant at regional and national levels.

Skill development" To achieve this goal, the college plans to introduce a range of vocational courses. These courses will be carefully curated in consultation with industry experts to ensure they meet the current requirements of various sectors. By offering

such courses, VSSD College aims to equip its students with the necessary skillsets to excel in their chosen fields. This approach not only enhances their employability but also ensures they are well-prepared to contribute meaningfully to the workforce, making them highly sought-after by potential employers. In addition to the general skill development initiatives, VSSD College is planning to introduce several specific vocational courses to cater to the diverse interests and needs of its students. Some of the courses being considered include:

Digital Marketing: With the rise of online businesses, this course will equip students with the skills needed to effectively market products and services in the digital space.

Web Development: In a digital age, web development skills are highly sought after. This course will teach students how to design and develop websites using various programming languages.

Financial Management: This course will focus on imparting knowledge and skills related to financial planning, budgeting, and investment management, preparing students for careers in finance.

Hospitality Management: With the growing hospitality industry, this course will train students in hotel and restaurant management, customer service, and event planning.

Healthcare Management: This course will focus on the management and administration of healthcare facilities, preparing students for roles in healthcare administration.

These courses are designed to provide students with practical skills that are in high demand in the job market, enhancing their employability and career prospects.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

When disciplines collide, the potential for creativity explodes. By fostering connections across fields, VSSD College encourages students to think outside the box, generate new ideas, and develop innovative solutions to real-world problems. It's about preparing students for the dynamic world they will enter. In today's rapidly evolving landscape, the ability to think critically, solve problems creatively, and adapt to change is paramount. By integrating IKS, VSSD College equips its students with the essential skills and knowledge to thrive in the 21st century.

The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcome of the students.

Regarding the adoption of Indian languages, the college offers subjects of Indian languages like Hindi and Sanskrit in both UG and PG courses. Preservation and promoting of languages is one of the target of the College in future. The vision of the college is promoting Value-Based Quality Education. Hence the college takes efforts to inculcate positivity among the learners. The college celebrates National festivals like Independence Day and Republic Day and many others as directed by the higher authorities time-to-time. College also celebrates various programmes like World Aids Day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

VSSD College firmly believes in the efficacy of OBE. All academic programs are designed using the OBE approach, ensuring a clear focus on specific learning outcomes for each course and program. Through the curriculum and orientation programs, students are made aware of the expected learning outcomes, empowering them to take ownership of their learning journey.

VSSD College understands that faculty development is crucial for successful NEP 2020 implementation. The college invests in training programs that equip faculty with the latest pedagogical tools and technologies. These programs focus on digital pedagogy, online assessment techniques, and the effective use of educational technology like online admission, presentations, videos, and online

quizzes. The college also encourages faculty members to leverage social media platforms for promoting interactive and engaging learning experiences.

By embracing the NEP 2020 vision, VSSD College is committed to providing its students with a high-quality education that equips them for success in the 21st century.

Focus on Learning Outcomes:

NEP 2020 emphasizes student learning outcomes over rote memorization. This aligns with OBE's core principle of clearly defined learning outcomes that students should achieve by the end of a program. VSSD College's curriculum revision to include multidisciplinary subjects can be seen as a way to achieve well-rounded learning outcomes that prepare students for the complexities of the real world.

NEP 2020 encourages moving away from a rigid examination system towards a more holistic assessment approach. While the document doesn't elaborate on assessment methods, OBE emphasizes ongoing assessment that measures a student's ability to achieve defined learning outcomes. VSSD College has approved it in principles.

But It can be challenging to develop clear and measurable learning outcomes. Outcomes need to be specific enough to be meaningful, but also broad enough to allow for flexibility in teaching and learning. Providing students with meaningful feedback that helps them to improve their learning is an important part of OBE. However, this can be time-consuming for instructors.

20.Distance education/online education:

By embracing online education, VSSD College is ensuring that quality education is accessible to a wider audience and that students can graduate with the knowledge and skills they need to succeed in the ever-evolving world.

The College is also preparing itself to offer vocational course through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the

pandemic lockdown are Google Classroom, Google meet, Zoom, Google, using videos as teaching and learning aids and incorporating assignment and assessments have been some of the institutional efforts towards blended learning.

VSSD College's online education opens doors to a multitude of advantages for students. It offers unmatched flexibility, allowing students to learn at their own pace, from any location with an internet connection. This caters to students with busy schedules, work commitments, or geographical limitations. Online education breaks down geographical barriers, making educational opportunities accessible to a wider audience. Students from remote locations or those facing mobility challenges can now pursue their academic goals. Online education can be a more cost-effective option compared to traditional on-campus programs. Students may save money on commuting costs, accommodation, and even course materials, which can be delivered online. It allows students to explore a broader range of programs and courses that may not be available at their local institutions. This opens doors to new areas of study and specialization. It also empowers students to revisit course materials as needed, take breaks when necessary, and tailor their learning journey to their individual learning style.

Challenges and Solutions: Optimizing the Online Learning Experience

While online education offers a multitude of benefits, VSSD College acknowledges the potential challenges. One of the perceived drawbacks of online education is the potential lack of interaction between students and instructors, and among peers. VSSD College can address this by fostering online discussion forums, incorporating collaborative learning activities, and encouraging virtual group projects.

Extended Profile

1. Programme

1.1 39

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student2.1 6007

Number of students during the year

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.2 1425Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 2113

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic3.1 102+39=141

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 138 +43=181

Number of sanctioned posts during the year

Extended Profile

1. Programme

| | |
|--|-----------|
| 1.1 | 39 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

| | |
|------------------------------------|-------------|
| 2.1 | 6007 |
| Number of students during the year | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|-------------|
| 2.2 | 1425 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-------------|
| 2.3 | 2113 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3. Academic

| | |
|--|-------------------|
| 3.1 | 102+39=141 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-------------|
| 3.2 | 138 +43=181 |
| Number of sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|----|
| 4.Institution | |
| 4.1 | 50 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 17 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 65 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Due to the significant impact of the COVID-19 pandemic during the 2020-2021 academic year, our institute faced challenges in implementing its curriculum. Both online and offline classes were conducted to ensure continuity in education whenever possible. As an affiliated college of CSJM University, we adhere to the university's curriculum through a well-structured approach. To adapt to the new learning environment, the principal, Vice Principal of the college and director of IQAC held crucial meetings with department heads to devise effective strategies. Faculty members were encouraged to innovate their teaching methodologies by incorporating tools such as Online presentations, assignments through Google forms, discussions on google meet, WEBINARS etc.

Departmental meetings on the zoom platform were utilized for designing meticulous plans, distributing faculty workload based on

specialization and experience, and implementing measures for optimal curriculum delivery during the pandemic. This included creating accessible online course materials, and developing strategies for online assessments. The timetable Committee played a key role in crafting schedules. Each faculty member ensured and did the best for timely completion of coursework in alignment with the academic calendar issued by the University, despite potential disruptions due to COVID-19. This comprehensive approach underscored the institution's commitment to delivering a robust and effective educational experience.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

In the academic session 2020-2021 the semester system was followed for programs such as LL.B, B.P.Ed., M.P.Ed. & B.A.LLB. However all other UG and PG courses were conducted in the annual examination system. Even when the NEP-2020 was not implemented in our university, our college adapted its assessment practices to ensure proper evaluation. Here's how we conducted CIE (Continuous Internal Evaluation):

Annual Exams and Internal Assessments: The primary mode of assessment for all subjects (except the above mentioned) followed the annual exams. However, internal evaluation remained crucial, particularly for practical subjects.

Practical Evaluation Through Exams and Viva: For subjects with a practical component, internal evaluation continued through practical exams and viva voce (viva) examinations. This ensured a comprehensive assessment of students' practical skills and knowledge application.

Viva Examinations for All Subjects: To assess student understanding in all subjects, viva voce examinations were incorporated. This provided faculty with valuable insights beyond theoretical knowledge retention.

While the absence of a semester system for all courses in 2020-2021 necessitated adjustments, our institute prioritized effective assessment through a combination of annual exams, practical evaluations, and viva voce examinations.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information | Nil |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

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| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

00

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | No File Uploaded |

1.3 - Curriculum Enrichment

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

VSSD College takes keen interest in issues related to betterment of the environment. Plantation a tree has long been a suggestion to better the earth, whether it is outcry and warning of global warming, water crisis or something else. A tree plantation drive was held in the college premises on 5th July 2020 in which more than hundred saplings were planted. The dual objectives of this

drive were to enhance the tree cover on the campus and to sensitize the students towards the importance of trees. The students, teachers and respected members of the Board of /Management of the College participated in the activity and planted the trees at various places on the College premises. They all pledged to plant more and more trees with the time and take care of the plants and to provide basic needs as and when needed.

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

29

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

492

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

E. None of the above

| File Description | Documents |
|---|------------------|
| URL for stakeholder feedback report | Nil |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | No File Uploaded |
| Any additional information | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

E. Feedback not collected

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| URL for feedback report | Nil |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

2435

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1433

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

Session 2020-21 being the pandemic year one to one interaction through physical mode could not take place. All except final year students of UG and PG classes were promoted by the university to higher classes. This eventually delayed the admission process of session 2020-21. Due to online mode of teaching and reoccurrence of Covid, it became difficult to differentiate between learner groups properly. However, University has decided to change the mode of examination from subjective to objective. Therefore MCQ based practice question papers were provided to students in all classes. At the same time teachers were always available to the students on one to one basis for helping and solving their subject related difficulties through online modes like WhatsApp group, Google Classroom etc.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 6007 | 141 |

| | |
|----------------------------|------------------|
| File Description | Documents |
| Any additional information | No File Uploaded |

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

VSSD College provides a comprehensive and enriching educational experience through student-centric methods to enhance learning outcomes. In addition to offering modern IT facilities, the college also emphasizes experiential learning, participative learning, and problem-solving methodologies.

Experiential learning plays a crucial role at the College, with opportunities such as study tours and practicals allowing students to gain hands-on experience and real-world exposure. These experiences not only deepen their understanding of the subject matter but also help them develop practical skills.

Participative learning is another key aspect of the college's teaching methodology. Students are encouraged to participate in learning process. Research scholars often taking on teaching roles. This collaborative approach fosters a sense of community and encourages students to learn from one another.

Problem-solving is also emphasized at the College, with initiatives such as the tutor guardian scheme and personal teaching aimed at providing individualized support to students. Extra classes are offered as a remedy for problem-solving, ensuring that students receive the assistance they need.

In addition, our College also offers a range of vocational courses, NCC, Rover Rangers and extracurricular activities. These initiatives are designed to enhance the overall learning experience and prepare students for success in their future endeavors.

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

In today's digital age, the integration of Information and Communication Technology (ICT) into education has become imperative. At VSSD College, the faculty recognizes the importance of leveraging ICT-enabled tools to enhance the teaching-learning process and has been actively incorporating these tools into their pedagogical practices.

Teachers at VSSD College are using a variety of ICT-enabled tools to make their teaching more interactive and engaging. These tools include multimedia presentations, educational software, online resources, and interactive whiteboards. By incorporating these tools into their lessons, teachers are able to explain complex concepts more effectively and cater to diverse learning styles.

One of the key advantages of ICT integration is its ability to personalize the learning experience for students. Teachers at VSSD College use online assessments and adaptive learning platforms to tailor their teaching methods to meet the individual needs and pace of each student. This ensures that all students receive the support they need to succeed. Govt has provided laptops , mobiles and tablets to students, which helps teachers to connect with the students and provide online education during covid times. This allows them to supplement their teaching with the latest research, trends, and developments in their field, enriching the learning experience for students.

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest

completed academic year)

2.3.3.1 - Number of mentors

141

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | No File Uploaded |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

141

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

97

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

1826

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

During the COVID-19 pandemic in the academic session 2020-21, VSSD College, like many other institutions, faced challenges related to documentation, and records in its internal assessment mechanisms.

Given the sudden shift to remote learning and assessment was challenging the college experienced difficulties in ensuring the assessment. Although VSSD College invested in robust online assessment systems and providing training for faculty and staff to handle online teaching and assessments effectively.

Similarly, the transition to online assessment impacted the college's documentation and record-keeping processes. Ensuring transparent and accurate records of assessment results and processes could have been challenging, which is essential for ensuring fairness and accountability in the assessment process due to pandemic.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

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

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient. The VSSD College, for fair, equal and impartial treatment, including assessment and evaluation depends on the concerned departments along with examination committee for redressal of all grievances related to examination. On receiving a complaint, the issue is resolved at college level at the earliest.

Whereas the College conducts assessment either during the online class or through Google forms.

Clear Grievance Policy: College has a clear policy and procedure for lodging and resolving examination-related grievances.

Designated Grievance Cell: College has set up a dedicated grievance cell responsible for handling examination-related grievances through examination committee.

Transparent Communication: College Communicates the grievance procedure and contact details of the grievance cell to all students and faculty members through website and prospectus. The same is also communicated to me students during orientation program.

Feedback Mechanism: There is a feedback mechanism for students and faculty members to provide input on the grievance redressal process.

Documentation and Records: It was not possible due to covid to maintain comprehensive records of all grievances lodged, including details of the grievance, investigation findings, actions taken, and resolution outcomes.

However implementing these measures, VSSD College ensures that its mechanism for dealing with internal examination-related grievances is transparent, time-bound, and efficient, thereby enhancing trust and confidence in the examination process among students and faculty members.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The program and course outcomes are clearly outlined in the university syllabus, providing teachers and students with a comprehensive understanding of its goals. Each program is structured to enhance language proficiency, logical reasoning, scientific thinking, participative learning, experiential learning and other essential skills.

Annually, college-level orientation programs are conducted for students at the beginning of the academic year. However, during the COVID-19 pandemic year, online orientation programs were conducted by several departments.

The college is proactive in formulating and disseminating Learning Outcomes (LOs), starting with departmental meetings to develop teaching plans that align with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). With changes in syllabi, HODs and teachers devise teaching strategies and evaluation methods in line with these outcomes. The students satisfaction survey is used to gather feedback on student attainment of learning outcomes, enabling the college to make continuous improvement.

The process for designing POs, PSOs, and COs involves consultation with faculty, alumni, and employers, continuous monitoring by the Outcome-Based Education Committee, and final approval by the Internal Quality Assurance Cell (IQAC).

To communicate these outcomes effectively, POs, PSOs, and COs are displayed on the institute's website for all stakeholders to access.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

The Institute is affiliated to CSJM University, Kanpur. We offer undergraduate, postgraduate and research programs and courses under the Faculty of Arts, Commerce, Science, Law, Physical Education and Teacher Education. For these programs and courses, the institute follows the curriculum designed by CSJMU. The Programme outcomes, and course outcomes are evaluated by the institution by direct and indirect methods and considers formative evaluation and summative evaluation as per guidelines by the University.

Calculation of course outcome attainment: Course outcomes are attained through direct and indirect methods.

Direct Attainment: We consider the following criteria in the direct attainment.

1. Evaluation of students through internal tests.
2. Evaluation of presentations by students in some UG and almost all PG courses.
3. Evaluation of choice based dissertation opted by PG students.

Indirect Method Calculation:

This method is purely survey oriented, So the calculations are based on the data and surveys collected from the following

Current Passing out students

Stakeholders

Alumni

Survey from placement officers

Class performance activities consisting of CIE/Formative assessment Like assignments / tutorials/ experiments/quiz/any other activity related to COs is conducted.

A common format of programmed Excel sheet is used for finding the average attainment of Cos.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

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

1682

| File Description | Documents |
|--|---------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://vssdcollege.ac.in/wp-content/uploads/Students-satisfaction-Survey-2020-21.pdf>

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 year (INR in Lakhs)

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

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

80

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

Nil

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

NIL

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

NIL

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

94

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | No File Uploaded |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

113

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

68

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The extension activities undertaken by students and teachers of VSSD College, Kanpur, in the academic year 2020-21 have been impactful and diverse, benefiting both participants and society. Volunteers worked with the Rotary Club of Atulya Kanpur, assisting the needy during the pandemic by distributing food and providing medical aid, fostering solidarity and compassion.

Collaboration with the Divyang Development Society involved organizing art exhibitions to support deaf and mute children, raising funds for their education and showcasing their creativity. Additionally, partnering with YatiSankalpSansthan during the pandemic led to awareness drives, distribution of sanitization kits, and aid to vulnerable groups, highlighting the college's commitment to community service and social responsibility.

These activities have sensitized students to social issues, fostering empathy, teamwork, and leadership skills. The college's

support has been crucial, and there's a commitment to continuing efforts in serving the community and making a positive impact on society. Participation in such activities is pivotal for students' holistic development, providing exposure to real-world challenges, and nurturing responsible citizenship. Overall, these initiatives have contributed significantly to students' personal and social growth, making them more compassionate and well-rounded individuals.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

00

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

09

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

414

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

00

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate

houses etc. during the year**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

00

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

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.

The institution has made significant strides in augmenting its infrastructure and physical facilities to meet the minimum requirements set by statutory bodies. With a spacious campus area of 72 acres, it has expanded its facilities substantially, including 50 classrooms, 14 laboratories, and 3 seminar halls. Moreover, it has adapted to modern teaching methodologies by equipping 4 classrooms with LCD facilities, 4 classrooms with Wi-Fi/LAN access, and 3 seminar halls with ICT facilities. This enhancement ensures that students have access to a conducive learning environment that facilitates both traditional and technology-driven teaching methods. The provision of ample Classrooms, Laboratories, and Seminar Halls caters to the diverse needs of students across various disciplines, promoting effective teaching and learning experiences. Overall, the institution's infrastructure development reflects its commitment to providing quality education and adhering to the prescribed standards set by regulatory bodies. The institution has well equipped library with thousands of books and Moot Court for Moot Court practices. The institution also has aesthetic prayer hall and examination cell which conducts university examination. The institution provides a special common room for girls for their rest and refreshment.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

V.S.S.D. College, Kanpur, provides a wide range of facilities for cultural activities, sports, and physical well-being. The College auditorium has been recently renovated for better indoor

cultural programs. There is an open-air stage for flag hoisting and open-air programs. The college boasts 2 playgrounds for cricket, football, hockey, and athletics, ensuring ample space for various sports activities. There are also 2 badminton courts for both boys and girls, along with volleyball courts. Additionally, the college offers kabaddi courts, basketball courts, and indoor facilities for sports like table tennis and chess.

For yoga enthusiasts, there is a dedicated yoga hall, and a meditation hall is also available. The college is equipped with all necessary sports equipment and tools, stored in a large sports storage area. Three storerooms cater to additional storage needs. We have an open gym too.

The physical education and sports theory classes are conducted in well-equipped classrooms. To ensure the comfort and well-being of players, the college provides drinking water facilities and snacks or food availability for those undergoing regular training. Overall, V.S.S.D. college offers comprehensive facilities to support a vibrant sports and cultural environment, encouraging students to engage in a variety of physical and cultural activities

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**04**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****16.72**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The College has partially automated central library. We are using ILMS software Vertex LibrarySolution, version 1.12. It implemented in the year 2008.

| File Description | Documents |
|--|--------------------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | Nil |
| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |
| 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) | |
| 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs) | |
| 2.76 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |
| 4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year) | |
| 4.2.4.1 - Number of teachers and students using library per day over last one year | |
| 27 | |

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

In the academic year 2020-21, VSSD College offered a range of cutting-edge IT facilities to enhance the learning experience of its students and faculty. The college boasted smart classrooms equipped with modern technology to facilitate interactive and engaging teaching sessions. These smart rooms were designed to integrate digital content, multimedia resources, and interactive tools, creating a dynamic learning environment.

The college provided high-speed internet connectivity at 200 MBPS, ensuring seamless access to online resources for academic and research purposes. The internet connection was established, ensuring reliable and efficient connectivity across all the departments.

The IT facilities at VSSD College were a testament to the institution's commitment to providing a conducive learning environment that leverages technology to enhance educational outcomes and facilitate academic excellence.

Updates were carried out as per the specific requirements, ensuring that the IT facilities remained efficient, reliable, and capable of meeting the demands of online classes during pandemic.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

65

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| List of Computers | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

173

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The procedure and policies for maintaining and utilizing physical, academic and support facilities such as laboratories, libraries, sports complexes, computers, and classrooms typically involve the following steps:

1. Our college maintains an up-to-date inventory of all

physical assets, including their condition and location.

2. The institution establishes a regular maintenance schedule for all facilities and equipments to ensure that they are in good working condition. We also assign responsibilities for maintenance to specific staff members or departments.

3. The institution ensures that all facilities are secure, with appropriate measures in place to prevent theft, vandalism, or unauthorised access.

4. The institution provides training and orientation sessions for students and staff on the proper use of facilities and equipment, especially for specialised areas like laboratories and computer labs.

5. The institution has developed a system ensuring that all departments and programs have fair access to facilities and equipment. For example Central library has a budget meeting every year to allocate funds to all departments for purchase of new books and journals.

6. Institution also allocate funds for the maintenance, repair, and upgrading of facilities and equipment as well as for future investments in infrastructure and technology to keep facilities up-to-date.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1497

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

00

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

E. none of the above

| File Description | Documents |
|---|---------------------------|
| Link to Institutional website | Nil |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

00

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

00

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

00

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

260

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

14

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

5.3.1 - 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) during the year

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) during the year.

00

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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)

VSSD College has established a dynamic platform to foster the robust involvement of students in both academic and administrative spheres, as well as various extracurricular activities. This initiative aims to empower students by nurturing leadership qualities, an understanding of rules and regulations, and honing execution skills. Notably, within key bodies such as IQAC, Ritambhara , Central Library, and 1090, dedicated student representatives are appointed. These representatives serve as vital conduits, articulating the collective perspectives and suggestions of their respective classes on matters pertaining to faculty, subjects, facilities, and other class-related concerns. This collaborative approach extends to cultural committees, where student members actively contribute to shaping the cultural landscape of the institution. Additionally, the engagement of student representatives in these vital bodies facilitates inclusive decision-making, enriching academic and extracurricular experiences. This collaborative approach fosters a strong sense of responsibility, civic engagement, and a cohesive student-institution relationship. Through their active participation in the cultural committee, students contribute significantly to the vibrant cultural tapestry of VSSD College, creating an inclusive

and dynamic campus atmosphere.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

00

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

Alumni Association is not registred yet.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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

The governance of VSSD College aims to promote quality education for all. The college's vision emphasizes providing education that is not only employment-oriented but also contributes to character building. The mission includes nurturing the creative instinct in youth, fostering a work ethos based on hard work, sincerity, and selfless service.

The Management has been proactive in extending guidance, support, and cooperation following the outbreak of the COVID-19 pandemic. They have encouraged and promoted webinars on relevant issues and provided support. Furthermore, the Management consistently encourages staff involvement in quality assurance, enhancement, and developmental activities of the college. Staff members are encouraged to participate in academic and administrative committees as well as in conferences, seminars, symposia etc.

This alignment helps the institution stay focused on its goals, ensuring that all activities and initiatives contributes to the overall development and success of its students.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

Case Study: Decentralized Book Selection for Library

VSSD College prioritizes a democratic approach. Departments and committees, including Admissions, Discipline, and Arts & Sports,

enjoy operational autonomy. Faculty and staff actively participate in shaping academic and extracurricular activities through committee work. This transparent and collaborative system empowers ownership, fosters a vibrant college community, and ensures adherence to university regulations. The library book purchasing process exemplifies VSSD College's commitment to decentralization.

Participative Management: Department heads, representing faculty and their specific curricular needs, constitute the library committee.

Process:

Departmental Needs: Each department head, understanding the students' requirements, creates a list of books aligned with the curriculum.

Budgetary Allocation: The College allocates a budget to each department for book purchase.

Collaborative Selection: The department heads convene as the library committee to discuss and finalize the book list, ensuring a comprehensive collection across disciplines.

Management Approval: The finalized list is submitted to the management for final approval, ensuring budgetary constraints are met. Faculty involvement fosters a sense of ownership and responsibility for the library's resources. Collaborative decision-making within the committee ensures a well-rounded collection catering to diverse needs.

This decentralized and participative approach empowers departments, leverages faculty expertise, and ultimately strengthens the college's library resources.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

VSSD College's commitment to strategic planning is evident in the

successful launch of the new five-year integrated B.A. LLB.program. This initiative aligns perfectly with the college's vision of "Expansion and Excellence."

Addressing a Community Need: The introduction of the B.A.LLB.program responds to a critical need in the local community for accessible legal education. This program directly supports the strategic plan's focus on fulfilling the educational needs of the region.

Building for the Future: The college's investment in a new building specifically designed for the B.A. LLB. program demonstrates a commitment to providing students with a modern and well-equipped learning environment. This aligns with the strategic plan's emphasis on infrastructural development to achieve academic excellence.

A Catalyst for Growth: The B.A.LLB.programs expected to attract qualified facultyandstudents, further enhancing the college's reputation and contributing to its overall growth. This exemplifies the strategic plan's focus on continuous improvement.

By successfully implementing the B.A.LLB. program with its dedicated building, VSSD College showcases the transformative power of its strategic planning process.

| File Description | Documents |
|--|------------------|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

Shared Governance:VSSD College operates under a decentralized structure, fostering good governance through delegated authority at various levels.

Decision-Making: The Governing Body holds ultimate decision-making power. Statutory bodies like college committees and the Internal Quality Assurance Cell (IQAC) play a crucial role in policy development and implementation, adhering to university and UGC guidelines. The Principal convenes regular meetings to discuss academic and administrative matters.

Quality Assurance: The IQAC is dedicated to maintaining and enhancing academic excellence.

Administrative Efficiency: A well-defined hierarchy of office staff with clear duties and responsibilities ensures efficient college administration.

Student Voice: Student feedback is actively solicited through various channels, ensuring their voices are heard in the decision-making process. They are included in all the committees including IQAC.

Faculty Development: Promotions are based on an Academic Performance Indicator (API) system. The college also actively supports faculty by providing opportunities for academic exposure. The organogram of the institution makes it clear.

| File Description | Documents |
|---|------------------|
| Paste link for additional information | Nil |
| Link to Organogram of the institution webpage | Nil |
| Upload any additional information | No File Uploaded |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

D. Any 1 of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user inter faces | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

VSSD College prioritizes the well-being of its teaching and non-teaching staff by offering a comprehensive package of benefits and support services.

Financial Security:

The college adheres to government directives, providing teachers and staff members with a group insurance, provident fund contributions, gratuity benefits, and retirement plans.

Professional Development:

The college actively encourages faculty to acquire the latest knowledge and skills by motivating participation in seminars, workshops, and conferences.

Work-Life Balance:

Sports facilities and a gymnasium promote a healthy lifestyle for staff. Staff have access to dedicated departmental rooms, reading rooms, separate parking areas, uninterrupted power supply and clean washrooms with water coolers.

Each member can readily avail casual leave, earned leave and leave for professional development activities. Maternity leave of 180 days is also offered.

Supportive Environment:

Grievance Redressal Cell: A dedicated committee addresses all

concerns and complaints, ensuring a fair and grievance redressed cell.

Security: CCTV cameras and security guards safeguard the college campus 24X7 as well as the well-being of staff on campus.

Compassionate Appointments: The college prioritizes dependents of non-teaching staff for appointment opportunities on compassionate grounds (subject to qualifications and vacancies). Wards of staff members receive priority consideration for admission to the college.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

NIL

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

NIL

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

41

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

At our institution, we do not have a formal performance appraisal system for teaching and non-teaching staff. Instead, we collect data from departments through the Annual Quality Assurance Report (AQAR). For promotions, staff members are required to fill out the

necessary forms and submit the details as per the institution's guidelines.

For non-teaching staff, the principal gathers feedback from various sources. Additionally, teachers certify the work of the concerned non-teaching staff in writing using a specific form designed for this purpose.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

During the financial year 2020-21, V.S.S.D. College, Kanpur, underwent both internal and external financial audits to ensure transparency and compliance with accounting standards. The internal audits were conducted regularly to assess financial practices, identify areas for improvement and ensure compliance with internal policies. Committees comprising faculty and administrative staff conducted stock verification of laboratories, libraries and departments as part of this process, with reports sent to the management as needed.

Externally, the college was audited by N Raj & Associates, Chartered Accountants, reviewing financial statements for the year ended March 31, 2021. This process likely involved verifying the proper utilization of grants and adherence to expenditure limits. Queries from auditors were clarified promptly and any audit objections were promptly addressed by the Accounts Section of the College, often consulting the Chartered Accountant for assistance.

The settlement of audit objections involved a systematic approach, including identification, investigation, resolution, documentation and review. This process ensures compliance with audit recommendations and best practices, enhancing financial transparency and accountability. Overall, these audits play a

crucial role in fund review, budget planning and preparation for the next financial year.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

NIL

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college has a well-defined mechanism for monitoring the effective and efficient utilization of financial resources for academic processes and infrastructural development. Funds allocated for such purposes are collected through student fees for self-financed and vocational courses and government salary grants for aided staff. We have some scholarship financially supported by our alumni. But due to covid, it could not be distributed. The institutional budget, prepared annually by the Accounts department, considers both recurring and non-recurring expenditures. Administrative and academic heads submit budget requirements for the subsequent financial year.

The Purchasing Committee makes decisions regarding the purchase of capital equipment, following a well-defined procedure. Quotations from vendors are thoroughly reviewed and decisions are based on comparative analysis.

All major financial transactions are analyzed and verified and the budget is approved by the Board of Management. Utilization of the budgeted amount is closely monitored, with special permission required for non-budgeted expenditure. The procurement process is monitored by the Purchase Committee, Principal and accountant. The Accounts section maintains records of income and expenditure for financial transparency. Chartered accountants conduct audits annually to verify compliance

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

Institutional practices like implementing a complete online admission process and conducting online classes during the pandemic are two initiatives that can be attributed to the Internal Quality Assurance Cell (IQAC) in educational institutions.

1. ***Complete Online Admission Process***: The IQAC spearheaded the transition from traditional paper-based admission processes to a complete online admission system. This initiative streamlines the admission process, making it more accessible and convenient for students. It also enhances transparency and efficiency by reducing the administrative burden on the institution.

2. ***Online Classes During the Pandemic***: The IQAC likely played a crucial role in swiftly shifting from in-person to online classes during the COVID-19 pandemic. This initiative ensured continuity in education and minimized disruptions for students. It also showcased the institution's adaptability and commitment to providing quality education under challenging circumstances.

These practices not only reflect the institution's responsiveness to changing times but also demonstrate its commitment to enhancing

quality in education through innovative and effective measures.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

Due to the unprecedented challenges posed by the COVID-19 pandemic, our college faced significant disruptions in its regular academic and administrative operations. The sudden shift to remote learning necessitated by the pandemic resulted in constraints that impacted our ability to conduct comprehensive reviews of our teaching-learning processes, structures, methodologies of operations, and learning outcomes. The closure of campuses, restrictions on gatherings, and limitations on physical interactions impeded the normal functioning of our Internal Quality Assurance Cell (IQAC). Despite these challenges, we have been actively exploring alternative methods and technologies to ensure the continuity of our quality assurance processes and collected the Annual Quality Assurance Report (AQAR), which is regularly filled out by the departments.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

E. None of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

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 year

VSSD College launched the Mission Shakti awareness campaign, focusing on girls' safety, gender equality, and women's rights, with active parental involvement and special policing efforts to ensure respect and safety for women. Legal awareness sessions led by teachers, aimed to empower women with knowledge of their rights, complemented by psychological counselling provided by seniors teachers with gravity, promoting women empowerment through education. Operation 'Shakti' included karate classes for girls to combat eve-teasers, while advocating zero tolerance for crimes against women and girls. Gender-based sensitization was emphasized through various training programs and interviews. Extensive publicity material was circulated to promote self-reliance, confidence, safety, and respect for women. Additionally, girls' common rooms were provided as a supportive environment for their needs and activities.

| File Description | Documents |
|--|-----------|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

| | |
|---|-------------------------------------|
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment | C. Any 2 of the above |
| File Description | Documents |
| Geo tagged Photographs | No File Uploaded |
| Any other relevant information | View File |
| 7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management | |
| NIL | |
| File Description | Documents |
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | No File Uploaded |
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | C. Any 2 of the above |
| File Description | Documents |
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Any other relevant information | View File |
| 7.1.5 - Green campus initiatives include | |
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1.Restricted entry of automobiles | A. Any 4 or All of the above |

- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information :

C. Any 2 of the above

| Human assistance, reader, scribe, soft copies of reading material, screen reading | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

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 200 words).

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 200 words).

Response: The college promotes and supports students from different cultural, regional and linguistic background by associating a suitable mentor(As per Tutor Guardian Scheme) to each student. This helps majority of the students from diverse backgrounds and culture.Our campus is alsoequipped with facilities, useful for differently abled people. Regular gender sensitization programs and sessions are conducted.To create an inclusive environment across our campus. Our admission policy also encourages 'inclusion' to give preference to students from rural and under-privileged backgrounds in consonant with our vision and mission statement 'empowering communities'. Faculty and Staff recruitment is also done in keeping in view linguistic diversity of students. The internal issues related to students or student groups are handled in a very sensitive manner keeping the socio-cultural background of students.

Festivals are celebrated along with students from different cultural backgrounds. There is a multi-faith space created for students and teachers inside the campus. Food as one of the important aspect of culture is given high priority and food is provided according to their cultural beliefs and practices.

| File Description | Documents |
|--|------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

VSSD College celebrated Constitution Day on 26th November 2020, commemorating the adoption of the Indian Constitution. Despite the pandemic, a ceremony was held to honor Bharat Ratna Dr. Bhimrao Ambedkar, attended by the college's leadership, staff, and students. Principal Dr. Chhaya Jain emphasized the Indian Constitution's importance and uniqueness, highlighting its role in guiding the nation. Vice Principal Dr. Neeru Tandon urged everyone to uphold the constitution's principles in both letter and spirit. The Department of Law organized several programs to raise awareness about legal and social issues during the pandemic. These included a Legal Awareness Quiz about COVID-19 and various lectures and webinars. Special topics included women's empowerment, social justice, and new dimensions of penology. These initiatives aimed to sensitize students, employees, and stakeholders about their constitutional obligations, values, rights, duties, and responsibilities. The events were well-received and contributed to fostering a more informed and responsible citizenry.

| File Description | Documents |
|--|-----------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | Nil |
| Any other relevant information | Nil |

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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to

C. Any 2 of the above

the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

VSSD College regularly fosters a sense of national identity and values in its students through vibrant programs of national and cultural celebrations.

Celebrating National Heroes and Milestones:

National holidays like Independence Day and Republic Day commence with a solemn flag-hoisting ceremony, fostering a sense of patriotism.

Commemorative Events: Birth anniversaries of Great Indian personalities like Mahatma Gandhi are marked through special events, keeping their legacies alive and inspiring students. We have a collection of Gandhian Literature in our central library.

Engaging Activities:

Project Exhibitions: Students showcase their creativity through exhibitions, often themed around national issues or historical events. These activities encourage students to explore national themes, develop critical thinking and express themselves persuasively.

Elocution Competitions: Elocution competitions provide a platform

for students to hone their public speaking skills while exploring national topics.

Inspiring Talks: Inviting eminent personalities to deliver speeches on important days further ignites students' sense of national pride and social responsibility.

Patriotic Performances: Performances such as dances, skits and songs become avenues for students to express national pride and cultural heritage.

Inclusive Observances:

Diversity of Celebrations: Events like Women's Day, Teacher's Day, Gandhi Jayanti, Children's Day and Constitution Day promote inclusivity and social awareness.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practicel: College Prayer

The college takes pride in owning its prayer song, written by Pt. Ganga Vishnu Mishra and later on modified by Pt. Chandra Shekhar Pandey. Our time table has a stipulated time span of 15 minutes for everyday prayer. The prayer start daily at 10.30 AM sharp in prayer hall. The teachers, students and staff, all participate in the prayer hall for reciting the college prayer. The specified goal of the daily prayer is to enhance the personal, moral and spiritual development of the students. Text of the prayer can be found here.

Best Practice 2:Tutor Guardian Scheme

Over the years the college has evolved a very unique and strong mechanism for student support and mentoring called the 'Tutor-Guardian Scheme'. Through this scheme the college desires to provide proper orientation and continuous guidance to all the students who are coming from secondary level education and belonging to different socio-economic backgrounds. This enables his/her adjustment in the new environment of the college and supports their overall development. Each faculty member is assigned a group of students for the entire academic session. The tutor guardian thus becomes the mentor/facilitator of his/her group. The scheme is meant for a closer, more informal interaction between the tutor and his/her group providing greater opportunities to monitor member's progress. The same group of students can continue to approach the tutor throughout his/her stay in the college.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://vssdcollege.ac.in/wp-content/uploads/Best-Practice-01.pdf ; https://vssdcollege.ac.in/wp-content/uploads/Best-Practice-02.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The students of VSSD College come from diverse socio-economic backgrounds, reflecting the broader demographics of the region it serves. The college attracts students from various strata of society, including those from low-income families, middle-class households, and occasionally, from affluent backgrounds.

A significant portion of the student body belongs to families with limited financial resources. To support these students, the college offers scholarships, fee waivers, and other forms of financial assistance. Additionally, the college has initiatives in place to provide guidance and support for students coming from economically disadvantaged backgrounds, ensuring they have equal opportunities for academic and personal growth.

Despite the socio-economic diversity, VSSD College fosters a sense of unity and inclusivity, creating a conducive environment for all students to thrive academically and socially. The college's commitment to providing quality education and support services helps students from all backgrounds pursue their educational goals and build a better future

| File Description | Documents |
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| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

Future Plan 2020-21

1. Construction of 8-10 new rooms.
2. Renovation of Prayer Hall.
3. Proposal of 25 more CCTV Cameras in college campus and rooms.
4. Registration of Alumni association.
5. Formation of Academic Research Council.
6. Publication of multidisiplinary Journal.