SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ISABELLA THOBURN COLLEGE

ISABELLA THOBURN COLLEGE, 7- FAIZABAD ROAD, LUCKNOW, UTTAR
PRADESH - 226007
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www.itcollege.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Isabella Thoburn College, Lucknow, the first Women's Christian College in South Asia has been imparting quality education to young inquisitive girls since 131 years The institution traces its roots back to the founder Ms. Isabella Thoburn's ideology: "**No people ever rise higher, as a people, than the point to which they elevate their women."** Ms Thoburn decided that her first priority would be the education of girls, and the next priority would be evangelistic work with women secluded in their homes.

While it was initially started as a school in a one-room house on a busy street, its current location at *Chand Bagh* (Moon Garden) was chosen after much deliberation and the college shifted to its present campus in 1922.

True to its motto- **'We receive to Give'**- the institution works with a commitment to create a just and humane society. The endeavour is to uphold **national integration** and **religious harmony** with special emphasis on the enrichment of women from all walks of life.

The College stood at 35th rank in Science and 31st rank in Arts stream among all the colleges of India during 2017 in India Today- Neilson Ranking of Colleges and ranked 1st in the city, which is a matter of great pride for the Institution.

Vision

To assist in the creation of women leaders who manifest intellectual competence, spiritual maturity, mental strength and moral uprightness, who will champion the cause of justice, love, truth and peace, and who are ever open to further growth. This fulfils the criterion of Social Accountability towards the society.

Mission

- To help girl students achieve self-discipline, cultivate good habits, and imbibe high ideals and virtues;
- To build a community of staff and students committed to the common pursuit of truth and moral excellence;
- To train students in clarity of thought and accuracy of expression and develop in them leadership quality;
- To promote a healthy modern outlook among the women while drawing inspiration from our motto, our ancient cultural heritage and tradition;
- To become an institution of social change and a force of integration among linguistic, religious and caste groups and to inspire young women to work for the eradication of social evils;
- To inculcate in the students a sense of responsibility to the nation and encourage their creative involvement in the building up of a new developed India, a country free from exploitation, injustice, ignorance, poverty, misery and corruption.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Rich historical lineage
- Well qualified and dedicated faculty and good quality students.
- Well devised Internal Assessment System
- Good quality Academic support and Physical Infrastructure.
- Spacious hostels for students.
- Canteen facilities with a new food court and leisure hut
- Student Government Association, a democratic body run by students
- Grievance redressal initiatives involving faculty members and SGA office bearers
- Students winning laurels in inter-collegiate academics, cultural and co-curricular activities
- Lush green campus with hundreds of trees, some of them rare and of high utility value
- Eco friendly atmosphere in the campus as a result of consistent green initiatives over the decades
- Many situational advantages as the institution is situated in a well developed area with many important state and central institutes.
- Easy availability of scholarly and renowned resource persons for various input sessions and training programmes
- Well connected by roads and even the metro rail station coming up near the college entrance
- Presence of rural areas within reasonable distance so that outreach programmes and awareness campaigns can be arranged easily
- Transparency in admission process
- A number of service learning programs/Extension activities
- Good quality dissertation and project work undertaken by UG and PG students
- Remedial and tutorial classes for slow learners

Institutional Weakness

- Maintenance and upkeep of the large campus
- In comparison to student strength the placement is low as students wish to pursue higher studies and are more academically inclined
- Financial constraints related to integrating ICT in pedagogy
- Limited flexibility for students in moving from one discipline to another
- Lack of sufficient research out put
- Lack of sufficient engagement with the industry

Restrictions imposed by government on appointment of class III and class IV employees

Institutional Opportunity

- Modification of infrastructure as per needs of various categories
- Encouraging student enrollment from varied regions and backgrounds
- Providing high speed Wi-fi in campus
- Automation of central library
- Sufficient space for expansion as the campus is 32 acres
- Organizing more placement opportunities
- Involving more companies in placements

- Arranging awareness programmes for options in higher education
- Creating alumnae data base
- Engagement with alumnae

Institutional Challenge

- Resource crunch to enable multimedia enabled class rooms
- Enhancing facilities to make campus differently abled friendly
- Overall maintenance of large campus
- Need to involve alumnae more in college activities
- Motivating past pupils to remain in touch with the alma mater
- Increasing number of affiliated colleges in the city
- Many girls getting married soon after graduation thus limiting the number of those enrolling in PG courses and careers.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Isabella Thoburn College, an associate College of the University of Lucknow follows the curriculum prescribed by the University. The college offers 19 UG, 9 PG programmes in Arts, Science and Commerce and 2 Professional programmes namely B.Ed. and B.Li.Sc. Within the limitations of the curriculum, the college has tried to develop strategies and methodologies for innovative practices in the existing curriculum to realize the vision and mission of the college

Courses like Computer Application and Physical Education for B.A. Students, Vocational courses like Clinical Nutrition and Dietetics and Biotechnology have been started keeping in mind the demands of the industry. College follows CBCS and elective system in all P.G. and many U.G. programmes. Service Learning Centers like AACCET, NICHE, CWS, and CEDBEC have been established to inculcate the noble virtue of service to society.

Due to the presence of a good number of its faculty in the Board of studies of Lucknow University, the college has exerted its influence in the designing of the curriculum. The faculty are members of various Panels, Admission Council, Examination Council, Proctorial Board, Research Committee etc. of Lucknow University. Faculty members also have life time membership of various organizations.

Teaching-learning and Evaluation

The institution gives a lot of importance to efficient teaching, learning practices keeping the most important stake holder i.e. students in mind. The College adopts a transparent policy in admission, based on merit through entrance examination.

Learning practices – Student centric method adopted for effective teaching - learning i.e remedial classes for slow learners, tutorials, revision and problem solving classes, open houses, group discussions, guest lectures, PPT presentations, study tours, dissertations and seminars etc. The institution is moving towards digitalization

and e-governance in all the important areas of Teaching, Learning and Evaluation.

Teaching Quality is enhanced by regularly conducting and participating in various faculty development programme. The faculty is qualified, competent, research oriented and dedicated. Among the faculty 56 are PhD degree holders, 4 MPhil and 29 UGC/CSIR NET. Lesson plans are prepared for the completion of the syllabi in time.

Evaluation at two levels:

- STUDENT LEVEL –Through Internal Assessment, trimester tests are held for both UG and PG students in each academic session/Semester. Appearing and scoring above 50% is mandatory for College awards, scholarships and Student Govt. Association membership
- FACULTY LEVEL- Regular feedback by Parental Feedback forms and Student satisfaction surveys helps the faculty to continuously improve in quality of teaching.

Research, Innovations and Extension

Research occupies an important place in the institute's ongoing activities. Four faculty members have been approved as research guides and co-guides, while a number of others are in the process of applying. Eight major and minor research projects and seminar grants have been awarded by UGC, DST, CST (UP), ICSSR (New Delhi)

The College is working towards the creation of an academic Incubation centre for the creation and transfer of knowledge. The College has a rich network and collaboration with national and international agencies.

To check the menace of plagiarism in research, the College has a well stated Code of Ethics. The quality of research is reflected in continuous publications in terms of papers in journals and books.

Special service learning programs like NICHE, CEDBEC, CWS and AACCET help in sensitizing the students to various social causes.

There is a well established Research and guidance committee. The American Corner and INFLIBNET give access to e-resources and good quality web journals. Students are provided with opportunities for internship and research training at national institutes and government agencies and NGO's so as to better prepare them for the fast pace and evolving nature of the research field and as to increase their employability quotient.

Infrastructure and Learning Resources

The Institute is committed to provide the best infrastructure in class, laboratories, library, sports and computers to the students. The College ensures that the infrastructure meets and exceeds the requirements of teaching learning and other processes as specified by statutory bodies and updated time to time both in term of quality and quantity.

The quality of a college environment and its infrastructure facilities has a strong influence on students leaning.

College has well equipped seminar halls and tutorial rooms to ensure an effective teaching-learning process.

Sports facilities provided by the college. Sports events are an excellent way to get involved in physical activities which in turn benefits a lot. The college organises cultural programmes each year to bring out hidden talent in the student.

A library is the house of knowledge and a boon to the people. Wi-fi is available throughout the College including departments and library having a speed of 8 MBPS to allow the students and faculty members to avail internet connection at any place in the college.

The college provide clean drinking water for the students and faculty through Aqua guard installed in the water cooler. The college has adequate facility related to sanitation like washrooms separately for faculty and students.

Student Support and Progression

The students of the College are provided an ambient atmosphere to grow to their full potential. Their inherent capabilities are enhanced   through interactive sessions conducted by invited experts to chisel their soft skills. Foreign Language courses and vocational trainings in Computer Applications and Clinical Nutrition are run to increase employability. Yoga classes and Spiritual and Value based Education, provide holistic development.

 Career Counselling and guidance for competitive examinations is provided on a regular basis

An elected Student Government Association acts as an interface between the administration and the students. Every year students participate in various intra- College and inter-college events, win awards and lift best college trophies. A three day inter-Collegiate Literary, cultural and sports event AURA is organised by the students in which more than 30 colleges participate.

Financial assistance is provided to support deserving students through various State and Central government scholarship schemes. Meritorious students are awarded scholarships by the college instituted in the memory of old Principals, faculty and alumnae.

 Illustrious alumnae are invited on campus to share their knowledge and experience. Good numbers of students   pursue higher studies   and many students get placed in their final year.

Governance, Leadership and Management

The mission and vision of Isabella Thoburn College from the beginning continues to be empowerment of women. The visionary leadership of institution ensures optimal governance and management.

Isabella Thoburn College is governed by the Isabella Thoburn College Society through the Board of Governors and the committee of management and is an associate college of the University of Lucknow, Lucknow. The President/Secretary is the Constitutional Head of the Institution and the Principal is the academic Head of the Institution.

The institution is moving towards digitalization through a SOUL-software version 2.0 of the library.

The institution has appropriate welfare measures, for teaching and nonteaching staff including their performance appraisal. Various ICT based training programmes have been organized for the faculty. Internal audit is done by certified chartered accountant and external audit is done by the government.

College has been accredited with NAAC and ISO for ensuring the quality of teaching and learning. IQAC since its establishment in 2005 has become a vehicle for ushering in quality enhancement by initiating planned strategies.

During the post accreditation phase we have tried to initiate more collaborative linkages for extensive research, training, student centric method of teaching and learning, feedback and support services for stake holders.

Institutional Values and Best Practices

The College tries to promote empowerment of women through organizing women centered and gender equity programs.

It is equally concerned about ecological sustainability reflected in the use of led bulbs, waste management through vermi-composting, rain water harvesting and noise pollution level display screen installed in the campus.

We have a lush green campus, pedestrian friendly paved roads and inter connected corridors to protect the stake holders from the fury of nature.

Being in the capital city, institution has the advantage of having many central and state institutes, HEI's and NGO's all around; thus being able to organize guest lectures. We contribute to the local community by organizing visits to nearby slums, orphanages, and old age homes for awareness campaigns, distribution of articles and rendering voluntary service.

All stake holders follow prescribed code of ethics. Activities are organized to increase consciousness about national ideals and national leaders. To promote human and universal values, spiritual value education, regular chapel services, theme based assemblies and faculty retreat are organized.

To fulfill our motto 'We Receive to Give', extension and outreach services have been institutionalized. The two best practices of the institution are 'Gender Paradigm of Education' and 'Community Outreach through Service Learning Programs'.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Isabella Thoburn College
Address	Isabella Thoburn College, 7- Faizabad Road, Lucknow, Uttar Pradesh - 226007
City	Lucknow
State	Uttar pradesh
Pin	226007
Website	www.itcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Vinita Prakash	0522-2321107	8400999980	0522-2334006	itcollegepr@bsnl.in
Associate Professor	Anupma Srivastava	0522-2333790	9935834598	-	technicalad2017@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	12-07-1886

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttar pradesh	University of Lucknow	View Document

Details of UGC recognition	
Under Section	**Date**
2f of UGC	03-11-2004
12B of UGC	03-11-2004

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	05-12-1998	240	Since BEd has been running in the college for the very long time and Bed department has been accreditation twice by NAAC in along with other department and as a separate department and we are already in process of obtaining the revised letter from NCTE

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Isabella Thoburn College, 7-Faizabad Road, Lucknow, Uttar Pradesh - 226007	Urban	31	33957.27

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ancient Indian History Archeology	36	forty five percent marks in aggregate for B.A	English + Hindi	40	34
UG	BA,Economics	36	forty five percent marks in aggregate for B.A	English + Hindi	250	250
UG	BA,Education	36	forty five percent kmarks in aggregate for B.A	English + Hindi	130	122
UG	BA,English	36	forty five percent marks for aggregate foe B.A	English	440	440
UG	BA,Hindi	36	forty five percent marks in aggregate for B.A	Hindi	45	35
UG	BA,History	36	forty five percent marks in aggregate for B.A	English + Hindi	200	170
UG	BA,Geography	36	forty five percent marks in aggregate for B.A	English + Hindi	120	97
UG	BA,Political Science	36	forty five percent marks in	English + Hindi	220	209

			aggregate for B.A			
UG	BA,Psychology	36	forty five percent marks for aggregate in B.A	English + Hindi	200	200
UG	BA,Sociology	36	forty five percent marks in aggregate for B.A	English + Hindi	260	259
UG	BA,Computer Applications	36	forty five percent marks for aggregate in B.A	English + Hindi	40	32
UG	BA,Physical Education	36	forty five percent marks in aggregate for B.A	English + Hindi	30	16
UG	BCom,Commerce	36	fifty five percent marks in aggregate	English + Hindi	320	320
UG	BSc,Botany	36	fifty five percent marks	English + Hindi	260	260
UG	BSc,Chemistry	36	fifty five percent marks in Chemistry	English + Hindi	420	420
UG	BSc,Physics	36	fifty five percent marks	English + Hindi	160	158
UG	BSc,Mathematics	36	fifty five percent marks	English + Hindi	160	160
UG	BSc,Zoology	36	fifity five percent	English + Hindi	260	260

			marks			
UG	BSc,Home Science	36	fifty five percent marks	English + Hindi	120	63
UG	BLibISc,Library And Information Science	12	Bachelors degrre in arts and science	English + Hindi	30	18
UG	BEd,Bachelor Of Education	24	Bachelors degrre in arts and science	English + Hindi	60	58
PG	MSc,M Sc Biotechnology	24	Fifity five percent marks in aggregate	English + Hindi	20	20
PG	MSc,M Sc Chemistry	24	Fifity five percent marks	English + Hindi	30	30
PG	MSc,M Sc Nutrition	24	fifity five percent marks	English + Hindi	30	27
PG	MSc,M Sc Zoology	24	fifity five percent marks	English + Hindi	50	50
PG	MA,M A Economics	24	forty five percent marks	English + Hindi	40	26
PG	MA,M A English	24	forty five percent marks	English + Hindi	60	43
PG	MA,M A Geography	24	forty five percent marks	English + Hindi	60	22
PG	MA,M A Sociology	24	forty five percent marks	English + Hindi	60	17
PG	MA,M A Womens Studies	24	forty five percent marks	English + Hindi	60	5

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				26				38
Recruited	0	0	0	0	1	25	0	26	7	16	0	23
Yet to Recruit				0				0				15
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				45
Recruited	0	0	0	0	0	0	0	0	6	39	0	45
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				53
Recruited	28	1	0	29
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	1	28	0	29
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	22	0	6	7	0	36
M.Phil.	0	0	0	0	2	0	0	2	0	4
PG	0	0	0	0	1	0	1	7	0	9

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	16	0	19
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	3	21	0	24

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	39	6	0	45

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	3714	39	0	0	3753
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	437	15	0	0	452
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	74	79	33	47
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	19	11	8	15
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	367	241	206	250
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	762	846	981	955
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	481	371	358	328
	Others	0	0	0	0
Total		1703	1548	1586	1595

3. Extended Profile

3.1 Programme

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

Response : 30

Number of self-financed Programmes offered by college

Response : 30

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

Response : 00

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4210	4068	4076	3911	3618

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

2016-17	2015-16	2014-15	2013-14	2012-13
980	910	940	940	910

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

2016-17	2015-16	2014-15	2013-14	2012-13
1380	1439	1360	1257	1152

Total number of outgoing / final year students

Response : 6588

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
96	95	99	104	107

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

2016-17	2015-16	2014-15	2013-14	2012-13
96	95	99	104	107

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
118	118	118	118	118

Total experience of full-time teachers

Response : 1101

Number of teachers recognized as guides during the last five years

Response : 5

Number of full time teachers worked in the institution during the last 5 years

Response : 501

3.4 Institution

Total number of classrooms and seminar halls

Response : 58

Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
16.41089	11.62115	13.86981	12.06598	11.26879

 Number of computers

Response : 104

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

Response : 52827.16

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

Response : 931.50

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Isabella Thoburn College has clear and well defined objectives and mission. Life at Isabella Thoburn College is unique in its own way. Not only are the students given every assistance to ensure that they reach their full potential, but with Extra Curricular Activities they are ready to face the challenges of outside world.

Although the syllabus is prescribed by the affiliating university, the college continues to develop an experience based insight on the curriculum and curriculum transactions which are communicated to the students through a wide array of curricular and co-curricular activities such as guest lectures from renowned academicians and researchers, hands on training in laboratories, workshops, tests, quizzes, field trips to various institutions, poster and oral presentations in seminars, workshops and conferences, leadership training programmes throughout the academic session. Within the limitations of curriculum, the college has tried to introduce and formulate new courses which help in employability of the students.

Isabella Thoburn College celebrates diversity and inclusiveness. Every class room is a microcosm of the pluralistic multicultural environment of the college that imparts academic and professional diversity. Students from various educational backgrounds are encouraged to participate in their academic programmes creating an enriching heterogeneous ambience for meaningful exchanges and interactions leading to an overall holistic personal growth.

The college endeavours to incorporate modifications and update itself according to the global trends and standards so as to make sure that the students realize their full potential and are equipped o face the challenges of the real world. Technological inputs, social interventions and cultural diffusion are adapted through effective curriculum transactions to overcome the deficiencies of the pre-established syllabus. The college assures equity among all the students coming from various backgrounds and community. The practices of the college provide a healthy atmosphere for an all-round integrated development of all the students.

Curricular delivery supplemented by a range of Co-curricular activities, Extracurricular activities, outreach programmes not only provide the latest domain knowledge but also inculcate the much desired social sensitivity, ethical orientation and leadership qualities among the students. Curricular & co-curricular activities ensure that the students are motivated to think critically and creatively. They are trained to

logically and rationally apply knowledge to analyze the concepts instead of the regular memorizing processes. The programme exhaustively focuses on the development of their competence, aptitude & attitude; as well as laying a concrete foundation of human values so as to ensure their responsible accountability and citizenship to the nation and not just limiting themselves to the monotony of the corporate world.

Thus, the college aims to provide quality education to students so as to make them self reliant committed individuals in consonance with the objectives and mission of the institution. Innovative efforts are made by the college to make various programmes challenging as well as value based. There is a good mix of practical and theoretical knowledge. Inter disciplinary strategies are instrumental in providing students a wider knowledge and skill base.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	0	0	5

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 41.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
48	44	40	39	38

File Description	Document
Any additional information	[View Document](#)
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

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

Response: 3.33

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

Response: 1

File Description	Document
Details of the new courses introduced	[View Document](#)
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 66.67

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

Response: 20

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 43.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
1538	1989	1559	1742	1818

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<u>View Document</u>
Any additional information	<u>View Document</u>

1.3 Curriculum Enrichment

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

Response:

Isabella Thoburn College has always tried to go the extra mile so that a holistic development of students can take place. Curricular and co curricular, both the components contribute to this. Important curriculum is covered across various courses, rather than being taught and learned in one particular subject. College has made conscious efforts to integrate the cross cutting issues like Gender, Climate Change, Environmental Education, Human Rights, ICT and so on into the curriculum.

- The College has a Service Learning and Social Action programme which has four theme based centers working in the field of AIDS, Nutrition, Women, Education etc..
- Women centered issues like domestic violence and abuse against women have been the major theme of the street plays that the students perform in a number of inter college and intra college events.
- The college chronicle includes articles by students on themes related to gender and women.

- The institution observes 'Arbour Day' each year in the month of August. The students are sensitized to participate in the plantation of trees and to save the environment from pollution. Many courses have paper on Environmental Science.
- Special assemblies on environmental topics such as climate change and ozone depletion have been organized.
- The College organized a national workshop on Indoor Air Pollution. The issue of climate change

and carbon emission was a major point of reference in the keynote address.
- College has a well maintained Green house and Vermicomposting Unit.

- With the motto to educate and build the character of students and to inculcate in them the basic values, which are found lacking in the students, institution has a special programme called 'Spiritual and Value Education'.
- During orientation programme, special time is allotted for Ideals classes to acquaint the students about college ideals and values.
- Awareness campaigns through the medium of street theatres on themes/issues such as human rights, HIV/AIDS, blood donation, or contemporary issues such as obesity, nutritional deficiency in girls, food safety, etc. are arranged.
- Visits to old-age homes, homes for the destitute, hospice, orphanages, home for the children in distress, are regular features of the institution.
- Community engagements and interventions in various neighbourhood communities are successfully planned where they clean up the dirty/ garbage-dumped environment around slum-like areas.

• **The list of core courses with Cross –cutting Issues**

- B.A. Education
- B.A. English
- B.A. Geography
- B.A. Hindi
- B.A. History
- B.A. Political Science
- B.A. Sociology
- B.Sc. Botany
- B.Sc. Home Science
- B.Sc. Clinical Nutrition and Dietetics
- M.A. English
- M.A. Economics
- M.A. Sociology
- M.A. Geography
- M.A. Women's Studies
- M.Sc. Nutrition
- M.Sc. Zoology
- B.Ed.
- B.Lib. Sc.

File Description	Document
Any Additional Information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 31

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

Response: 31

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 29.87

1.3.3.1 Number of students undertaking field projects or internships

Response: 1256

File Description	Document
Institutional data in prescribed format	[View Document](#)
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
49	50	50	56	50

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.17

2.1.2.1 Number of students admitted year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1780	1658	1636	1663	1649

2.1.2.2 Number of sanctioned seats year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1960	1820	1820	1880	1820

File Description	Document
Any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 8.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
94	81	82	80	79

File Description	Document
Any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The faculty of Isabella Thoburn College accepts and appreciates diversity in students of each class and is committed to cater to the needs of all learners: average, slow and fast. Therefore, the first and the foremost aim of teachers of each department is to:

- **Assess learning levels** of students and to identify advanced and the slow learners along with average learners and their learning needs and levels at the commencement of each session.
- Teachers use variety of methods to understand the learning needs of their student. In the beginning of the session first few classes are assigned for this particular exercise Organising debates on course related topics, having **group discussions**, **asking questions, organising quizzes** are a few strategies used to identify diversity of learners in the class including slow as well as advanced learners.
- **Development of the potential** of advanced learners to their fullest extent is important because they are our future researchers, innovators, scientists, academicians or inventors. Advanced learners are encouraged to participate in such learning activities/ a programme, which helps them sharpen their mental faculties through participation in seminars/ workshop, writing and presenting research papers, participation in focussed group discussion, preparing case studies etc, organising various programme by themselves.
- Faculty is committed to **go beyond their time table** to mentor and guide these learners for their personal, educational and vocational needs and problems.
- Separate slot is assigned in time table, under mentor/ mentee program. Small groups of students are made to enable teachers to pay individual attention. They are provided with advanced/ enriched

learning material. They are also provided with lists of reference books to help them have in-depth and research based learning. They are encouraged to have optimum use of **computer based learning** and **computer assisted learning**.

- To keep them motivated for **quality learning** and **excellent achievement**, the institution has an established system of recognising and honouring advanced learner through scholarships and awards in baccalaureate ceremony.
- **Close monitoring** of slow learner's performance and regularity is done by each teacher. The institution understands and accepts that slow learners are as important as an average learner or an advanced learner.
- The institution encourages sensitivity in teachers through **faculty meeting**/ **retreat programme** to understand learning difficulties faced by slow learners.
- In order to find the causes of slow learning teachers give patient hearing to the problems and circumstances of slow learners. Teachers go beyond their time table to organise **intensive counselling** and **mentoring sessions**. In these sessions teachers try to find out causes of their slow learning, and they analyze these causes and also explore remedial measures to address the problems of slow learners. Every effort is made by teachers to develop life skills in these students, and they try to enhance their emotional intelligence as well.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 44.73

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.02

2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
Institutional data in prescribed format	[View Document](#)
List of students(differently abled)	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

At Isabella Thoburn College, student centric approach of learning is well integrated in transactions of curriculum. The Faculty understands that to have effective learning, they have to address distinct learning needs, interests, aspirations, cultural and social background of students. Therefore the main focus of each teacher in the college is to have student centric learning environment with student need satisfaction as her primary goal.

The following methodologies are adopted :

- Field trips, educational tours and visits to important educational sites are organized to give students 'out of classroom' experience and expose them to real life situations. Students are encouraged to actively engage in posing questions, investigating, experimenting, solving problems, assuming responsibilities, being creative and constructing their own knowledge.
- Opposite to traditional learning in classroom, experiential learning provides opportunities to students to apply theory into practice. On the other hand it develops better insight for the subject and helps develop correct concepts and skills. All science departments and few other departments provide practical experiences.
- Few departments organize internship programs, as a part of their curriculum, which expose students to real work environment related to their fields and helps in developing knowledge, skills for the same.
- To make teaching – learning more interactive and student centric the faculty employs a variety of participative methods in their classrooms. Teachers generate focused discussions by asking questions and seeking opinion from student. Students are also encouraged to raise questions.
- Through peer group teaching dialogue is encouraged amongst students on various educational, social, national issues, in a way where students feel free to have dialogue with teachers as well.
- Issue based film screening, guest lecture followed by interactive sessions are other methods employed to enhance the knowledge and develop sensitivity and responsibility in them.
- With the aim to develop research oriented attitude, reflective and problem solving thinking, assigning projects to students on topics and issues based on their syllabus; where they explore the problem, collect data, do reference work.
- Students are encouraged to share the results of their projects with the whole class either or through multi – media power point presentations.
- Departmental seminars/ workshops are organized where students get the opportunity to share their ideas, learn through interaction with the experts of their field and get hands on experiences as well.

The faculty organizes ICT enabled classes to integrate ICT in teaching – learning process, which further makes classroom more interactive.
- Another important participative as well as problem solving methodology employed by teachers is brain storming, where active participation of students is encouraged and initiated by teachers, their brains and thought processes are stimulated to generate innovative and creative solutions of a particular problem. It develops the ability of analyzing, synthesizing and evaluating the problem.

 By employing student centric methods the teachers aim to promote lifelong learning, innovation, creativity and problem solving ability in students, without dependence on teachers

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 77.66

2.3.2.1 Number of teachers using ICT

Response: 73

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 44.73

2.3.3.1 Number of mentors

Response: 94

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

2.3.4 Innovation and creativity in teaching-learning

Response:

To meet the challenges of globalization and unprecedented expansion of knowledge and technological advancements, providing education in a new and unconventional way is one of the number of solutions. Preparing creative and innovative minds of students by structuring teaching – learning process in a manner where students are active learners and are able to construct knowledge and skills by active participation in teaching – learning process.

The Faculty of Isabella Thoburn College understands that innovation and creativity are the important drivers of growth and development. Education must empower the young generation to innovate and create new ideas and respond to new needs of the society innovatively and creatively. Our college encourages and supports faculty to use innovative and creative teaching methods by providing academic flexibility and scope for it.

Apart from regular lectures, the faculty uses the following innovative methods of teaching:

- **Interactive method** group discussions/debates, interactive sessions with guest speakers, organizes role plays, class based seminars and workshops to enable them to understand the subject in a better manner.
- **Project based learning** is a self initiated and self directed learning. Through this method students are encouraged to build as well as share knowledge with others. It also helps students to pool findings and arrive at new solution. Teaching by helping students to prepare case studies is also encouraged. The students are encouraged to present their reports and assignment in multimedia presentation form.
- **Experiential Learning**

The Faculty organizes field trips, on - site learning and internships for students. It helps students to translate their abstract knowledge into practical knowledge and make them a better, sensitive and responsible citizen.

- ▪

Some of the departments collaborate with individual organization and educational institutions to facilitate learning.

- Some departments prepare **instruction modules** which are self-contained and self-learning in nature.

- Teachers **use ICT** in an innovative manner by teaching through multimedia presentations.

- **Recreational Games** In some courses teachers use methods such as aerobics and rhythmic aerobics.
- **Neeti Vartas** is the specific innovation of Political Science department
- **News bulletins** are used by various departments as powerful media to facilitate teaching learning.
- **Quiz and poster competition**s are organized to help students learning in collaborative as well as competitive manner.
- **Creative writing and dialogue writing** are innovative methods adopted by literature department to develop skills of reading, writing and creative expressions.
- Departments' specific innovative methods worth mentioning are:

- Organizing exhibition of plants - Botany Department
- Organizing food festivals – Nutrition Department
- Helping children of college karamcharies in their studies – B.Ed. Department
- Running forums – Economics, Chemistry, Biotechnology, English.
- The use of these innovative practices has positively contributed towards enhancing the learners interest and improving the attention span of the students

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 84.92

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 62.07

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	60	59	68	65

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 11.71

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

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

Response: 6.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	09	03	02	07

File Description	Document
e-copies of award letters (scanned or soft copy)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.51

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	02	00	00

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

2.5 Evaluation Process and Reforms

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

Response:

As teaching objectives evolve and change with the change in society and with advancement of knowledge, the evaluation process should also change keeping in minds the changing objectives and changing body of knowledge. Having full understanding of the above facts, Isabella Thoburn College makes constant effort to reform and revise its internal evaluation system, which is continuous in nature as it spreads over the whole year and is interwoven with the process of teaching and learning. The Internal Assessment committee comprising of teachers representing various faculties and departments, is formed each year, which takes care of internal evaluation for the entire college.

- One of the reforms the college made is that instead of departmental schedule, internal assessment committee started making schedule for the entire college; to have uniformity of dates and to provide equal opportunity to all students to appear in the internal examinations. Having a common schedule also takes care of the clashes between test dates of different subjects.
- As per existing module, three tests are conducted in each subject at undergraduate level, which spreads equally from July to December.
- In post graduate programs of the college, which has semester system, students are required to appear in one test in each paper in each semester. In some courses, PG and B.Ed besides trimester exams, departments conduct class tests, which are internally evaluated and marks are sent to the university. For these lists each department prepares the schedule, which is communicated to students at the beginning of the semester. The Department ensures that the schedules for class tests are not clashed with the schedule of trimester examination.
- Another reform worth mentioning is that the internal evaluation system which is mentioned in the college prospectus is now discussed with parents at the time of admission. The College organises orientation programme in the beginning of the session for new entrants, each year, where students are apprised with the objectives, importance, rules and schedule of internal evaluation.

The College is open to suggestions by students regarding improvement in internal assessment system of the college. Students are free to register their complaints or to put forward their suggestions to the committee either individually or through S.G.A. advisor. Committee is open to incorporate all valid and logical suggestions to improve internal evaluation system for the benefit of students.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Internal evaluation which is formative in nature is a process used by teachers to monitor the progress made during instruction and to provide continuous feedback to both teacher and the students. Feedback to the teacher would enable them to modify modes of instructions and quality of content, to help them to take remedial measures, if needed.

Feedbacks for the student helps reinforce learning successes and identify learning gaps. Isabella Thoburn College has internal evaluation system with above objective in mind.

1. Therefore the college has tried to make its internal assessment as transparent as possible by internalizing following practice:

- During college orientation programme for new entrants, students are apprised with the objectives, importance, rules, and schedule of internal assessment.
- Parents are also informed about internal assessment and its benefits at the time of admission.
- During assemblies each student is motivated to appear in these exams and during classes by individual teachers.
- Schedule and dates for the internal assessment are announced and put on the notice boards, well in advance.
- Tests are conducted strictly as per the schedule.
- Change in schedule due to any unexpected holiday is also informed to the students through notice boards, announcements and sometimes through e-mail and Whatsapp group.
- The corrected test papers are shown to students to help them understand their learning gaps.
- Common errors are discussed in the class and also the methods to improve them.
- Merit list of students is prepared by the internal evaluation committee, based on the marks submitted by each teacher/department. It is placed on the notice board for students to know their comparative percentage and to contact teachers in case of any discrepancy.
- Discrepancies if found are corrected by the internal evaluation committee in consultation with the concerned teacher.

1. The internal assessment of the college is robust in terms of frequency and variety, which is indicated by the following measures taken by Isabella Thoburn College.

- For undergraduate students three tests are conducted over a period from July to December.
- For post graduate and professional students which have semester system of education, one test in each semester is conducted.
- Besides the above tests, in some courses, as required by the university, class tests are conducted and then marks are sent to the university.
- Question papers are set in a manner to prepare students for year/term end examinations.
- Internal examinations are compulsory for all students. Those students who do not appear for the examination are debarred from scholarships and leadership posts.
- To encourage large participation from students, the college has made it mandatory for those students who wish to be part of the cabinet of Student Government Association.
- Having at least 50% marks in internal assessment is mandatory to secure scholarships and awards.
- Besides written internal assessment, teachers assess student skills and attitude through observation and by organising debates, competitions, quizzes etc.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Evaluation which determines the learning outcomes of students and the extent to which learning objectives are achieved, has to be transparent, objective, reliable and efficient. At I.T College, students have to undertake both internal and external examinations. The College has its own internal evaluation system where students are required to appear in tests organised by their respective departments. They are also taken into consideration for guidance and counselling purpose. External examinations are organised by the concerned University. Courses in which the semester system of education is followed, 25-30% of evaluation is internal, for which throughout the year student's performances are evaluated through internal assessment.

As far as the internal evaluation system of the college is concerned, the college has to make it transparent, time-bound and efficient. The College Internal Evaluation (CIE) is transparent because the schedule of examination is declared well in advance. Teachers evaluate each answer sheet objectively. Answer sheets are shown to the students. Teachers listen and clarify each query raised by students with regard to obtained marks. Rectification of wrong totals is done immediately. Internal evaluation is organised beyond scheduled for those students who have genuine reason for absence.

Since the College is affiliated to Lucknow University, the year-end or semester-end examination which are external in nature are organised by the University. So the college does not have much scope of keeping it transparent, time-bound and efficient but it makes all efforts to help students in the following ways:

- The college ensures timely filling of the examination forms.

- In case of any error in the examination form or any correction in the admit card, the college administrative staff makes all efforts in getting it rectified.
- Guidance is given for revaluation of answer script under the RTI Act for the improvement examination for the betterment of marks in theory paper.
- Students are monitored during the examination. There are no cases of unfair means due to vigilant checking and invigilation.
- Specials arrangements are made for those with physical ailments.
- In case the student is marked absent in some of the papers, the college examination committee in consultation with the Principal verify the presence of the students to the concerned University Examination Authority.
- In case due to some unavoidable circumstances the student is unable to appear for the practical exam at the college centre, the concerned department and the Principal permits the students to take examination at some other centre as directed by the concerned University.
- In Programmes where semester system is followed and internal assessment is required, which forms part of the University result. The schedule is displayed in advance and in case of any inconvenience rescheduling is done keeping in mind the interest of the student.
- Departments where students prepare dissertations and present it before the department, make every effort to display the dates well in advance.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Evaluation plays an important role, it is a process wherein parts, processes or outcomes of a Programme/course are examined to see whether they are satisfactory with reference to Programme/ course objectives. Therefore CIE is an absolute necessity on the part of institution because it helps-

- To determine and modify teaching-learning level
- To organise guidance and counselling for students
- To revise curriculum
- To modify teaching method
- To judge whether college objectives are achieved
- Faculty to assign responsibility to students
- In college research Programme
- Students to be motivated for improved performance

Understanding the significance of CIE for the students, teachers and the institution, it becomes essential that every student has equal access and opportunity to undertake these examinations. This is possible only

when the college makes an annual schedule of evaluation and communicates it to the students and strictly follows it so that not a single student is deprived of the opportunity of appearing in these examinations.

The continuous evaluation system at Isabella Thoburn College forms a part of academic calendar. The schedule is decided by the internal assessment committee during the faculty meeting in an open house with the Principal as Chairperson, faculty and the members of the committee for conducting the internal assessment. Suggestions from the faculty are taken into consideration and a schedule is planned by the committee and is displayed on the faculty and student's notice board so that the students are aware of their assessment dates well in advance. Besides this, the individual teacher makes it a point to announce the schedule in the classroom. The syllabus for the assessment is displayed on the departmental notice boards in advance for the convenience of the students.

The assessment is carried out in the periods assigned by the timetable committee in collaboration with the internal assessment to each department. While assigning the test period on the time table to each department, the time-table committee makes it a point to see that there is no overlapping of test periods between the different departments.

Proper mechanism is adopted for rescheduling of the test dates in case of any public holiday or due to unavoidable circumstances, in consultation with the Principal, department and the committee for internal assessment. It is done well in advance and communicated timely to the students. Following the above mentioned measures, the college tries to strictly adhere to the examination schedule.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

BSc Biology :

1. To understand the application of biological sciences in aquaculture ,apiculture, agriculture and

   medicine.
2. Understand the nature and concepts of cell biology, biochemistry, taxonomy and ecology.
3. Students will learn and follow the proper procedures and safety measurements for handling chemicals.
4. Students learn to classify elements ,reaction mechanism , spectroscopic methods.
5. Students will be able to pursue career in

  Medical labs

  Wild life and fishery department

  Botanical survey of India

BSc Maths :

1. Ability to apply analytical and theoretical skills to model and solve mathematical problems.
2. Analyze the data and draw appropriate statistical conclusions.
3. Understanding of the basic principles , theories and laws of physics.
4. Inculcates to scientific attitude among the student
5. The students can pursue

CA /MCA

Bank officer

Data analyst

BSc Home Science :

1. Develops knowledge of family resources and skills for management of available resources.
2. Develops skills for adequate diet ensuring nutrition.
3. Knowledge of textiles and skill in apparel designing.
4. The students can pursue career in

Extension education

Consultancy and counselling centre

Fashion designing

Food industry

BA :

1. Logical and critical thinking
2. Effective communication skills
3. Sensitization towards the less privileged ones.
4. Able to understand the complexity and sociocultural diversity.

5. Integrate knowledge , skill and attitude that will sustain an environment of learning and creativity.
6. The students can pursue career in

Teaching

Management

Civil services

Law

BCOM :

1. Expose them about entrepreneurship
2. Contribute effectively to the successful operation of business
3. Development of analytical skill in decision making process within business
4. The students can pursue M.Com ,C.A. , certified public accounting ,MBA in finance business accounting and taxation (BAT).

BLiSc :

The students can pursue higher studies and work in libraries

B. Ed :

1. To help future teacher to develop ability to teach subject

2. Ability to understand the interest , need of children

3. Understanding aims and objective of education

4. Understanding the close relationship between society and school

5. Ability to organise various school programmes and activities

6. Use of blackboard and various teaching aids

PROGRAMME SPECIFIC OUTCOME

On completion of M.A (Economics)

- To able to understand basic concepts of economics.
- To able to analyze economic behavior in practice.
- The ability to analyze historical and current events from an economic perspective.
- Exposed to alternative approaches to economic problems through exposure to course work in allied fields.
- To create students ability to suggest and analyze various economic problems.

Career options for the students pursuing postgraduate courses are :

M.A.

ENGLISH:

- Teaching
- Civil Services
- Translators
- Novelist
- Job With BPO and KPO

ECONOMICS:

- Investment Analyst
- Auditor
- Economic Consultant
- Financial Manager

GEOGRAPHY:

- Cartographer
- Geographical Information System Officer
- Teaching Profession
- Planning And Development Surveyor
- Town Planner

SOCIOLOGY:

- NGO
- Human Resource Management
- Teaching Profession
- Policy Makers
- Researcher

WOMENS STUDIES:

- NGO's
- Policy advocacy groups
- Government Department

M.Sc.

CHEMISTRY:

- Pharmaceutical industries

- Petroleum companies
- Chemical and agro industry

ZOOLOGY:

- Conservationist
- Wildlife educator
- Environmental consultant

NUTRITION:

- Government hospital
- Health centre
- Government nutrition education institutes

BIOTECHNOLOGY:

- Agriculture Industries
- Environmental Specialist
- Aquaculture industries

File Description	Document
Any additional information	[View Document](#)
COs for all courses (exemplars from Glossary)	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

PSOs and Pos describe the skills and knowledge a student is expected to attain after completion of a course of study in a programme. The following methods are used with ever-expanding innovative practices such as:-

INTERACTIVE LECTURES :- Lectures specially designed to enhance two way participation and information flow between teacher and the student to produce the desired outcome of participation and transmission of knowledge through constant mental stimulation.

USE of ICT:-Recognizing the importance of ICT as an important tool, in providing access to more and better educational content and providing models and simulation of effective teaching practices

CREDIT BASED CHOICE SYSTEM: The college offers a CBCS platform to the students to test their ability to group interdisciplinary concepts and integrate their basic discipline of study in a wider /broader context .

GROUP DISCUSSION-: To develop leadership and effective participation, speaking and expression skills. There also involve brain storming sessions which provide and germinate valuable ideas.

TUTORIALS: - Classes are included to encourage individual attention and focus on a certain subject are due to its greater interactive action

WORKSHOPS: Enable the students to focus on particular skills and techniques wherein students benefit greatly through shared knowledge and expression.

SEMINARS -: Periodically organized by all departments as a means to providing a larger platform to students for focusing on particular subject through discussion, questions, debates, dialogue and participation.

PROJECT WORK: - Project undertaken by students are seen to enable students to critically and creatively synthesize knowledge and apply it to real life situations.

FIELD WORK:- Field work in the college is undertaken by field specific subjects where students gather information in a real and natural environment through first hand observation.

EXTRA CURRICULAR ACTIVITIES - Have been observed to have positive impact on the participant's life and personality development .

OUTREACH PROGRAMME -: Lead to valuable opportunities for students to get involved in community service leading to character development through community service.

ATTAINMENT OF PROGRAMME OUTCOMES -: Are measured by Internal Assessment, University Examination, Presentation and class room programmes participation in various co-curricular and extracurricular activities and students and parental feedback.

The learning outcomes are ensured by placements, maintained through college career counseling and placement cell, student feedback pursuing higher studies M.Sc. / M.A./MCA and Ph.D degree in many prestigious institution all over India and abroad. Students who qualify NET/ GATE, Indian Administrative services and other state and central government services share their achievements

through Alumni networking.

Level of Attainment of POs and PSOs

Result: Results of the last five year bear witness to excellence of teaching and learning process.

Placement of Students: Students are highly placed in all areas whether in academics, NGO's, corporate house, government departments and this shows that the institution has been successful in transmitting PO's, PSO's and CO's effectively.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 92.17

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

Response: 1272

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

Response: 1380

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Any additional information	[View Document](#)
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 57

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	7	4	2	27

File Description	Document
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)
List of project and grant details	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.32

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.02

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

Response: 09

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Rather than having a common incubation centre, the institution has separate cells devoted to cater to the faculty and the students in their knowledge-based quest. To promote and nurture a culture of research in the institution, a research and networking cell has been functioning since past five years. The networking cell keeps updating the faculty about various project-funding schemes and also motivates the students to take up different internships, student exchange programmes, scholarships etc. by holding one-to-one interaction, and by displaying advertisements and brochures. It is involved in synchronizing and encouraging research activities carried out by the members of the faculty of various departments and also encourages interdisciplinary participation among faculty and students. The American Corner, established in our central library with the collaboration of the American Embassy, is another such initiative commenced to actuate faculty and student body to broaden their knowledge base by browsing the various international journals, books, and e-resources being provided in the American Corner. Under its wing, various talks and seminars on digital learning are regularly organized to apprise students of available opportunities. American Corner has opened a window for aspiring students as they get acquainted with Western literature, scientific interventions and avenues for higher education in the pursuit of excellence.

The career counseling cell is another integral part of the college set up to keep abreast with various job opportunities in various sectors. Through regular collaborative workshops and interactions with experts, mentors and consultants, students are updated about various openings in different sectors. The institution conjointly works with different agencies, institutions and research bodies to promote collaborative projects and transaction of knowledge through academic programmes. From time to time, eminent alumnae visit the college and interact with students and encourage them. Since the college also has post-graduate courses running in some of the departments, many of them have established their own academic societies like Chemistry, Biotechnology, Economics and English. They are student forums where various activities are organized to further the idea of 'education beyond curriculum', building confidence among students, and giving them an opportunity to acquaint themselves with the goings-on in their fields of study and/or research. These activities are planned and executed with the core purpose of taking knowledge of subjects beyond textbooks widening their horizons and preparing them for the job market, inculcating subject interest through knowledge dissemination on current developments and their implementation. Students also get a chance to interact with eminent scientists, academicians and industry personnel to know their

subjects and future opportunities in higher education.

Various eco-friendly innovative projects have been started within the college, such as rain water harvesting, waste disposal, noise pollution control,. Installation of solar panel is under process. The college has been imparting women vocational skills to enable them to make a difference. For example imparting vocational skills such as sewing, and education to women from Kanchanpur Matiari and Malaysiamau areas in Lucknow.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 32

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	04	10	05	02

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)
Report of the event	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Any additional information	 [View Document]()
Institutional data in prescribed format	[View Document]()

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

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document]()
e- copies of the letters of awards	[View Document]()
Any additional information	[View Document]()

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

Response: 1.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 06

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document]()
Any additional information	[View Document]()

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

Response: 0.22

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

2016-17	2015-16	2014-15	2013-14	2012-13
29	19	18	16	27

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
31	09	12	07	22

File Description	Document
Any additional information	[View Document](#)
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

Isabella Thoburn came with a vision of women's education and translating knowledge to masses. Keeping up with this tradition, the College tries to make an impact on neighbourhood community through its outreach programmes. The institution has three units of NSS and a functional NCC wing in which hundreds of students register themselves and take part in various outreach and extension activities year long. Under both the schemes students have brought laurels in terms of prizes and trophies to college for their dedicated service to the community. Students visit nearby slums to teach students, perform Nukkad Nataks on socially relevant issues to sensitize people and create awareness. An annual seven day camp is at different localities by the NSS where students interact with the residents of the locality, especially women and children and create awareness on issues like dowry system, women empowerment, health and hygiene, child marriage etc. In a first of its kind flagship program the college collaborated with I Care (ANKURAM) to improve educational environment in government primary schools where student volunteers do a two month internship in various government schools and devote two hours daily in teaching and mentoring the less privileged children. For their outstanding and exemplary service the

college was ranked 8 out of the 150 colleges affiliated to Lucknow University in September, 2016.

 The NCC cadets have also been in the forefront in various outreach and extension activities. They have in tandem with the NSS have been serving in various community programs like Swachh Bharat, Gomti Safai Abhiyaan, blood donation camp and campus cleanliness drives etc. Besides these two service learning programmes the college has ACCET, CEDBEC, NICHE and CWS to serve and teach beyond curriculum. AACET creates AIDS awareness among students by organizing activities like visits to villages, old age homes and treatment centres where the patients are trained to be self-motivated in order to fight with the disease. They presented skits and spread awareness about AIDS and related issues in remote villages. NICHE is committed to educating people about the importance of health eating practices through their outreach programs. Students make the community members aware about easy and healthy recipes and have garnered positive response. White gift ceremony is held every year during Christmas celebrations. The gifts donated on the day are distributed in orphanages and old age homes

   The college is committed to holistic development of students. Every department plans excursions and extension activities to near-by slums, villages, hospitals, old age homes, orphanages to serve the under-privileged. Faculty and students from Education department visited slums and distributed clothes, study materials and toilet articles. They also visited institute for exceptional children and participated in an outreach program to non-formal and government schools. Students from chemistry department performed a skit on hazards associated with plastic in a near-by slum. Psychology department planned visits to drug rehabilitation centre and centre for mentally challenged children to interact with patients and to motivate them. All the departments at their own level also took students for extension activities.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 18

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

2016-17	2015-16	2014-15	2013-14	2012-13
08	01	03	03	03

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

Response: 63

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	15	13	10	07

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)
Reports of the event organized	[View Document](#)
Any additional information	[View Document](#)

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

Response: 32.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
2133	1508	857	1644	397

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)
Report of the event	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

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

Response: 31

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	06	07	02	05

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

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

ongoing activities to be considered)

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	01	00	00

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The quality of a college environment and its infrastructure facilities have a strong influence on students learning. College facilities can actually have a substantive impact on learning process. The College has adequate infrastructure facilities for teaching and learning. Classrooms with ample space, adequate fans and light are more conducive to providing appropriate learning environments for students are associated with increased student engagement and learning.

Good facilities combine classroom teaching with laboratory experiments to ensure that students grasp each and every concept thoroughly. It is also believed that laboratory teaching and experiments that are being conducted there help encourage deep understanding in students. Students are able to retain knowledge for longer when they see the experiments being performed in front of their eyes.

The College provides all the departments with facilities like staff rooms, office and wash rooms. The differently abled are equally treated in the institute. The Institute provides facilities viz. ramp to these students.

The College has well equipped seminar halls and tutorial rooms with ICT facilities. The college is privileged to have a large well spaced college auditorium with adequate seating facilities for a large audience.

A library is a house of knowledge and a boon to the students. It is the place where knowledge is preserved. They contain books on various subjects ranging from history, science, fiction, literature, health etc, magazine and different daily news papers. Most departments including both arts and science have a department library which also provides ample knowledge to students. The Browsing room known as the Janet Bonarji Library is on the ground floor of the library Building, the gift of Mr. & Mrs. D.N Bonarji in 1932.

The smart class is a modernized method of education which provides quality education to students by helping them in better concept formation, concept elaboration, improvement in reading skills and academic achievement. Modern pedagogical approaches demand an equipped audio/visual room with LCD projector, video-camera, DVD player, digital camera in the college library basement.

The college canteen serves as the chief centre of attraction for the students. There is a great emphasis on cleanliness and fresh and warm food.

The college provide 24 hrs of clean drinking water for the students through Aqua guard installed in the water cooler. The tube-well further caters to the demand for water supply within the college premises.

The college has adequate facility related to sanitation like washroom or toilets separate for male and female staff and also separate washrooms for students.

The hostel accommodation is a facility provided by the institution with special preference to the non-resident students of Lucknow. There are double rooms and triple rooms. Each room is well equipped with beds, tables and chairs, cupboards and shoe-racks. The rooms are well spaced and ventilated, airy and well lighted.

UCO Bank in the campus provides financial facilities to students and faculty members. The Faculty Lounge serves the purpose of a relaxing room for the faculty members. It is an excellent place to fill up the time-span between the periods.

File Description	Document
Any additional information	[View Document](#)

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

Response:

An extracurricular activity comprises sports, games and cultural activities like music, debate, dance, drama etc. The main motto of extracurricular activities is personality development. Extracurricular activities help in the development of intellectual, emotional and moral faculty. Students inter-mingle with different peer groups during these activities which satisfy the needs of socialization, self-assessment and self-identification. Extracurricular activities enable to groom the students for future leadership.

No doubt, classroom teaching is of utmost important, yet for aesthetic development, character enrichment, spiritual and physical growth, extracurricular activities are equally relevant. Extracurricular activities enable the students to express themselves freely.

Sports are an excellent way to get involved in the physical activities which in turn benefits the students a lot. Sports activities have good scope for the students at state and national level. Sport activities provide freedom from the stress and worries. Sports and games are very beneficial to students as they teach them punctuality, patience, discipline, teamwork and dedication. Playing sports help them in building and improving confidence level. It helps in maintaining the body health and thus keeps mind peaceful, sharp, and active with improved concentration. It boosts the body and mind power and energy level.

The college has both indoor and outdoor sports physical facilities for students. The College organises sports day each year. We have field/ground for sports activities. The college teams of Basketball, Volleyball, Yoga, Kabaddi, Khokho and Badminton participate in various level tournaments. The outdoor facilities for students are throw ball court, basketball court, badminton court, volley ball court and track and field. Resources for indoor games like caroms, chess and table tennis are also available for students in

college.

The college organises cultural programmes on each year. The main aims of these cultural activities is to bring out hidden talent in the student in all the possible forms whether its music, dance, writing skill, theatre, literary skills, sketching or other fine art styles etc. In order to showcase these talents, various competitions like "Rangmanch", "Hasya Vyang Pratiyogita", "Talent hunt", "AURA", "Creative Writing Competition", "Cantata Service", "Rock Concert", "Clean and Clear Contest", "Drawing room Decoration Competition", "Inter House Competitions" etc. are organised throughout the year.

File Description	Document
Any additional information	[View Document](#)

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

Response: 55.17

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

File Description	Document
any additional information	[View Document](#)
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 60.07

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

2016-17	2015-16	2014-15	2013-14	2012-13
8.03100	8.01100	8.02100	7.31600	7.21100

File Description	Document
Any additional information	[View Document](#)
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library automation is the general term for Information and Communications Technologies (ICT) that are used to replace manual systems in the library. Integrated Library Management Systems (ILMS) are multifunction, adaptable software applications that allow libraries to manage, catalogue and circulate their materials to library users (Student and faculty) easily.

Software for University Libraries (SOUL 2.0) is a state-of-the-art integrated library management software (ILMS) designed and developed by the INFLIBNET Centre Ahmadabad based on requirements of college and university libraries. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. The software was designed to automate all housekeeping operations in library, through which Library staff and users (Student and faculty) can have access to all relevant or important information at one location.

S.No.	Name of the ILMS software	Nature of automation (fully or partially)	Version	Year Autom
1	**SOUL** (Software for University Library)	Partially	2.0	2017

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

library enrichment

Response:

Initially, the library of Isabella Thoburn College was established in 1914. At present, the library of the college is being used by the faculty and students which was established in 1959 and named Sarah Chakko Memorial Library in the memory of late Principal Miss. Sarah Chakko. The library is in crescent shape with two wings i.e. Sarah Chakko Memorial Library and Janet Bonerjee Library. It is double storied building with a world of knowledge housed in it. There are approximately 57,000 volumes/holdings in English and Hindi of relevant subjects being taught in the college. The college library provides an Open Access Facility in American Corner, perhaps, this facility is not available in any other college library of Uttar Pradesh. Library also provides facility to the blind users to access the books and documents. From 2012 to till dates library contain 2252 books both english and hindi.

The college library also holds rare books and is rich in archival materials. The college library also keeps the materials other than books such as encyclopaedia, reference books, reports, dissertations, journals, magazines, photographs, news clippings etc.

Isabella Thoburn College has special section of rare books in the central library named as The Janet Bonarji Library houses. These rare books were gifted by Mr. and Mrs. D.N. Bonarji in 1932. The collection has grown to over 2500 volumes of all classifications. Library contains rare collection of books and artefacts.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 1.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.73	00	3.12	00	00

File Description	Document
Any additional information	View Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 53.59

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

Response: 2304

File Description	Document
Any additional information	[View Document](#)
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The internet facility is important for education because it provided huge amount of educational material for students. Flexible learning and mobility is the future of information technology. The internet can bring student and learners together using video conferencing technology, emails and online resources and also provide ample knowledge related to lectures preparation for class.

Wi-Fi is available throughout College. The Library has access to the internet. Internet these days is an important of learning in an educational Institution. Technology is completely transforming the whole paradigm of learning. Wireless network is a key component to unleash new learning experiences by connecting students to smart technology, enabling learning applications on any device like laptop, iPads, Tablet and mobile, they can learn anytime and anywhere in college.

The library is also a member of INFLIBNET (Information & Library Network) and NDL (National Digital Library). The resources of INFLIBNET and NDL are being accessed by the students and faculty. There is an American Corner (a unique library established by U.S. Embassy) in the Sarah Chakko Memorial Library

The entire college is Wi-fi enabled with 8 MBPS of speed internet connection facility to allow the students and faculty members to avail internet connection at any place in the college. Wi-fi was upgraded in year 2013 when our service provider increased the internet speed from 2MBPS to 8MBPS.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 40.43

File Description	Document
Any additional information	[View Document](#)
Student - Computer ratio	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 26.27

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

2016-17	2015-16	2014-15	2013-14	2012-13
4.8	4.2	1.3	3.4	3.2

File Description	Document
Any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

Isabella Thoburn College, Lucknow is committed to provide the best infrastructure in class, laboratories, library, sports and computers to the students. The College ensures that the infrastructure meets and exceeds the requirements of teaching learning and other processes as specified by statutory bodies and updated time to time both in term of quality and quantity.

Policies are:

1. Procurement of infrastructure ensuring its quality and cost; Upgradation from time to time.
2. For the purchase of any tangible material in college we follow the procedure of inviting three different quotations from the vendors and then give the order to provide material (like equipment and chemicals for labs, books for library etc.) to the vendor who quotes lowest price.
3. Proper accounting and inventory of each items is maintained in a register. Physical verification of infrastructure is done periodically through annual stock verification. Preventive and corrective maintenance including annual maintenance contracts. The college maintains its infrastructure (including class room, laboratory and sport) with the support and co- ordination of the maintenance officer. The maintenance officer regularly affirms the needs and requirements of the college from time to time and sees to its fulfilment.
4. Regularly new furniture is made for student in class room every year.
5. Disposal of scrap or unserviceable material is done whenever is required.
6. Upkeep and maintenance of Annual maintenance of generator, fire equipment, water cooler, air conditioner etc. The college has technicians, computer technicians, carpenters, electricians and plumbers for equipments, computer and printer, furniture, electrical devices and water tube well respectively to maintain the infrastructure of the college.

Library Policy & Management

1. Library policies are discussed and decided by Library Committee which is constituted by the College Management. Whenever required, library committee holds its meeting to take decisions for the smooth operation and promotion of the library. Currently, library follows policies as under:

1. Recently, the library software (SOUL 2.0- INFLIBNET) has been procured and installed to automate and digitize the library. The work is under the progress.
2. The library holds the annual membership of NLIST-INFLIBNET since 2011. The library users access e-books and e-journals through allotted login and password. INFLIBNET provides 97,333 electronic books and 6000 electronic journals.
3. In the college library, there is an American Corner (Library) established by the support of U.S. Embassy in 2012. It also provides electronic resources. Apart from students and faculty, the facility is also being provided to general public after college hours i.e. from 04:00 p.m. to 08:00 p.m. The American Corner also provides the facility to the users to access the electronic resources available in e-Library USA.
4. Recently, the library has also registered for National Digital Library which also provides the facility for accessing the e-resources of National Digital Library.
5. There are 17 departmental libraries in college. The inventory of these departmental libraries is done every year by central library.
6. The Library also provides the facilities other than books such as Reprography; Multimedia; Printing; Audio Video etc.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 12.68

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

2016-17	2015-16	2014-15	2013-14	2012-13
668	522	472	576	303

File Description	Document
Any additional information	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)

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

Response: 1.36

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

2016-17	2015-16	2014-15	2013-14	2012-13
48	58	57	50	56

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Any additional information	[View Document](#)
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 44.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
2446	2167	1384	1304	1670

File Description	Document
Any additional information	
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 4.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
169	197	178	160	147

File Description	Document
Any additional information	
Details of the students benifitted by VET	

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

Response: Yes

File Description	Document
Any additional information	
Details of student grievances including sexual harassment and ragging cases	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	

5.2 Student Progression

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

Response: 4.55

10-03-2018 09:04:33

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

2016-17	2015-16	2014-15	2013-14	2012-13
89	95	47	49	27

File Description	Document
Self attested list of students placed	View Document
Any additional information	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 47.83

5.2.2.1 Number of outgoing students progressing to higher education

Response: 660

File Description	Document
Any additional information	View Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 15.25

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

2016-17	2015-16	2014-15	2013-14	2012-13
50	40	55	45	14

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

2016-17	2015-16	2014-15	2013-14	2012-13
305	236	255	272	293

File Description	Document
Any additional information	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Upload supporting data for the same	[View Document](#)

5.3 Student Participation and Activities

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

Response: 61

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	10	16	11	01

File Description	Document
Any additional information	[View Document](#)
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

10-03-2018 09:04:34

The Student council body of Isabella Thoburn College is over a century old organisation, which provides a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the college and the wider community. Student Government Association provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of the college.

Role of the Student Government Association

- To enhance communication between students, management, staff and parents,
- To promote an environment conducive to educational and personal development,
- To conduct workshops, seminars and leadership training sessions in areas vital to growth of the entire student body.
- To organize inter house and inter college cultural events, sports events and recreational activities for students.
- The maintain discipline on the campus.
- To help management, Principal and staff in providing value based education to the student body.
- To keep the campus clean and encourage students to participate in 'Green Practices' on the campus.
- To raise funds for organising various cultural events

'Alone we can do so little, Together we can do so much' Believing in this and recognising the relevance of the student association, the entire student body elects their representatives to form an active student council through a very transparent and logical process.

Constitution of the Student Government Association

The SGA Cabinet is an elected body. Nominations are sought from the entire student body and elections take place according to the Lyngdoh Commission guidelines.

PRINCIPAL ---------> SGA Advisors (Comprising of both Science & Humanities) ----------> SGA Cabinet ---------->The College Student Body

The SGA Cabinet comprises of the President, four Vice Presidents, Secretary, Treasurer, English and Hindi Chronicle Editors, Athletic Chairperson and Representatives, Cultural Chairperson and Representatives, Campus Proctors, Executive Committee and class representatives. It is the responsibility of the SGA to make sure that each and every student has a chance to make her contribution to the whole, thereby ensuring her full development and enrichment of the community life in the college.

Representation in Academic/Administrative bodies of the institution

The SGA derives its authenticity and responsibility from the administration of the college and thus is accountable to the office. The administration and faculty have recognized the value of student participation in college affairs as they are the most important stake holders and so are included as full members on a large number of academic and administrative councils and committees like the IQAC, Grievance redressal committee, Anti ragging committee, Library Committee, Editorial boards, Sports and the career counselling and placement committee.

The SGA has been provided two rooms where they meet and plan various activities. The Student Council

over the years has successfully operated within this context in promoting the interests of the high ideals of the college and has represented the students, irrespective of their cast, creed or religion and continues to aim at improving life within the college community.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 16.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	13	22	22	14

File Description	Document
Any additional information	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Report of the event	[View Document](#)

5.4 Alumni Engagement

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

Response:

Isabella Thoburn College established in 1886 has always nurtured and cherished its alumnae. The Alumnae in return have shared their expertise and knowledge for academic enrichment of their glorious alma mater. During the 125 years celebration a special magazine Reflections has recorded the glowing accounts of alumni down the ages recounting the unalloyed bliss and joy of their time as students. Many of them recalled valuable life lessons imbibed by their teachers here at the IT College. The Alumnae desk

contributes greatly to the college, it nourishes and enhances the reputation of the college and maintains a mutually beneficial relationship between the college community and alumnae and also broad basing the membership. Every year the graduating batch contributes to the Alumna Desk fund.

The alumnae hosts many programmes and activities within the college like the popular Vineeta Wanchoo lecture series and provides a means for career networking and mentoring by the college alumni to current students in need of guidance. From time to time successful alumna visits various departments of the college to interact with the current students and share their leanings.

Alumni networks also promote and support campus related activities,This year two of our alumna revisited the college,Mrs Renu Rathore donated flowering plants and teak and Kardam saplings for the campus.Mrs Ruby Bakshi, the Vice-President of Education for the Swiss Riveara Toastmasters class Laussane ,Switzerland took a session on leadership .Every year on Founder Day, illustrious alumna are invited on campus to share their Knowledge and experiences with the current students. It is a great opportunity for networking, knowledge sharing and brand awareness and for our students to identify role models in them.

The Quasquicentennial or 125 years celebrations were a momentous event which the alumnae faithfully and pleasurably shared in celebrating. The alumnae contribution also extended to connecting with the institution to share ideas and information, opening up a platform for new avenues and opportunities for the students, connecting and introducing them to the alumnae desk as members, sponsoring the four day cultural programmes, scanning and nailing old photos and documents *etc.* that some alumnae had of the college days. The alumnae desk also contributed to the fete during the 125 years celebration and cooperating with the call to actively participate and unite with the new generation and strengthening the bonds.

The Alumnae shared their own knowledge and experiences as home-maker, professional and public figures, their experiences while staying in the college, some cherished college moments and alumnae achievements.

The Alumnae Desk also organized a decade wise alumnae and student interaction.

The Alumnae desk is further strengthened by the fact that each and every student admitted to the desk automatically is registered as a member of the alumnae desk. This forms a strong bond of permanency and belonging between the past and present generations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governance:

The excerpt from our Founding Constitution reads as follows -

"The purpose of Isabella Thoburn college is to provide higher education primarily to Christian women, which will include the imparting of sound learning, the building of character and the inculcation of spiritual truth and knowledge of God."

The endeavor is to maintain the essence of the Founding Constitution in daily life and further the mission, purpose and goal of the institution along with the parameters of change in the changing times, including extending our facilities to women of all faith.

The mission and vision of Isabella Thoburn College from the beginning continues to be the empowerment of women through education of the mind and the heart, an education that will develop skills and abilities, and strengthen and enable them to take decisions in adversity. It is our ambition to offer programs of study in new and innovative fields.

The leadership of the college has never compromised with standards. The institution has had NAAC certification twice, achieving 'A' grade both times, and has ISO certification.

The management is committed towards and provides leadership for-

1. Formulation of policies and plan to enable the institution to achieve its visions and mission;
2. Providing efficient human resource to facilitate effective teaching and learning;
3. Facilitating and encouraging professional enrichment program by providing opportunities for knowledge exchange through conferences, seminar and other academic interactions;
4. Providing support system and infrastructure facilities;
5. Providing opportunities for collaboration with other higher educational institution; and
6. Supporting the schemes of resource generation.

Perspective plan:

The leadership is taking a multifarious approach to take the college to a new level.

College administration is deeply concerned about academic excellence, cultural and social engagements of the students leading to skill development and ultimately towards women empowerment.The institution places great emphasis on ecological sustainability, with the participation of teachers and students. It has a

lush green campus full of rare varieties of flora and fauna. Vermicomposting by the Biotechnology department and rainwater harvesting with help of the Geography department showcase that the leadership is equally concerned about the environment and its protection. In the same series, a Noise Pollution Assessment Screen has been installed in the college.

Role of teachers in decision-making:

The College faculty plays a key role in crucial decision-making for the institution. There are regular meetings between the faculty members of various departments and the Principal for smooth functioning of the departments and adapting to new developments in education.

Besides these, there are two faculty representatives who take part in meetings of the committee of management, to put forth the interests of the faculty and department, and contribute to the decision-making process at the highest echelon.

Furthermore, all the members of faculty actively participate in events addressing key issues, irrespective of their subject specialization, at different organizational and academic levels. This ensures a fluid communication channel between various departments and serves as a way to bind the faculty together.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The college practices decentralization and participative management at three tiers:

Tier I (at administrative level)

The college follows the system of visionary leadership through participation of teachers in the committees for management and administration of all academic events and encouraging participative management. This system maintains power relationship toward recognition of trust, responsibilities, sharing and interdependence. This system also encourages and motivates among the faculty, commitment to the profession and towards the organization. Democratic functioning is encouraged through delegation of authority and sharing responsibilities. The responsibilities are defined, delegated and communicated to the faculty clearly.

Tier II (at faculty level)

Teachers are involved in planning and decision-making regarding curricular work, teaching method, and use of resources.

The leadership of the college is decentralized in nature with a welcome representation and participation of teachers in board of management meetings. Another inspiring tradition of institution is execution through Committees for specific activities and programs. It is a truly democratic process in which at the end of every session faculty members select three members for college core committee by secret ballot which in turn forms various committees for next session by mutual agreement. This ensures smooth functioning of various activities, rightful distribution of work and responsibilities and participation by all.

Tier III (at student level)

Another example of decentralized and participatory approach of the college is its SGA (Student Government Association). This is an exclusive feature of Isabella Thoburn College in which all the students are members of the association by virtue of being bonafide students of the college. The office bearers of the association are chosen by an election process. These office bearers take active participation and responsibilities in the smooth functioning of the college on day to day basis. Two SGA representatives are involved in every committee. Faculty advisers are also appointed by nomination committee to support and guide them at every level. SGA is also remarkably successful in personality enhancement of the students.

A case study capturing the decentralized and participative nature of management in our institution is illustrated below:

Every year, for the beginning of New Academic Session, College develops it's prospectus for detailed informations regarding admission procedure and courses etc. Further Institution conducts entrance test for undergraduate students completely on the merit index & Post-graduate admissions are done on merit basis. This is followed by the counselling of newly admitted students.

Every year, theinstitution holds an Orientation Programme with Ideal and Portal Ceremony for new entrants, at the commencement of the academic session. This whole process is based on decentralized and participative nature of management. This is reflected in the following areas:

- Administrative
- Functional
- Fiscal

Administrative decentralization begins at the planning stage of the event, with the active involvement of all stakeholders- management, faculty, and students.

Functional decentralization results from the committees organized for each category, viz. for assemblies, moral and spiritual education, college day, etc.

Fiscal decentralization is ensured by stipulation and observance of a budget by each committee, and scrutiny of all expenses related to the event.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

Strategic plans and objectives for digitalization of library and information science to Support-

SP1- institutional mission and vision in women empowerment

SP2- teaching and learning resources

SP3- conducive environment for research

SP4- information for overseas education

SP5- institutional academic excellence through accreditations like NAAC, ISO etc.

Deployment Documents

Sharing and dissemination of Digital content through library-

SOUL-

The College library 'Sarah Chakko Memorial Library (1959)' has installed a library software -

SOUL (Software for University Libraries) version 2.0 in 2017 to automate and digitize the library in:

1. Cataloguing system (earlier done manually)
2. OPAC (Online Public Access Catalogue)

1. Author wise
2. Subject/Topic wise
3. Year wise
4. Circulation System (issue/return of books)

INFLIBNET Membership:

1. The College is also a member of INFLIBNET with access to e-books and e-journals

American Corner

Isabella Thoburn College main Library also holds an American Corner (a part of the American Library) with resources in different formats specially e-resources. It is also made available for the general public after college hours.

Man Power deployment

1. Training
2. Staff on shift basis
3. Training for e-resources
4. Feedback box to collect daily suggestions.

1. **SWOC analysis:**

Strengths

1. Library name: Sarah Chakko Library
2. Improvements in infrastructure
3. American corner (by US Embassy)
4. Digitalization of library resources
5. Extended service hours
6. well trained staff

Weakness

1. Budget constraints
2. Shortage of man power
3. High cost of software

Opportunities

1. Access to National Digital Library Network.
2. Greater access to e-journals and books
3. Introduction of ILMS
4. Focus on e-resources and e governance

Challenges

1. Rapid increase in student numbers
2. Financial constraints

Digital training for faculty and students:

workshops, seminars and training programmes organized from time to time :

2012: "Faculty Training Programme for Beginners and Advanced Learners in MS Office."

2013: Intercollegiate Workshop on 'Web-Based Resources for Learning' on 1st October, 2013, in which 300 participants (teachers and students) from 13 colleges of Lucknow took part (one day Programme).

2014: Seminar for students on 'Programming language C' was conducted by the college on 11th, 12th, 15th of September, 2014.

2015: National seminar on "Development of Mathematical Principle with Advancement in Computer Science" on 17th, 18th November, 2015. (Around 102 participants) with a mix of lectures, presentations, demos and quiz

2016: A one day workshop on "The Basics, Elements & Principles of Design" was organized for students on 26th October, 2016.

2017: A presentation was made on "Design Graphics and Animation" was done for students in Friday assembly on 27th January, 2017

ISO Certification: Isabella Thoburn College is an ISO certified institution with a well defined system for enhancing the academic excellence in the institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

The College is a well-structured organisation with well-defined roles for smooth functioning of the college.

Governing Body: The Governing body provides academic and administrative leadership to the entire college.

Management Committee: Makes plans and decisions regarding academic and administrative matters for the growth of the institution.

President/ Secretary: The constitutional Head of the institution takes care of rules regulations, appointment and maintains a link between management and institution.

Principal: Academic Head of the institution is directly involved with day to day functioning of institution with a strong stakeholders relationship.

Faculty: They contribute to academic excellence and overall development of students' personality through teaching learning and by organizing varied activities related to the different aspects of personality.

Student Body: Contributes towards the execution of different programmes organized in the college, with their support all curricular and co curricular activities in the institution take new heights.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Any additional information	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Screen shots of user interfaces	View Document

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

Response:

The institution has a unique tradition of recognising and motivating its students and stakeholders through the Baccalaureate Award Ceremony. It is a detailed, well documented and scrutinised and remarkable feature in which the Baccalaureate Awards Committee sits together in a series of meetings with the Principal for finalization of names of students for various awards and certificates. Every decision made is a documented version of all the awards and scholarships finalised. This program is being organised under two heads:

A) Baccalaureate Worship Service

B) Baccalaureate Award Ceremony

Baccalaureate Day is the day when the Principal of the college gives an exhortation to the outgoing students to go forth into the world in the service of humanity. A special prayer service is held on this occasion. The faculty, dressed in their academic regalia, leads the procession followed by the Principal and the Chief Guest. The Faculty that superannuated during that session is felicitated for their dedication and achievements. In the later part of the program awards and scholarships are given for excellence in academic performance and for participation in extra-curricular activities like departmental activities, assemblies, service learning, chapel, chronicle, SGA, SCM, and sports. Certificates of Appreciation and Recognition are also given to the students for displaying remarkable talents and leadership qualities. This programme culminates in **The Golden Circle** which is the traditional passing on of the responsibilities, traditions and ideals of the college by the outgoing students to those who follow.

This tradition also gives the opportunity to the parents of the awardees to be invited and be a part of this program through witnessing the achievement of their wards and interact with the college faculty and thus make them feel proud of their daughters.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

College is sincerely concerned for its teaching and nonteaching staff as it deeply believes that for the efficient functioning of the college the health and welfare of its staff is of utmost importance as both are strong pillars for growth and development of the institution.

 Welfare Measures for teaching staff:

I) Availability of leave: Teachers are being provided with leaves such as:

1. Casual Leave and Earned Leave: as and when required
2. Child Care Leave: Faculty is provided with child care leave as per norms
3. Sabbatical Leave: Faculty is provided with sabbatical leave as and when required
4. Duty Leave: It is provided for attending conferences and other academic work.

II) Residential facility: College has a well developed safe residential facility for single teachers.

III) Recreational facility: Teachers are being provided with certain recreational activities on special days such as Sports day, Teachers' day etc.

College has informal get together on regular basis for bonding outside the classes

IV) Health Awareness Programmes: College organizes various Nutrition & Health Awareness programs for its staff on several occasions.

V) Faculty Retreat: Institution arranges at the beginning of the academic session in the month of July and January for the reorientation of the faculty.

VI) Seats are reserved for the daughters of faculty and staff

Welfare Measures for non teaching staff:

Appropriate need based welfare measures are taken for the staff. Training needs are being identified and programs are being conducted, For eg. workshop on nutrition and health awareness.

I) Availability of leave: Staff members are being provided leaves as per norms

II) Financial support: The staff is provided with financial support to meet their emergent needs in the form of facilitating their loan applications.

III) Residential facility: College has a well developed, safe residential quarters for staff and their families.

IV) Recognition of the karamcharis on special occasion such as Karamchari Christmas, Arbour Day, during Christmas celebrations in the form of White Gift service and other such type of need based measures.

V) Night School : College students and faculty are regularly involved in teaching and imparting awareness to underprivileged section of society

VI) Food Service Outlet: It is an important contributor of providing nutritious snacks in the college premises.

File Description	Document
Any additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 1.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	4	1	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 3.6

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

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

File Description	Document
Any additional information	<u>View Document</u>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<u>View Document</u>

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

Response: 43.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
56	26	53	54	26

File Description	Document
Any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)

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

Response:

The college has a systematic self-appraisal method for the faculty. All the members of faculty are required to fill and submit their annual performance appraisal form each year towards the end of academic session. The self appraisal form includes information regarding number of lectures delivered during the session, rewards and recognitions, honors, academic qualification enhancements, short term courses, professional courses undertaken and any other relevant information. For career advancement scheme faculty also submit the prescribed PBAS form with required details and annexure for timely processing and implementation.

Performance Appraisal forms for Class III and Class IV employs are being filled including the information regarding their technical skills, skills acquired, knowledge of computers and their expectations from the institution. This exercise has helped to maintain a sense of belongingness and updated skills as per need of hour.

For Academic Enrichment of staff members institution invites renowned entrepreneurs, professionals, educationists to interact with the staff members with a view to enhance their professional skill. Institution takes initiative to depute the staff members for the various training and development programmes, conferences, workshops and seminars. The skills of the staff members are used by their deployment in various college committees and other joint activities.

The college authority encourages staff members to enhance their research and professional abilities by dissemination of information on the faculty lounge notice board, giving recommendation and forwarding the required documents as and when required.

The professional development of non-teaching staff was enhanced by Fire extinguisher Training etc, Basic instructions are being provided by different departments for handling of new instruments/appliances.

Several members of the nonteaching and teaching staff have completed their UG/PG and other professional education during service tenure.

Staff development training programme like hands on training programme, workshops for benefit of staff members at various levels of management are arranged, e.g. workshop on MS EXCEL, Green practices (vermi composting).

College Conducts training programme for newly recruited teachers. College has made efforts to provide Safe Work Environment in all the laboratories through the provision of Fire extinguishers, gloves, exhaust fans, fume-hoods, first aid etc.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has adequate budgetary provisions for academic and administrative activities. Optimal utilization of budget is strictly adhered to by the institution. The institution and leadership takes initiatives for mobilization of resources.

Internal Audit is done by certified chartered accountant approved by Committee of Management. Compliances are made as suggested. External audit is made by state government.

For efficient use of available financial resources, institution executes through formulation of budget, and funds are utilized as per budget allocation. Budgets are prepared on the basis of requirements of various departments for the next financial year. All these requirements are considered by Finance Committee and then provisions are made in the budget.

All financial transactions are subject to internal check/control i.e. all transactions are passed through secretary/Principal. Financial transactions are subject to supervision and control of finance committee.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Any additional information	[View Document](#)

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

Response:

Mobilization of fund

The College has a democratic strategy for mobilization of funds and the optimal utilization of resources as all funds are being sanctioned through a committee headed by Secretary and Principal and allocated as per the demand made by the concerned department / units and justification explained in writing.

Mobilization of resources- ISABELLA THOBURN COLLEGE believes in "WE RECEIVE TO GIVE" and put in every effort for optimal utilization of all its **Physical, Academic** and other related resources in the following way-

1. **Identification of need of resources**—The Head of institution by herself and in consultation with stakeholders identifies need of resources for various departments/units of the college with the list of priority issues.

2**. Identification of the channels** to meet the needs of resources- various channels such as UGC, DST, State Govt., ICSSR, RBI, Ministry of Tribal Affairs, Food and Nutrition Board, Govt. of India are identified with relevant policies and programs.

3. **Sending the requisitions/proposal**- Proposals to meet the need of resources in consultation with various stakeholders are sent to the concerned authorities.

4**. Timely utilization of the allocated** resources is efficiently monitored.

5. **Mobilization of available resources** is executed through utilization of college wood for furniture, rain water harvesting, use of dry waste for vermicomposting are some of the best examples of optimal utilization of resources.

6. **Efficient use of ICT** facility for interactive sessions and seminars/conferences has been integrated for teaching learning strategy.

Inter departmental collaboration and pooling of resources is being practiced for optimal utilization of resources. Equipment, consumables and other resources procured through conferences, seminars/projects are utilized for the department as well as for other departments, units and for the purpose of institutional

activities.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Internal Quality Assurance System of Higher Education institutions aim at continuous improvement of quality and academic excellence.

IQAC since 2005 has become a vehicle for ushering in quality enhancement by way of continuous reform/improvement in all the areas of academic importance.

It has facilitated internal review process and tried to ensure that high quality of academic provision is maintained and improved, problems indentified and addressed quickly.

IQAC has led quality initiatives at an operational level, devised strategies to improve current practices and foster a culture of quality.

IQAC has contributed richly to the Teaching and Learning Process.

Best Practices - Example 1

Academic Quality Enhancement Initiatives:

1. Orientation program for the new faculty:

With the help of IQAC, the institution has initiated the orientation program for the new faculty to help them grow personally and professionally. Individual faculty is encouraged to reach their full potential by regular orientation program.

2. Digital Training: Institution tries to arrange regular ICT based learning facilities.

3. Faculty progression: The institution has adopted a system of documentation of faculty achievement in college chronicle, a well defined system of submitting annual faculty progression for the academic enrichment of the faculty and students via faculty. It gives the opportunity for retrospection, updating the existing knowledge and thus helps in maintaining an environment of improved teaching and learning.

Best Practice-Example 2

Innovative Pedagogical Approaches/Methods in the Teaching Learning Process

New pedagogical approaches supported by alternative delivery mechanisms are revolutionizing teaching learning in higher education.

To create a more active and integrative learning environment at Isabella Thoburn College, the faculty integrates new technology in programme delivery. Teachers are becoming facilitators of learning. There is a crucial shift in teaching from 'declarative knowledge' (knowledge declared in text books on lectures) to 'functional knowledge' (knowledge to apply theory to practical solutions).

To ensure the above various pedagogical/teaching- learning methods adopted at the college are-

1. Project based Teaching- Faculty members give individual//group project based assignments to students in many of the courses. On completion the student/team present it in front of the faculty members.

2. Experiential Learning- To provide firsthand experience, students are sent in real life setting such as internship training, educational excursions, community outreach programmes, industrial training, working with NGOs.

3. Theatre Based Learning- Theatre Programmes like role play, street play, drama or short play are used as a tool for teaching.

4. Simulated Teaching- To give real time experience, simulation techniques are used. Students get a real feel of decision making, problem analysis and problem solving.

5. Activity Based Learning- Students are involved in various activities like- preparation of audio visual aids related to topics from the subject.

6. Technology Based Learning and Blended Learning- Use of LCD, different application software enables technology based learning. It also incorporates use of multimedia in teaching.

There has been thrust to re-orient pedagogy so as to shift the focus to more student centric learning. Strategies are used to transform students into life-long learners and innovators.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Yes, members as a team review and assess the curriculum transaction, quality of teaching, structures and methodologies of operations as well as learning outcomes at periodic intervals.

1. Each department In-charge along with faculty prepares the plan and strategy of the Teaching learning process.
2. Departmental meetings are held and suggestions are made on teaching plan, course material, laboratory material, assignments and question paper regularly for continuous improvement of teaching learning process.

3. Student feedback on faculty performance is analyzed and respective faculties are counseled by the principal as and when necessary.

4. Teaching-Learning process is evaluated on the basis of self- appraisal report of individual faculty.

Example 1

Internal Assessment/ Continuous Comprehensive Evaluation:

Evaluation is an integral aspect of learning and the college realizes the importance of continuous and varied assessment. The college ensures that its internal assessment practices are fair transparent and in harmony with the standards of the university.

Internal assessment is constituted by a comprehensive process of tests, assignments, presentations, projects and class participation.

The college believes that a diversity of practices within an organized framework is the cornerstone of fair and efficient assessment. Towards this end, the college allows relative autonomy to different constituent departments and faculty members to assess their students alongside a process of regular feedback that comes from students.

The faculty members ensure that corrected scripts, answer sheets are duly returned to students so that they can chart their own progress.

Prior to semester/annual examinations, the students are informed of their full internal assessment score and attendance percentage. Such a structure ensures that both faculty members and students remain accountable for their roles.

Internal assessment is digitized and each department sends the soft copy to the internal assessment committee who compiles it and processes it.

Internal assessment marks also serve as the eligibility criteria for students for nominations in Student Government Association. Scholarships and awards are not given if a student has failed to give internal test.

Example 2

Student Feedback

Student Feedback Mechanism is a tool for evaluation of teaching learning process so as improvements can be made with every passing year. Institution takes feedback on the courses offered using the questionnaire as given in NAAC Manual on the representative sample of students from all the streams- Science, Humanities, Commerce, Teacher Education, Library Science. The evaluation is also done on criteria like acceptability, clarity and relevance of syllabus and satisfaction and achievement of teaching objectives in respective subjects.

File Description	Document
Any additional information	[View Document](#)

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

Response: 2.2

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

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

File Description	Document
Any additional information	[View Document](#)
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Post accreditation quality initiatives *(second and subsequent cycles)*

Quality enhancement initiatives during last five years

- **Focus on Research and publication:**
    1. Department of Economics has initiated to publish its journal: "Isabella Thoburn College Economic Review" ISSN no.2349-5561.
    2. A number of conferences with support from UPHEC , UGC, ICSSR, etc
    3. Faculty has published many books
- **Infrastructural improvement**: New equipments and maintenance of existing infrastucture.
- **E-governance:** The college is continuously improving towards e governance through

    1. Updating library through American Corner e- resources INFLIBNET, WEBINAR, membership of National Digital Library
    2. Incorporation of e- resources in academic and administrative domains.

- **Emphasis on extracurricular activities:** Motivation to students for participation in various co curricular activities.
- **Introduction of new courses:** Undergraduate program in Physical Education.
- **Welfare Programes for Faculty, Students and staff**:

    1. Teacher welfare program: Health and Nutrition Awareness program, Teachers day celebration, Computer Training, etc
    2. Welfare programs for staff such as fire extinguisher training program, de- addiction workshop
    3. Blood Donor Cards through head of institution (Principal)
    4. Welfare program for the students such as Cultural and literary   festivals

- **Moral and Spiritual (SVE) program for students**
- **Recognition to prestigious alumnae**

Year	Academic Domain (Few Examples)	Administrative Domain (Few Examples)
2012-13	Computer Training Program I & II	ISO surveillance

	Faculty training program MS Office : A: Beginner 20-22 Sept, 2012 B: Advance 24-26 Sept 2012 (27 participants)	Stakeholder feedback Self appraisal
2013-14	Workshop: Web Based Resources for learning (October 01,2013) National Seminar on Youth Nexalism and Terrorism (21-22 February 2014) NAAC Sponsored Seminar Organized	Fire Extinguisher training Launching of Women Powerline on 23 August 2013 Visit of Prof. Walter Russell Mead on 29 Aug 2013
2014-15	National Seminar sponsored by National Commission for Women on " Securing Land Rights for Women and Gender Equality – Issues and Challenges" 29& 30 October 2014 National Conference: Women and Leadership in India Deciphering the Persisting Gender Gap 12-13 March 2015 UPSHEC sponsored National Conference: Nutrition and Health : Issues and Challenges in the Global Perspective 27-28 March 2015	Gender Sensitization Program Two Day intercollegiate cultural and literary fest
2015-16	National Seminar: Development of Mathematical Principles with their Advancement in Computer Science. Nov 17-18, 2015 (No of participants 102) Workshop: Research Methodology and GST technique September 15, 2015 (no of participants 100) National Conference: Combating Air Pollution Jan 22-23, 2016 (no. of participants 200)	Initiation of INFLIBNET Green Initiative through Vermicomposting Rain water Harvesting Visit of US ambassador Richard R Verma

| 2016-17 | National Conference: Feminist Quartet of Isabella Thoburn College: The Writings of Rashid Jahan, Ismat Chugtai, Attia Hussain and Qurratulain Hyder. 8-9 Feb 2017 | Faculty development program: Digital Transformation as a step towards Quality improvement

Orientation program for new faculty |

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 56

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	24	11	05	06

File Description	Document
Any additional information	[View Document](#)
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

   1. Institution shows gender sensitivity in providing facilities such as:
      1. Safety and Security
      2. Counselling
      3. Common Room

Response:

The college being the first Women's College in South Asia, has consistently been championing the cause of women's empowerment. Our founder Miss Isabella Thouburn had aptly said, "No people ever rise higher, as a people, than the point to which they elevate their women." The college has been constantly and perseveringly championing the cause of women empowerment and taking gender equity initiatives right from its inception. It also believes that the students should feel a sense of security in campus so that they can blossom to the full in an ambience of true liberty.

As ours is a women's college, every care is taken to provide safety to all stake holders. There are security guards round the clock in the campus. They are stationed at all entry points during the day and they take rounds in the campus at night. The identity cards of students are checked at entry point. Entry of outsiders is strictly monitored at the gate. Every person coming into the campus has to make an entry in the in/out register maintained by the gate keeper.

As college provides hostel facility to more than 300 students, strict and fool proof security measures are in place for their benefit. The high boundary walls on all four sides and strict vigil by night watchmen provide a sense of fearlessness to the inmates. There are roofed passages connecting different blocks so that the stakeholders are protected from the extreme climatic conditions.

Provisions for career counseling and personal counseling are a must for any Higher Education Institution. The college has a Career Counseling Cell looked after by a team of senior teachers who are ready to provide all assistance to students to clear their career oriented doubts. The cell also conducts career counseling sessions by various agencies from time to time.

As far as personal counseling is concerned it is given top priority by the faculty. In this modern era of stress and strain, it is but natural that the students look up to their teachers to act as their guiding lights. So teachers as mentors provide personal counseling to students as and when required. Teachers are available after their classes and students can approach them any time if guidance or counseling is needed. Almost 90 % of the teachers are women and that is asset for us as female students feel comfortable to open up in their presence. The hostel wardens are available round the clock to provide succour to the hostellers and give them the feel of home away from home. Departments of psychology and education have counseling as part of their curriculum.

There is a spacious student centre where students spend their free time and interact among themselves. The leisure hut near the food court also provides space for students to relax themselves.

The grievance redressal cell takes care of issues related students and their welfare. Students facing any sort of problem can approach the members for solution to their genuine issues.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 319298

File Description	Document
Any additional information	[View Document](#)
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 70

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 22350

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 31929

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Our college is spread over 32 acres of land and has more than 4200 students of which 300 plus are resident students. The waste generation is inevitable and has been categorized into solid waste and liquid waste.

- **Differently colored** dustbins are provided in campus.
- **The solid waste** is again segregated as green waste, papers and kitchen waste from students' mess.
- **The green waste i**n the form of dry tree leaves are collected in pits, treated for a season and then mixed with cow dung and converted into compost using the earthworms in the vermin composting unit on campus being run by the Biotechnology department.
- **The kitchen waste** is treated in the pits for some time, then mixed with the cow dung and converted into compost in the vermi composting unit. The waste papers in the offices are used on the reverse side and nothing is wasted. The Nagar Nigam also takes away some waste from our campus.
- **The liquid waste** which comes from various laboratories, kitchen and washrooms passes through the sewage system.
- The **e- waste** generated on the college campus is disposed by selling off to the dismantlers after

following proper procedural norms.

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting is a step undertaken to enhance sustainable yield of water from aquifers, replenish ground water, and prevent rain water from flowing to waste. Keeping this in mind Isabella Thoburn College initiated steps to install roof top rain water harvesting in the year 2012. With the financial assistance from IDBI Bank under CSR Initiative, water harvesting project was carried out by International Academy of Environmental Sanitation and Public Health, Lucknow, in 2015-16 covering half of the roof of old administrative building of the college with approximately 2000 sq. m. A rectangular recharge chamber of 4.0x1.5m and depth of 2.00 m has been constructed with wire screen and recharge shaft. The quantity of water recharged per year is 1444.00 cum provided normal rainfall is received during the year. The project has helped in increasing the water table of the campus so as to operate the bore wells installed to meet our water requirements. Second phase of the project to cover the remaining part of old administrative building of another 2000 sq m is under process.

File Description	Document
Any additional information	[View Document](#)

7.1.7 Green Practices
•   **Students, staff using**
a)   **Bicycles**
b)   **Public Transport**
c)   **Pedestrian friendly roads**
•   **Plastic-free campus**
•   **Paperless office**
•   **Green landscaping with trees and plants**

Response:

The college is situated on Faizabad main road. Vehicles keep plying on the roads on two sides of the campus. As a result, 70% of the students use public transport for commuting to the college. The New Metro Station is coming up adjacent to the main gate of the college and once this corridor of Lucknow Metro Services becomes operational it is expected that many more of our students will use this mode of transport. Most of the support staff comes on bicycles. The campus has pedestrian friendly brick paved roads all along boundary walls and leading from one building to another.

We have a unique century old annual tradition of organizing Arbour Day when students and staff plant and take care of trees. Through our concerted efforts, the campus has hundreds of trees, some of them rare, providing shade to humans and shelter to birds and animals.

The Botany department maintains a green house. The Bio Technology department has a vermin composting unit which provides manure for flora on campus. The Biotech Society takes steps to promote clean and green environment.

There are two sprawling gardens at our entrance apart from smaller ones near departments, central library and chapel. Two large pits have been dug in campus for collecting dry leaves.

Though our office is not completely paperless, efforts are being made to minimize the use of paper. Awareness campaigns to make the campus plastic and tobacco free have yielded tangible results.

File Description	Document
Any additional information	View Document

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

Response: 4.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.41500	0.73066	0.49027	0.81000	0.41935

File Description	Document
Any additional information	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Green audit report	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**

     5.Rest Rooms

     6.Scribes for examination

     7.Special skill development for differently abled students

     8.Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Any additional information	[View Document](#)
Resources available in the institution for Divyangjan	[View Document](#)

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

Response: 17

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

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	05	02	05

File Description	Document
Any additional information	[View Document](#)
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

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

Response: 33

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	07	06	07	02

File Description	Document
Any additional information	[View Document](#)
Details of initiatives taken to engage with local community during the last five years	[View Document](#)
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	
Details of activities organized to increase consciousness about national identities and symbols	

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

Response: Yes

File Description	Document
Any additional information	
Provide link to Courses on Human Values and professional ethics on Institutional website	

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

Response: Yes

File Description	Document
Any additional information	
Provide URL of supporting documents to prove institution functions as per professional code	

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

Response: 21

File Description	Document
Any additional information	
List of activities conducted for promotion of universal values	

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

Response:

The institution has consistently been making efforts to develop core human, social and spiritual values among the students, the details of which are given in 7.1.5.8. The ten ideals of the college i.e. Health, Honesty, Dependability, Scholarliness, Broadmindedness, Courtesy, Poise, Loyalty, Spirituality and Service are emphasized upon time and again. Students are called upon to follow these ideals right from the first day they enter the college by means of the Ideals and portal ceremony. Apart from these core values the idea of giving without counting the cost has become an integral part of the philosophy of life of the students. Basic life skills and spiritual and moral values like integrity, commitment, concern for others, patience, respect for elders, stress management, communication skills, need for sense of God and religion are inculcated among students through the chapel service, spiritual and value education classes and organized common assemblies. Social responsibilities and concern for the less fortunate are inculcated among the students through various outreach programmes into villages, slums, NGO run institutions like schools, orphanages, old age homes and homes for the differently able. This social commitment and spirit of service is always taken into consideration when awards are given to outstanding students on the annual Baccalaureate Day.

File Description	Document
Any additional information	View Document

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

Response:

The College lays great emphasis on financial transparency. The financial transactions are audited by the internal auditors from time to time. External audit by government auditors also take place on a regular basis. There is ISO auditing done and quality assurance is given importance in the college and this applies to all aspects including finances. Training is given to staff on digital transformation, tally, ERP etc so that their record keeping and financial dealings are made easier and transparent.

The staff is also reminded of the qualities of ideal teachers/office staff and principles of professional ethics. During faculty meetings and routine meetings with other staff the principal and authorities exhort them to maintain a high standard of integrity and have financial transparency in all dealings.

A faculty 'retreat' is organized twice in year to reorient the teaching staff. Guest speakers/resource persons from India and abroad emphasize on professional ethics apart from training them in leadership and latest pedagogical skills.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Practice 1 : Gender Paradigm of Education

Objectives :

- To empower women and make them aware of rights through education.
- To provide skills to women
- To foster an environment of gender equality.

Context

That women become torch-bearers of change.

Practice

- PG programme in Women's Studies with an inter-disciplinary approach.
- Opting for women-centric themes in most events.
- Lectures/counseling by guest speakers.
- Visiting Family Courts, Police station and Model Jail.
- Interaction with rural women.
- Vinita Wanchcoo Lecture Series (K.C. Mahindra Educational Trust, Mumbai)
- Women's Power line – 1090- launched at College.

Evidence of Success

Collaboration and tie-ups at various levels like:

- Project (Ford Foundation) - 'Human Rights and the Problems of Women in India';
- Collaboration with EWHA Women's University, Seoul, Korea on- 'Building Women's Studies Curriculum in Asia';
- Workshops like - land rights of women (National Commission for Women)

Our alumnae include:

- Writers - Rashid Jahan, Isamat Chugtai, Attia Hosain, and Quarratulain Hyder- contributed to women's liberation.
- Isha Basant Joshi, the first women IAS officer.

- Our alumnae worked for the passage of Sarda Act (1929)
- Mrs. Mohini Giri - Chairperson of National Commission for Women.
- Rashika Chaube - financial advisor, Rashtrapati Bhavan

Problems Encountered and Resources Required

- Convincing students for gender-based courses.
- Mainstreaming gender into the courses
- Creating gender awareness in faculty
- Resources required- training for trainers and gender audits

Practice 2: Community Outreach through Service-Learning Programmes

Objectives of the Practice:

- To empower underprivileged communities at grass root level.
- To impart training through the service-learning programmes.

Context

Service-learning pedagogy has a tripartite foundation:

1) The acquisition of knowledge (understanding)

2) The analysis of issues (meaning making)

3) The application of skills (doing).

Practice

1. AIDS Awareness Centre for Counselling, Education and Training (AACCET)

Opened in 2002 to create a safe environment for sharing.

2. Centre for Education beyond Curriculum (CEDBEC)

Established in 2006, to organize activities for creating sensitive and informed students.

3. Centre for Women's Studies (CWS)

Established in 1975, it promotes:

- Lectures, discussions, paper presentations
- Legal Awareness certificate course

- Networking with NGOs and other agencies
- Post graduate program in women's studies

4. NICHE (Nutritional Initiative for community Health and education).

Unit active since 2006 for 'taking nutrition beyond the boundaries'.

- To inculcate habits necessary for healthy living.
- Encourage students to improve overall quality of health.
- To mobilize local resources in the community.

5. Evidence of Success

- Social consciousness –through awareness programmes.
- Building awareness through monthly news letter "AIDS and YOU"
- Activities for improving quality of health and education.
- Training programme for health functionaries in collaboration with various agencies.

6. Problems encountered & Resources required

1. Negative reaction of community members towards students resulting in conflicts.
2. Time constraint forces faculty to concentrate on teaching than community service.
3. Students inclined towards career.
4. Financial constraints in travelling.
5. Convincing parents to send girls to villages.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The motto of the college is **"WE RECEIVE TO GIVE".** So we have always tried inculcating the spirit of joyful giving among the students and faculty through various well established traditions and activities.

One such tradition is the 'White Gift Service' held prior to Christmas. The entire college gathers in the

auditorium for a prayer service in which the importance of giving is highlighted. The scripture readings and messages on the occasion highlight the true spirit of Christmas which is sharing and caring especially showing concern for the less privileged. As the service proceeds the students and faculty members come forward and place their contributions and gifts on tables near the stage for distribution among our own karamcharis and for the inhabitants in the nearby poor hamlets. The gifts and contributions are wrapped in white; hence the nomenclature "White Gift Service'. A day is then fixed and the karamcharis and their family members and other deserving people from the nearby areas are invited. The gifts and contributions received are distributed among them following the principle 'to each one according to his/her need'. The enthusiastic response of the faculty and students to this noble tradition is overwhelming and everyone displays the real spirit of giving without counting the cost and the people who are beneficiaries of this practice remain ever thankful to the institution.

Giving in our institution does not remain limited to material things. Giving time and sharing knowledge are also important aspects of the true spirit of giving. The members of the Student Christian Movement volunteer to teach the children of our workers on Sundays and holidays so that they remain focused on their academic goals. Various groups like the volunteers from Student Government Association and various departments visit slums, government schools in rural areas, schools run by NGO's, old age homes and orphanages. Such visits are meant for various campaigns on literacy, nutrition, sanitation, hygiene, safety of women, awareness about diseases and women empowerment in general. But on every such visit the students voluntarily contribute and arrange sanitary and toilet items, eatables, books, stationary and clothes for distribution among the under privileged. Thus the spirit of giving, concern for the marginalized and inculcation of sense of responsibility towards society are reinforced.

The value of giving and the concept that welfare of all and not just a few is the hallmark of a truly progressive society are emphasized again and again through the daily messages during chapel service from Monday to Wednesday and assemblies on Thursdays and Fridays. Various skits, action songs and thematic assemblies are also organized to high light this unique and distinctive feature of our college. The students are sensitized on the importance of giving what they have received during the Spiritual Value Education Classes held every Thursday. Thus the college makes every effort to translate its motto 'We Receive to Give' into concrete action and to bring about attitudinal changes in the student community.

File Description	Document
Any additional information	[View Document](#)
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5. CONCLUSION

Additional Information :

YEAR	MILESTONES
1870	Lucknow school for Christian girls was opened with six girl students.
1903	Teacher Training Classes were officially recognized by the Government
1907	The Student Government Association was formed.
1959	Sarah Chakko Memorial Library set up.
1970	Foundation stone laid for construction of the student centre.
1997	Post-Graduate studies begin by setting up PG in Geography and Women Studies.
2004	NAAC A Grade-First women's college of U.P. to be accredited.
2006	ISO Certification.
2008	First Major DST Research Project sanctioned to Dr. A.C. Scott of Geography Dep Glacier.
2009	• Geography Department permitted to supervise PhD. Students. • Commerce Department set up.
2016	• Vatsala Gupta (Alumna) qualified IAS with AIR 74. • Lucknow University Convocation- College gets the highest medal tally for Aca among all associated Colleges of L.U.

Concluding Remarks :

Isabella Thoburn College is committed towards performing these Fundamental Duties to the country wholeheartedly, through sincere endeavor. This initiative led to the empowerment of women and nurtured the "spirit of inquiry"

The pursuit of excellence is integral to the college. Many of our students through social outreach programmes not only gain a new perspective on life but are fulfilled with the zeal to do something that makes a positive impact on society.

In this era of globalization combining tradition and modernity, creativity and innovation, the college looks at maximizing the potential for enhancing the quality of education through international collaboration. The American Corner in the Sarah Chakko Library in the college is one example of how students can access the best of resources and research, both printed and electronic, from the US. The conferences attended by some of the faculty members, both nationally and internationally, act as a medium for bridging geographical gaps in the academic world as well as networking to share knowledge, ideas and even methods of teaching.

Anyone and everyone who has been associated with the college at some level would inevitably agree with the fact that it is in a class of its own. It stands not just for imparting literacy but for education of the highest order, that is, education that stands not just the test of theory and examination, but the test of time and pragmatism as well.