



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI MURLI MANOHAR TOWN POST GRADUATE
COLLEGE, BALLIA**

**CIVIL LINES, BALLIA, UTTAR PRADESH
277001**

www.smmtdcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded by Shri Murli Manohar ji, a distinguished freedom fighter, accomplished lawyer, respected parliamentarian, and devoted social worker and educationist from Ballia district, Shri Murli Manohar Town PG College emerged with a unique vision. Recognizing the untapped potential within the students of this historically underserved region, Shri Murli Manohar ji aspired to create a transformative educational institution. His mission materialized when, on 9th July 1955, he established this college, commencing with the first program in commerce (B. Com.) affiliated with Agra University.

Throughout its history, the college has nurtured numerous outstanding individuals who have achieved excellence in their respective fields. Notable alumni include Prof. Vishwanath Sharma, who served as the Vice Chancellor of Arunoday Vishwvidyalay, Arunachal Pradesh; Prof. K. N. Singh, who held positions as the Vice Chancellor of Central University, Gaya, and the former Vice Chancellor of Rajarshi Tandon Open University, Prayagraj; Prof. Akhilesh Kumar Singh, the Vice Chancellor of Rajju Bhaiya State University, Prayagraj; Honble Shri Ram Govind Chaudhary, Leader of Opposition in Uttar Pradesh State Legislative Assembly, the late Bhaiya Gauri Singh, a Cabinet Minister in the Government of Uttar Pradesh.

As time progressed, the college diversified its academic offerings, introducing faculties of Agriculture, Science, Arts, and Education. A significant milestone in its evolution occurred after 1999 when it started introducing an array of job-oriented undergraduate and postgraduate programs, such as Biotechnology, Commerce, Soil Science and Agricultural Chemistry, Political Science, and more. Guided by the ideals of 'man-making education' championed by Mahatma Gandhi and Swami Vivekananda, the institution underwent transitions in affiliations from Agra University to Gorakhpur University, VBS Purvanchal University, MG Kashi Vidyapeeth, and ultimately to Jananayak Chandrashekhar University, Ballia. In 2011, the college achieved recognition with a B-grade accreditation from NAAC, marking its remarkable journey of growth spanning 67 years.

Located on a sprawling and beautiful campus, the college grooms the academic and social life of about eight thousand students every year through its highly devoted and dedicated team of more than a hundred faculties. About 72 faculties are Ph.D. holders, and the rest are NET/JRF; most of the latter pursuing their doctorate degrees.

Vision

Our Vision is:

- To cultivate a quest for knowledge and inculcate humane, social, and cultural values in our youth to prepare for an inclusive and sustainable world and thereby turn them into noble citizens.
- To nurture professional and modern technological skills in youth that can help improve the socio-economic status as well as the environment of the region.
- To metamorphose our students into good, able, and skilled Human Resources who can actively participate in nation-building and face global challenges.

Mission

In keeping with the above vision, the institution works with the following mission:

- To groom our students with multidisciplinary knowledge and information with the guiding force of NEP 2020, the wide spectrum of disciplines that we offer on our campus, our innovative educational environment, and, above all, our highly dedicated faculty.
- To transform these groomed students into leaders of society in all walks of life: education, service, and industry.
- To create a long-lasting compassionate bond among our students, faculty, alumni, and society as a whole.
- To work towards the overall development of our locality and the nation as a whole

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As India transitioned from a colonial-era 'elitist' model to a more 'egalitarian' approach upon gaining independence from British rule, our college also embraced this paradigm shift. This transformation significantly increased the student population on our campus, and we remained steadfast in our commitment to uphold educational excellence.

Quality, in our perspective, is not merely an academic benchmark but a vehicle for societal service and transformation. Drawing inspiration from thought leaders like Edward Deming in the 1920s, who emphasized the role of management in quality, and Joseph Juran in the 1980s, who advocated teamwork as the cornerstone of Quality Management, we have incorporated their principles into our quality assurance framework. These luminaries identified key factors for ensuring quality in higher education, including:

Fostering an Environment Conducive to Learning

Promoting a Culture of Teamwork

Recognizing and Appreciating the Efforts of Staff

Cultivating a Culture of Continuous Quality Improvement

Our quality management system is firmly rooted in these foundational principles, which undeniably constitute our strengths. Moreover, our institution derives strength from a dedicated management team, the calibre and commitment of our faculty members, a diverse array of programs offered to our students, and a well-established infrastructure.

With seven distinct faculties—Arts and Humanities, Language, Performing Arts, Science, Agriculture, Commerce, and Education—our institution empowers students to choose from a wide spectrum of programs. The adoption of the National Education Policy (NEP) in 2020, implemented since 2021, has further expanded our

students' horizons, enabling them to transcend disciplinary boundaries and pursue courses from diverse fields, fostering a well-rounded education.

We take pride in our research initiatives that address local challenges effectively. For instance, our Zoology department diligently works on mitigating the arsenic problem in our region, while our esteemed Agriculture faculty actively engages in research with practical implications for the community, bridging the gap between the laboratory and the field. Our extensive range of extension activities fosters a strong bond among students, faculty, and the local community.

In addition to our academic strengths, our institution boasts a vibrant tradition of sports, cultural events, and the active participation of NCC, NSS, and Rovers/Rangers, all of which contribute to the realization of the four overarching goals of higher education envisioned by Swami Vivekananda:

Self-Reliance

Self-Confidence

Self-Sublimation

Self-Realization

We've established a Women's Cell to ensure a secure working environment where women and girls can work without any security concerns. To address and protect the rights of all female employees and girls, we have an effective Internal Complaint Committee (ICC) operating independently within the Women's Cell.

These strengths collectively propel our institution towards the fulfilment of its educational mission, enriching the lives of our students and the communities we serve.

Institutional Weakness

It is with sincere acknowledgment that we recognize areas where our institution still requires improvement in order to attain the pinnacle of excellence in infrastructure, academics, and overall facilities. Several key weaknesses merit attention:

1. **Infrastructure Shortages:** While we have made significant strides in enhancing our infrastructure, we must admit that there is still room for improvement. Shortages of classrooms persist, and the implementation of the National Education Policy (NEP) of 2020 necessitates a substantial upgrade of our facilities. The adoption of new curricula has introduced the need for additional laboratory facilities, a process that is ongoing but inherently time-consuming.
2. **Transition to CBCS System:** The introduction of the Choice-Based Credit System (CBCS) as part of NEP 2020 has resulted in an expanded range of courses available to students at the undergraduate and postgraduate levels. Students now have the flexibility to select minor subjects from faculties other than their own, in addition to their major subjects. They are also required to undertake one Vocational course and one Co-curricular course. Adapting to these requirements and ensuring a seamless transition remains a challenge that we are actively addressing.
3. **Declining Footfall:** In recent years, we have observed a decrease in the number of students frequenting our college campus. This decline in foot traffic has impacted classroom attendance, leading to instances

of less-than-adequate participation.

While we acknowledge these weaknesses, we are resolutely committed to addressing them proactively and comprehensively. Our institution's dedication to progress and excellence remains unwavering, and we view these challenges as opportunities for growth and enhancement.

Institutional Opportunity

We are poised to leverage several opportunities that hold the potential to address our weaknesses and challenges, propelling our institution toward premier status. These opportunities include:

1. **Dedicated Management:** Our committed management is always at the forefront, ready to address our concerns and prioritize their resolution.
2. **Effective Leadership:** We benefit from the leadership of a Principal appointed by the Higher Education Services Commission, whose administrative acumen aligns seamlessly with the requirements of our college.
3. **Distinguished Faculty:** Our institution boasts a robust team of 101 faculty members across various disciplines, with more than two-thirds being youthful and dynamic. They hold either Ph.D. and/or NET/JRF qualifications, backed by a strong educational and research foundation. Our faculty members are deeply dedicated to both teaching and research.
4. **Efficient Ministerial Staff:** Our dedicated ministerial staff plays a pivotal role in our daily operations, constituting a valuable asset.
5. **Student Community:** Our substantial student body constitutes a vital stakeholder group and presents a significant opportunity for growth and development.
6. **Aesthetic Campus and Infrastructure:** Our sprawling, green campus and well-established infrastructure create a conducive environment for learning and innovation, enhancing our overall appeal.
7. **Assessment Cycle:** We view the second cycle of assessment as an invaluable opportunity, catalyzing self-improvement, the identification of shortcomings, and continued growth and evolution.

With these opportunities at our disposal, we are well-positioned to propel our institution toward excellence and distinction, building on our strengths and addressing our weaknesses with determination and resolve.

Institutional Challenge

We are confronted with a set of formidable challenges that require our attention and concerted efforts:

1. **Quality Enhancement:** We are resolute in our commitment to not only sustain but also enhance the quality of our infrastructure and educational system, aligning them with contemporary standards and expectations.
2. **Alignment with NEP 2020:** The full integration of our institution with the provisions of the National Education Policy (NEP) of 2020 remains a significant undertaking, demanding careful planning and execution.
3. **Strengthening Vocational and Co-curricular Courses:** We must focus on fortifying the delivery and effectiveness of vocational courses, co-curricular offerings, and value-added programs, ensuring that

students derive maximum benefit from these educational components.

4. Library Digitization: While our central library is affiliated with INFLIBNET, achieving complete digitization of our library resources remains an outstanding challenge that we are actively addressing.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

We firmly believe that effective curriculum implementation is paramount for achieving our goals. Consequently, our institution's founders meticulously selected courses aligned with our objectives.

Agriculture is central to our nation's livelihood, especially in this eastern region of Uttar Pradesh, with its predominantly agriculture-based economy. Recognizing this, our institution's pioneers established Agriculture as one of our oldest and most robust faculties, offering a comprehensive range of courses from undergraduate to Ph.D. levels. In addition to Agriculture, our college offers a diverse spectrum of traditional programs spanning Science, Arts, Commerce, and B.Ed. We meticulously plan and execute both theoretical and practical classes for all our courses. To stay current, we've introduced new programs such as undergraduate and postgraduate studies in Biotechnology, postgraduate studies in Commerce, Chemistry, Agricultural Chemistry, Geography, Defense Studies, English Literature, and more. Moreover, we are in the process of launching postgraduate programs in Physics and Mathematics, along with an undergraduate course in Home Science in the upcoming session.

In all, we have seven faculties (Arts and Humanities, Performing Arts, Languages, Science, Agriculture, Commerce, and Education) with 36 subjects. This makes us a truly multi-disciplinary education system.

As we crafted our vision and mission, we were dedicated to ensuring that they encompass key educational principles. These include fostering local and national development, instilling strong values in our students, and inspiring excellence in all facets of life.

Our University has adopted NEP 2020 in totality. Therefore, since 2021, we have adopted the CBCS system and inter-disciplinary education. As we are already a multi-discipline institution, we have implemented an interdisciplinary education system in its true sense. Apart from three major and one minor subject, the undergraduate students have to opt for one vocational course and one co-curricular course as well.

Teaching-learning and Evaluation

Our institution boasts a robust faculty roster comprising 126 positions in aided departments and 16 in self-financed departments. Within these, we have 101 highly dedicated faculty members in aided departments and 11 in self-financed departments, spanning various academic disciplines. This distinguished group includes 22 Professors, 10 Associate Professors who achieved their positions through CAS-based promotions, and the remaining members serving as Assistant Professors. It's worth noting that all faculty members in aided departments undergo a rigorous selection process via the Higher Education Services Commission of Uttar Pradesh.

Our admission process is meticulously managed by our dedicated admission committee. We ensure widespread dissemination of admission information and select candidates through a comprehensive entrance test.

Furthermore, our institution adheres strictly to government regulations regarding reservation policies.

Teaching schedules and evaluation procedures are primarily governed by the guidelines set forth by the affiliating university. However, at the commencement of each academic session, we develop an academic calendar that prioritizes maximizing teaching days and includes provisions for co-curricular activities.

At the outset of each session, our faculty conducts an informal assessment of students' knowledge and skills in their respective classrooms. This assessment allows faculty members to identify and address any deficiencies and weaknesses, both in the classroom and within the department itself.

Our seasoned faculty leverages their extensive academic experience to create a student-centric learning environment that fosters the acquisition of valuable life skills. They employ a diverse range of teaching methodologies, with lectures and student interactions being the predominant modes of instruction. Practical subjects are enriched through hands-on learning experiences, including experiments in both laboratory and field settings. In numerous courses, we implement project-based learning and incorporate computer-assisted instruction. Additionally, many postgraduate programs require mandatory seminar presentations, ensuring a well-rounded and holistic educational experience for our students.

Research, Innovations and Extension

The year 2021 marked the initiation of the registration process by our affiliating institution, Jananayak Chandrashekhara University, Ballia, resulting in the enrollment of 45 students who are presently engaged in doctoral research across diverse academic domains. However, it's worth acknowledging that our institution boasts a rich history of research endeavours, particularly during our affiliations with Gorakhpur University and VBS Purvanchal University. Our dedicated faculty members have consistently spearheaded research projects and have served as mentors to aspiring doctoral scholars. We actively cultivate a research-oriented ethos within the institution, motivating students to partake in research activities such as project work, field investigations, and seminar presentations, often inspiring them to pursue doctoral studies upon completion of their master's degrees.

Each department is equipped with a Research Advisory Committee (RAC) to support research students, complemented by a University-level Research Degree Committee (RDC). As part of their research journey, students are required to present their proposed work before the RDC, defending their research synopsis. The RDC critically evaluates these synopses and provides valuable feedback, all while closely monitoring students' progress throughout their research pursuits.

We are staunch advocates for faculty involvement in research, ensuring that they have access to essential infrastructure and laboratory facilities. Our institution takes proactive measures to cultivate an environment conducive to robust research project development.

In particular, our Agriculture faculty frequently engages in consultancy work, providing valuable expertise to local farmers. We also organize Kisan Goshthies, facilitating productive dialogues and knowledge exchange within the farming community.

Our institution's extension activities through NCC, NSS, and Rovers-Rangers programs are of significant magnitude. These efforts manifest in various impactful campaigns, including voter awareness drives, blood donation initiatives, tree planting endeavours, and relief efforts during times of flooding.

In the realm of Research, Innovation, and Extension, our dedicated teaching staff consistently strive to contribute novel insights to the existing body of knowledge. Over the past five years, they have collectively authored approximately 50 books and book chapters, in addition to publishing around 240 research papers, further solidifying our commitment to advancing scholarship and innovation.

Infrastructure and Learning Resources

Situated in an economically disadvantaged region, our institution adheres to a steadfast commitment: to enhance its infrastructure offerings without imposing any financial burden on its students. The college's management committee convenes periodically, collaborating with the Principal and staff to ensure the optimal utilization of existing infrastructure.

Our sprawling campus comprises several specialized blocks, including the Humanities and Commerce block, the Science block, and the Agriculture and Teacher Education block. Within this extensive layout, we have 54 classrooms, including 6 well-equipped lecture theatres. The campus also boasts a spacious playground, a fully equipped gymnasium, a recreation hall, and a central library that serves as a repository of knowledge. Additionally, students have access to a dedicated reading room, comfortable common rooms for female students, two state-of-the-art seminar halls, and an expansive agriculture farm. The provision of numerous restrooms, purified drinking water facilities equipped with RO systems, secure cycle stands, and an efficient administrative block further enhances the overall campus experience.

To cater to various needs, our campus also houses essential amenities such as a canteen, a post office, and a branch of the State Bank of India. Our central library is a treasure trove of knowledge, boasting an extensive collection of more than one lakh books. Furthermore, for self-financed courses, we maintain a specialized library stocked with over 1,500 books, ensuring that all students have access to a wealth of educational resources.

Student Support and Progression

Each year, our institution publishes a comprehensive 'Students' Instruction Manual,' serving as a vital resource that furnishes students with a wealth of information. This invaluable manual not only details the array of available courses but also provides insights into our esteemed faculty members, admission committees for diverse programs, and a multitude of support committees dedicated to enhancing the student experience. These committees encompass a wide spectrum, including those focused on Games, Library, Proctorial Board, Student Welfare, Scholarship, NCC, NSS, Cultural Affairs, Grievance Resolution, Health Services, Audiovisual Resources, Information Dissemination, Student Liaison, Planning Forum, and the Debating Society, among others.

Financial assistance is extended to students belonging to OBC and SC/ST categories through the State's Social Welfare Department. This support takes the form of 100% tuition fee waivers for SC/ST students and female candidates, a commendable initiative that promotes educational access. Moreover, approximately 40% of general students are eligible for annual half-freeships. Additionally, the state government directly reimburses the entire fee for SC/ST, OBC, and economically disadvantaged general candidates, further facilitating their educational journey.

In addition to these provisions, the institution also offers financial aid to select meritorious students, fostering

academic excellence and progression.

Our Career and Counseling Cell plays a pivotal role in nurturing students' personal and professional development, providing invaluable guidance and support across various facets of their educational journey.

Governance, Leadership and Management

Our institution's vision harmonizes seamlessly with the higher education policies of our nation. Situated in the heart of eastern Uttar Pradesh, this region predominantly relies on agriculture for its economic sustenance. Recognizing this pivotal aspect, our visionary founders have endowed our institution with one of the oldest and most esteemed faculties dedicated to Agriculture. This faculty offers a comprehensive spectrum of academic programs, spanning from undergraduate to Ph.D. levels, ensuring a robust educational foundation in agriculture. Furthermore, we are steadfast in our commitment to addressing global challenges, offering modern courses such as Biotechnology, aligning with our mission, goals, and the overarching objectives of our nation's higher education policies.

Our policies are meticulously crafted by our esteemed managing body, comprising the Principal and two representatives from both the teaching and non-teaching staff, who rotate to ensure diverse representation. This inclusive approach ensures that every facet of our institution is duly represented in the policy-making process. Additionally, our Institutional Quality Assurance Cell (IQAC) plays a pivotal role in shaping our policies, drawing insights from both the teaching and managerial bodies.

The institution operates various sections, including the managing body, admission committee, examination committee, and IQAC, which convene periodically to monitor and evaluate the institution's policies and plans. This ongoing collaborative effort ensures the effective implementation of our educational initiatives, reinforcing our commitment to excellence and progress.

Institutional Values and Best Practices

Our college is deeply committed to fostering a conducive learning and innovative environment while upholding the principles of transparency in administration. This commitment is exemplified through our adherence to the following practices:

1. Admission processes are conducted through rigorous entrance tests, ensuring a fair and merit-based selection of students.
2. All financial transactions, including fee payments, are seamlessly processed online, streamlining administrative procedures for students.
3. We have wholeheartedly embraced the New Education Policy of 2020, aligning our educational approach with contemporary national directives.
4. The semester system has been successfully implemented across both undergraduate (UG) and postgraduate (PG) levels, promoting a structured and holistic learning experience.
5. Regular mid-term examinations are conducted for both UG and PG programs, enhancing assessment and feedback mechanisms.
6. Our institution boasts a vibrant tradition of sports and cultural activities, providing students with opportunities for holistic growth and self-expression.
7. Each year, on our Founder's Day, we celebrate academic excellence by recognizing the top performers

in every class and honouring outstanding achievers in various fields.

8. In a spirit of recognition and encouragement, we also extend honours to our exemplary faculty members who consistently excel in their teaching endeavours.

These practices reflect our unwavering commitment to academic excellence, fairness, and the holistic development of our students and faculty.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|----------------------------------------------------------------|
| Name | SHRI MURLI MANOHAR TOWN POST GRADUATE COLLEGE, BALLIA |
| Address | Civil Lines, Ballia, Uttar Pradesh |
| City | BALLIA |
| State | Uttar pradesh |
| Pin | 277001 |
| Website | www.smmtdcollege.org |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Ravindra Nath Mishra | 05498-964286 | 9450776526 | - | smmtownpgcollege@gmail.com |
| IQAC / CIQA coordinator | Dayalanand Roy | 05498-297242 | 7905343565 | - | droyballia@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|---------------|-------------------------------------|-------------------------------|
| Uttar pradesh | Jananayak Chandrashekhar University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 01-07-1957 | View Document |
| 12B of UGC | 01-07-1957 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------|--------------------|--------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 04-12-2017 | 120 | Permanent approval |

| 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 | Civil Lines, Ballia, Uttar Pradesh | Urban | 8.57 | 9990 |

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,Arts,Education | 36 | Intermediate | Hindi | 1100 | 1091 |
| UG | BA,Arts,Hindi | 36 | Intermediate | Hindi | 3000 | 2959 |
| UG | BA,Arts,English | 36 | Intermediate | English | 1500 | 1467 |
| UG | BA,Arts,Anc . History | 36 | Intermediate | Hindi | 900 | 613 |
| UG | BA,Arts,Music | 36 | Intermediate | Hindi | 180 | 26 |
| UG | BA,Arts,Urdu | 36 | Intermediate | Urdu | 180 | 72 |
| UG | BA,Arts,Philosophy | 36 | Intermediate | Hindi | 150 | 41 |
| UG | BA,Arts,Defense Studies | 36 | Intermediate | Hindi | 1450 | 1444 |
| UG | BA,Arts,Medieval History | 36 | Intermediate | Hindi | 700 | 692 |
| UG | BA,Arts,Sanskrit | 36 | Intermediate | Sanskrit | 300 | 66 |
| UG | BA,Arts,Physical Education | 36 | Intermediate | Hindi | 180 | 104 |
| UG | BA,Arts,Geography | 36 | Intermediate | Hindi | 2050 | 2024 |
| UG | BSc,Science, Biotechnology | 36 | Intermediate | English + Hindi | 180 | 87 |
| UG | BSc,Science, Botany | 36 | Intermediate | English + Hindi | 1260 | 777 |
| UG | BSc,Science, Physics | 36 | Intermediate | English + Hindi | 970 | 964 |
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|----|---------------------------------------------------------------------|----|--------------|--------------------|------|------|
| UG | BSc,Science, Statistics | 36 | Intermediate | English + Hindi | 180 | 42 |
| UG | BSc,Science, Zoology | 36 | Intermediate | English + Hindi | 1260 | 834 |
| UG | BSc,Science, Chemistry | 36 | Intermediate | English + Hindi | 1400 | 1109 |
| UG | BSc,Science, Mathematics | 36 | Intermediate | English + Hindi | 900 | 871 |
| UG | BCom,Com merce,Comm erce | 36 | Intermediate | English + Hindi | 1200 | 1150 |
| UG | BSc(Agricult ure),Agricult ure,Entomolo gy | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Horticult ure | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Plant Pathology | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Agronom y | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Extensio n | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Agricultu re Economics | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agricult ure),Agricult ure,Agricultu re Engineering | 48 | Intermediate | English + Hindi | 528 | 433 |

| | | | | | | |
|----|-----------------------------------------------------------------------|----|--------------|-----------------|------|------|
| UG | BSc(Agriculture), Agriculture, Genetics and Plant Breeding | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agriculture), Agriculture, Dairying and Animal Husbandry | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agriculture), Agriculture, Soil Conservation | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BSc(Agriculture), Agriculture, Soil Science and Agriculture Chemistry | 48 | Intermediate | English + Hindi | 528 | 433 |
| UG | BEd, Education, B.Ed. | 24 | Graduation | Hindi | 110 | 103 |
| UG | BA, Social Sciences, Economics | 36 | Intermediate | Hindi | 800 | 785 |
| UG | BA, Social Sciences, Sociology | 36 | Intermediate | Hindi | 1550 | 1498 |
| UG | BA, Social Sciences, Psychology | 36 | Intermediate | Hindi | 360 | 322 |
| UG | BA, Social Sciences, Political Science | 36 | Intermediate | Hindi | 1350 | 1315 |
| PG | MA, Arts, Political Science | 24 | Graduation | Hindi | 132 | 109 |
| PG | MA, Arts, Ancient History archaeology and Culture | 24 | Graduation | Hindi | 132 | 96 |
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|----|---------------------------------------------------------------------|----|------------|-----------------|-----|-----|
| PG | MA,Arts,Hindi | 24 | Graduation | Hindi | 132 | 130 |
| PG | MA,Arts,Defense and Strategic Studies | 24 | Graduation | Hindi | 66 | 27 |
| PG | MA,Arts,Sanskrit | 24 | Graduation | Sanskrit | 132 | 46 |
| PG | MA,Arts,Economics | 24 | Graduation | Hindi | 132 | 118 |
| PG | MA,Arts,Sociology | 24 | Graduation | Hindi | 132 | 130 |
| PG | MA,Arts,Geography | 24 | Graduation | Hindi | 132 | 62 |
| PG | MSc,Science,Botany | 24 | Graduation | English | 66 | 64 |
| PG | MSc,Science,Biotechnology | 24 | Graduation | English + Hindi | 66 | 55 |
| PG | MSc,Science,Chemistry | 24 | Graduation | English | 66 | 55 |
| PG | MSc,Science,Zoology | 24 | Graduation | English | 66 | 64 |
| PG | MCom,Commerce,Commerce | 24 | Graduation | English + Hindi | 132 | 122 |
| PG | MSc,Agriculture,Economics | 24 | Graduation | Hindi | 44 | 29 |
| PG | MSc(Agriculture),Agriculture,Soil Science and Agriculture Chemistry | 24 | Graduation | Hindi | 44 | 29 |
| PG | MSc(Agriculture),Agriculture,Genetics and Plant | 24 | Graduation | Hindi | 44 | 33 |

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|-----------------|------------------------------------------------------------|----|-----------------|---------------|----|---|
| | Breeding | | | | | |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Hindi | 36 | Post graduation | Hindi | 22 | 4 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Defense and Strategic Studies | 36 | Post graduation | Hindi | 22 | 3 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,English | 36 | Post graduation | Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Ancient History Archaeology and Culture | 36 | Post graduation | Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Physical Education | 36 | Post graduation | Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Geography | 36 | Post graduation | Hindi | 16 | 5 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Sanskrit | 36 | Post graduation | Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Sociology | 36 | Post graduation | Hindi | 8 | 5 |
| Doctoral (Ph.D) | PhD or DPhil ,Arts,Psychology | 36 | Post graduation | Hindi | 8 | 5 |
| Doctoral (Ph.D) | PhD or DPhil ,Science,Zoology | 36 | Post graduation | English | 12 | 3 |
| Doctoral (Ph.D) | PhD or DPhil ,Science,Chemistry | 36 | Post graduation | English | 16 | 1 |
| Doctoral (Ph.D) | PhD or DPhil ,Science,Mathematics | 36 | Post graduation | English,Hindi | 8 | 2 |
| Doctoral (Ph.D) | PhD or DPhil ,Science,Botany | 36 | Post graduation | English,Hindi | 18 | 4 |

| | | | | | | |
|-----------------|-------------------------------------------------------------------|----|-----------------|-----------------|----|---|
| | ny | | | | | |
| Doctoral (Ph.D) | PhD or DPhil ,Commerce, Commerce | 36 | Post graduation | English | 22 | 4 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Agriculture Economics | 36 | Post graduation | English + Hindi | 12 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Genetics and Plant Breeding | 36 | Post graduation | English + Hindi | 22 | 4 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Entomology | 36 | Post graduation | English + Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Agronomy | 36 | Post graduation | English + Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Plant Pathology | 36 | Post graduation | English + Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Soil Science and Agriculture Chemistry | 36 | Post graduation | English + Hindi | 12 | 5 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Soil Conservation | 36 | Post graduation | Hindi | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Agriculture, Animal Husbandry and Dairying | 36 | Post graduation | English + Hindi | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Education,B. Ed. | 36 | Post graduation | English + Hindi | 30 | 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 | | | | 0 | | | | 126 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 11 | 0 | 101 |
| Yet to Recruit | 0 | | | | 0 | | | | 25 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 2 | 0 | 11 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |

| Non-Teaching Staff | | | | |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 76 |
| Recruited | 43 | 4 | 0 | 47 |
| Yet to Recruit | | | | 29 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 5 | 0 | 0 | 5 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 27 |
| Recruited | 22 | 2 | 0 | 24 |
| Yet to Recruit | | | | 3 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 20 | 1 | 0 | 8 | 1 | 0 | 36 | 6 | 0 | 72 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 4 | 0 | 37 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 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 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 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 |
| UG | 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 | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

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

Self Study Report of SHRI MURLI MANOHAR TOWN POST GRADUATE COLLEGE, BALLIA

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG | Male | 4129 | 67 | 0 | 0 | 4196 |
| | Female | 3330 | 0 | 0 | 0 | 3330 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 445 | 18 | 0 | 0 | 463 |
| | Female | 674 | 0 | 0 | 0 | 674 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 36 | 0 | 0 | 0 | 36 |
| | Female | 12 | 0 | 0 | 0 | 12 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 685 | 604 | 692 | 567 |
| | Female | 296 | 254 | 295 | 245 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 212 | 236 | 239 | 196 |
| | Female | 136 | 144 | 149 | 123 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 2174 | 2328 | 2399 | 1989 |
| | Female | 1808 | 1779 | 1914 | 1601 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1647 | 1511 | 1678 | 1385 |
| | Female | 1922 | 1586 | 1864 | 1560 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 8880 | 8442 | 9230 | 7666 |

Institutional preparedness for NEP

| | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>a) Vision: Our institution is a multidisciplinary institution. Further, Our University has adopted the new curricula according to NEP 2020 which have many multidisciplinary/interdisciplinary aspects. Students of all streams have to compulsorily choose one minor/major subject from a stream other than their main discipline. b) Integration of humanities and science with STEM: Our institution is a multidisciplinary institution encompassing Arts and Humanities, Performing Arts (Music), Science (including Biotechnology), Languages, Agriculture, Commerce, and Teachers' Education. So, we did have adequate raw materials, and the vision too, for advancing towards integration of humanities and</p> |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>science with STEM. c) Flexible and innovative curricula: The NEP 2020 and the credit-based curricula adopted by us break completely the watertight compartments among disciplines and provide total flexibility to students to opt for courses of their choice. We have also started a wide array of value-added courses from this session. d) Multiple entries and exits: We have completely adopted the NEP 2020 since 2021 which allows for multiple entry/exit systems. If an undergraduate student wants to leave the institution after finishing his first year, he will be allowed to do so and will be awarded a certificate. If wants to do so after his second year, he will be provided a diploma. He will have a total of six years to make multiple exits and entries to finally complete his degree. e) Multidisciplinary research endeavors: We are doing our best to chart out our research programs in tune with society's most pressing problems. f) Seminars/FDPs on NEP 2020: One seminar and one workshop on NEP 2020 were organized in the college to orient our faculties on NEP 2020. i. Stepping Stones towards Holistic and Interdisciplinary Education: (02.09.2020) 2. One-day Faculty Development Program on 'Implementation of NEP-2020' (15 November 2022) g) Many of our teachers have participated in workshops on NEP organized by the affiliating University and some have delivered lectures in these workshops as well. h) Some of our teachers have actively participated in preparing the University's guidelines for the adoption of NEP.</p> |
| 2. Academic bank of credits (ABC): | <p>a. Our college is affiliated with Jannayak Chandrashekhar University, Ballia. The University has been registered with the Academic Bank of Credits and all the students of our college will get the benefits of this system through our affiliating university. At the same time, our college is also registered under ABACUS and actively working in this direction to make available the benefits of this system to our students. b. Yes, our institution is registered with ABC. c. These features are being introduced through our affiliating university. d. Faculties enjoy full autonomy to adopt various teaching and pedagogical skills in their attempts to transfer of knowledge. e. This is being actively introduced by our affiliating university.</p> |
| 3. Skill development: | <p>a. Under the aegis of NEP 2020, all graduation</p> |

| | |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>students have to opt for compulsory courses in Vocational Education and Co-curricular subjects. We are also focusing on aspects like language and healthy lifestyles of students through Yog etc. b. Students have to take up one vocational course in every semester up to the fourth semester and one co-curricular course in all six semesters. c. All these aspects of human values have been incorporated at various levels in our NEP-based curricula. However, the team of our dedicated faculties understands that such values are hard to teach but easy to catch. Students try more to follow the way their teachers tread in life than what they teach. And, therefore, our teachers try more to make their students imbibe these human values through their own lifestyles. d. Our NEP 2020-based curricula at both UG and PG levels incorporate all these features. Students have to take up one vocational course in every semester up to the fourth semester and one co-curricular course in all six semesters. e. We are actively working in this direction.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>a. Most of the programs are taught in both Hindi and English languages. Many teachers have been teaching in both online and offline modes since the COVID period. Indian culture is part of the curricula of many programs. b. We have developed a language lab and in the near future, we shall use it to train our faculties to teach in bilingual mode. c. Almost all the degree courses are taught to our students in Hindi and English. d. Hindi, Sanskrit, and Urdu are major subjects for our students to choose from. In many programs, such as ancient history, modern and medieval history, sociology, Indian Culture, and traditions are taught to our students. e. In many subjects of humanities and languages, the Indian knowledge system makes up a major part of the curricula.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>a. Curriculum is designed by our affiliating university. It has adopted completely the unified syllabus provided by the State Education Department, with modifications to the extent allowed by the department, which is prepared strictly according to NEP 2020 incorporating the essence of Outcome Based Education. b. The outcome of the right education is the making of able and noble citizens of the nation. Our new curricula prepared in view of NEP 2020 incorporate many such features that will</p> |

| | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>inculcate the power of both ability and nobility in our students. c. NEP 2020 is in its starting phase in our institution. We are making all efforts to develop some good practices in this regard.</p> |
| 6. Distance education/online education: | <p>a. Curriculum is designed by our affiliating university. It has adopted completely the unified syllabus provided by the State Education Department, with modifications to the extent allowed by the department, which is prepared strictly according to NEP 2020 incorporating the essence of Outcome Based Education. b. The outcome of the right education is the making of able and noble citizens of the nation. Our new curricula prepared in view of NEP 2020 incorporate many such features that will inculcate the power of both ability and nobility in our students. c. NEP 2020 is in its starting phase in our institution. We are making all efforts to develop some good practices in this regard.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | 1. An electoral literacy club has been constituted in our college on September 9, 2021. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | 2. Yes. Students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. Yes, the ELCs are representative in character. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | 3. Innovative Programmes and Initiatives Undertaken by the ELCs: i. Construction of Voter Awareness Forum (VAF) under the aegis of SVEEP on August 12, 2021. SVEEP Coordinator Dr Anil Kumar along with Nodal Officer Dr Munendra Pal formed the Voters Awareness Forum ii. Organization of Voters' Awareness Workshop on August 21, 2021. A Voters' Awareness Workshop was organized under the joint venture of Mission Shakti and SVEEP. A rally was organized by this joint venture in the city. iii. Formation of Voters' Help Desk in Our College on September 9, 2021 Voters awareness Clubs were formed that worked with people of the district. A Help Desk was also formed on the college campus to motivate students for their voting rights. |
| 4. Any socially relevant projects/initiatives taken by | i. Organization of Door-to-Door Voter Awareness |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>Rally under SVEEP on October 27, 2021. Under this scheme, scouts, NCC cadets, and NSS students organized a door-to-door awareness rally. ii. Voters' Registration Program on November 11, 2021: Registration of voters for adding their names to the voters list. In accordance with the UP government's instruction and under the aegis of SVEEP, a voters' registration campaign was launched. iii. Voters Awareness Rally on December 11, 2021 A Voters' Awareness rally was organized. iv. Celebration of Voters' Day on January 25, 2022 The NSS team of the college organized the Voters' Day celebration.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>A large number of students get enrolled as voters as a result of our awareness campaigns. Our NSS and NCC units regularly launch such campaigns to get our students enrolled.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 8663 | 8880 | 8442 | 9230 | 7666 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 119

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 112 | 91 | 85 | 85 | 82 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------------------------|----------|-------------------------------|----------|----------|
| 71.09264 | 59.31926 | 55.02640 | 50.35495 | 54.46619 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

- Shri Murli Manohar Town PG College is an affiliated college of Jananayak Chandrashekhar University, Ballia, and, as such, follows a predetermined syllabus set by the affiliating University.
- Our University is one of the first Universities in Uttar Pradesh to adopt the NEW EDUCATION POLICY (NEP 2020) based on the CBCS system from the year 2021-22 itself.
- The soul of NEP 2020 is to inculcate a diversified learning ability in our students to enable them to succeed in this post-modern era of knowledge-based society. As our college runs seven major faculties- Agriculture, Commerce, Teacher Education, Humanities, Languages, Performing Arts (music), and Science and Technology, **we are implementing NEP 2020 in its true spirit.** Students of the science stream are happily learning languages or performing arts or any subjects from humanities, and, similarly, students from the humanities stream find pleasure in learning science subjects.
- Academic processes in our college are programmed, in accordance with the NEP 2020 curricula- with new timetables and workloads- in three tiers, to ensure maximum benefit to students, in the following manner:

First Tier: Keeping in view the large number of students studying in the seven faculties of the college, the classes are run in two shifts:

1. **Morning shift** (7 AM – 1 PM): Agriculture, Commerce, and Teacher Education faculties.
2. **Day Shift** (11 AM- 5 PM): Humanities, languages, performing arts (music), and Science faculties.

Second Tier: A centralized timetable for every faculty is prepared by the Dean of that faculty in association with all heads of the departments of that faculty.

Third Tier: In the third tier, every department prepares its internal timetable in consonance with the timetable of its faculty. Timetables have been prepared since last year in such a manner that students can study both their major and minor subjects without any clash of time.

Proper delivery of the curricula is ensured through theory and practical classes, seminars, and discussions. Our rich central and departmental libraries ensure that students get proper study materials to complete their courses.

In the Covid period, our teachers worked hard to conduct online classes in order to properly deliver the curricula. They prepared lots of study materials in the form of **texts, audio, videos, and YouTube lectures** and uploaded them on the library portals of the college and University to make them easily accessible to our students as well as students of other institutions as well.

Academic Calendar

- The academic calendar is prepared by our university which incorporates the admission process, beginning of classes, mid-term exams, odd semester exams, second mid-term exams, even semester exams, sports activities, NSS activities, etc. and the college strictly adheres to it.
- Apart from the University's calendar, the college also prepares its own calendar that incorporates, besides academic activities, sports activities, extension activities, Founder's Day celebrations, etc.
- Detailed Calendar for the mid-term exams is prepared by the college.
- In consonance with the University's academic calendar, we try our best to adhere to the college academic calendar regarding sports, extension, and other cultural activities.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 00

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

Yes, Our Institution integrates important issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum, as evinced below:

Environment and Sustainability: Environment and Climate Change are alarmingly growing concerns for mankind and the college/our affiliating university has been conscientious towards this global challenge. Many of the departments offer courses in Environmental studies.

Human Values and Professional Ethics: Most programs and courses include in-depth study of human values, ethics, environmental issues as well and cultural aspects. Issues related to cleanliness, empathy, human values, animal rights, and professional ethics have been integrated into the courses offered in various departments. This helps the students to gain perspectives on diversity in society.

The Department of Education, Economics, Sociology, Psychology, English and Philosophy, etc. provide a wide spectrum of courses related to Gender, environmental sustainability, Human Values, and Professional Ethics such as Gender and Society, Gender and Education, and Women and Education, which help students across courses to build perspective and understanding about gender at both micro and macro level.

B.Sc (Ag) I Semester:

An entire paper entitled, “**Human Values and Ethics**” is about Professional Ethics, Gender, Human Values, Environment and Sustainability. It includes the following chapters:

- i. Values and Ethics
- ii. Principles and Philosophy of Self-Exploration, Self-awareness, Self-satisfaction and Decision making.

iii. Motivation, Sensitivity, Success, Selfless service, etc.

iv. Positive spirit: Body, mind and soul, Attachment and detachment, Spirituality quotient.

B.Sc Ag VI Semester:

This program has a paper entitled “**Environment Studies and Disaster Management**” which includes the following topics:

i. Natural Resources

ii. Disaster Management

iii. Ecosystem

iv. Environmental Pollution

v. Solid Waste Management

vi. Environmental Ethics

All these chapters are largely helpful in inculcating environmental ethics in students.

B.Ed IV Semester:

Environmental Education: There is a full paper on Environmental Education (50 marks) in B.Ed. IV semester.

Gender, School, and Society: This is a full paper of 50 marks in B.Ed. second semester.

Value Education: This is also a paper in B.Ed. second semester.

MA Sociology:

An entire paper entitled “**Women and Society**” is about gender equality. This course focuses on how to sensitize the students about gender equality and promote harmony between males and females in society.

- Environmental study has been a compulsory paper for UG students. The syllabus of this paper is being uploaded.
- The students of biological sciences compulsorily study environments at both UG and PG levels.
- The sensitive issues relating to gender, environmental sustainability, human values, and professional ethics have been integrated into the curricula of many other Faculties and Departments in the college (through the University) for the holistic development of the students.
- Gender Sensitization: Several courses on gender sensitization have been introduced in various programs, with particular regard to the issues of gender in the Indian scenario.

In addition, students are sensitized to the above issues through extra-curricular activities.

Mission Shakti Program: The institution offers regular gender sensitization programs through the Mission Shakti scheme.

Environment Protection: The institution conducts environment protection programs regularly through various plantations and other such programs.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Provide Link for Additional information | View Document |

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 9.02

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 781

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.02

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3487 | 3438 | 3245 | 3258 | 3240 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3784 | 3645 | 3645 | 3645 | 3395 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 77.35

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1423 | 1486 | 1408 | 1386 | 1349 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1897 | 1840 | 1840 | 1770 | 1770 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 77.35

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

- The ultimate goal of education is to transform students into self-dependent thinking individuals who are not only able to understand the lessons imparted to them but are also able to intelligently use them to solve the day-to-day problems that may come in their lives.
- Our experienced teaching faculties do hard work in making learning student-centric and in contributing to students' acquisition of life skills, etc.
- Chalk and talk lectures, lectures with the use of ICT, practical works, project works, seminars, discussion, and interaction with students are the predominant methods of instruction in our college.
- Our teachers try their best to start their lectures with very preliminary and basic concepts so that students of every level can easily grasp the subject and none is left behind.
- In all courses with practical work, students learn their subjects by watching, doing, and experiencing.
- We encourage participative and problem-solving methodologies in our classrooms by encouraging students to discuss a topic among themselves. In many of the courses, students have to participate and make presentations in seminars. After their presentation, all the students are encouraged to participate in the discussion on the topic.
- The experiments in Science and other subjects where practical work is involved, laboratories are designed so as to provide students with an opportunity to learn by doing. Students are encouraged and guided to make assignments.
- Literary and cultural programs are conducted on various National and International days.
- Students also experience the benefits of participative learning by participating in several other extra-curricular, social, and extension activities.
- When the session starts, our faculty makes an informal assessment of the knowledge and skills of their students in the classrooms. The faculty then addresses their shortcomings and weaknesses in the classrooms as well as in the department itself. The faculty is easily accessible to the student

-
- In classrooms, the teachers take all possible care to address the diverse needs of diverse students. Slow learners are taken best care of. They are given additional time by our teachers to revise their previous lectures. We try our best to present a recap of the previous lecture in every new lecture.
 - Many of our teachers are also preparing videos of their lectures and sharing them with their students. This practice is of great help to students, especially slow learners, as they can watch these lecture videos as many times as they need and get ample opportunity to thoroughly understand the topics taught by their teachers.
 - We also provide PDF copies of our PowerPoint presentations to students which greatly support them, too.
 - The advanced learners are encouraged to study reference books, journals, etc., and are given more study materials by their teachers. They are encouraged to make preparations for higher studies and a research orientation is attempted to inculcate in them.
 - Some of the teachers have been using Google Classroom also to provide maximum benefit to their students.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 64.08

2.4.1.1 Number of sanctioned posts year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 142 | 142 | 142 | 142 | 142 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 98.9

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 111 | 90 | 84 | 84 | 81 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Response:

- Internal assessment (Mid-Term Exam) is compulsorily conducted in the college.
- With the adoption of NEP 2020 by our University, it has been quite institutionalized and has been given a permanent and perfect shape.
- With the implementation of the semester system in both UG and PG classes, two mid-term examinations in each year are compulsory.
- All the courses in each semester carry 100 marks out of which, internal assessments carry 25 marks and the university examination carries 75 marks.
- These internal examinations are conducted at the college level in a centralized form. A centralized schedule of these examinations for students of all departments is prepared by the examination committee of the college. Question papers are prepared by the respective departments. Answer sheets are provided to students by the college. Proper attendance of examinees is taken. The answer sheets are fairly evaluated by the teachers of the respective departments. The division of marks in the internal examination of theory and practical papers of each subject is as follows:

Written examination- 15 marks

Assignment- 05 marks

Attendance- 05marks

Total - 25 marks

- Marks are uploaded on a portal provided to the college by the University and are finally added to the total marks of the student earned by him in the semester examination.
- Apart from these mid-term internal examinations, teachers also frequently take oral or written class tests.
- If a student has any examination-related issue, he gives an application to the principal. The principal forwards his application to the registrar/examination controller of the university. The registrar/examination controller reviews his/her application and, if possible, removes the grievance as soon as possible. If the grievance cannot be removed immediately, the application is presented before the examination committee and it is considered sympathetically and the issue is resolved.
- If any student is not satisfied with the marks he has obtained in any paper/subject, he/she can lodge a complaint to the examination department within one month of the declaration of the result. With a nominal charge of Rs 10.00, he/she is provided a photocopy of his answer sheet. He/she can see if any answer in the answer sheet has remained unevaluated or if there is an error in the total of marks. If there is any such grievance, his grievance is removed as soon as possible.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Response:

- We have adopted, as per the guidelines of UGC, the State Government and our affiliating University, the CBCS-based syllabus for all UG and PG courses.
- All the programs and the courses therein have been provided with the proper Programme Outcomes (POs) and Course Outcomes (COs). The outcomes stated were formulated after careful consideration of the courses offered at the Undergraduate and Postgraduate levels in the respective Departments.
- Our faculties have been actively involved in charting out these Outcomes as many of them are active members and conveners of the Board of Studies of their respective disciplines in our University.
- These Outcomes have been prominently displayed on our website and are accessible to every student. In many departments, the POs and COs have also been displayed on the notice boards.

- The curricula and syllabi of various programmes and courses have been designed in such a way and, also, have been appended with the list of books, so as to ensure that the students would have acquired the desired Outcomes at the end of their respective programmes.
- The assessment pattern based on internal and external examination systems takes care to ensure that the stated outcomes are acquired by the students.
- The projected Outcomes stated are also in tune with the College's and University's vision and mission and our objectives of enhancing the intellectual and professional development of students equipping them with ethical values making good and worthy citizens and inculcating in them a sense of social and spiritual attitudes.
- The attainment of Programme outcomes and Course outcomes are evaluated both at the college and the University level. At the college level, it is done by feedback mechanism and by internal examination system. The students, teachers and alumni provide their feedback on the prescribed Feedback proforma with regard to the course content, the quality of teaching, student satisfaction and the programme and course outcomes.
- A critical analysis is made to evaluate the outcomes of these feedbacks. The results of the analysis are consequently discussed at the department level with a view to incorporating the suggested changes and addressing the needs. Efforts are also made by the departments to update knowledge as per recent developments in different disciplines and to meet the requirements for competitive exams in various fields.
- The programme and course outcomes are also reflected in the results of the examinations of students, both internal and the semester examinations. The question papers, both in the internal as well as semester examinations are set in a way to assess the programme and course outcomes. The results of various subjects are discussed at the department level.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

The Programme outcomes and Course outcomes in the curricula of our institution have been aimed at bringing about the overall development of the students. The evaluation of programme outcomes is mainly based on the feedback mechanism. Our teachers are in regular touch with their students and keep discussing various issues of their programmes and courses and their outcomes with them. In classrooms, after finishing a chapter, teachers assess the outcome of the chapter taught in that class. During seminar presentations and group discussions, the programme and course outcomes are easily assessed. During viva voce examinations, the programme and course outcomes are more clearly evaluated.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Provide Link for Additional information | View Document |

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.28

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2762 | 2908 | 2922 | 2194 | 2326 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2954 | 3138 | 3203 | 2394 | 2676 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.98

| File Description | Document |
|--------------------------------------------------------------|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Our college has made all efforts to create an ecosystem for innovations. This ecosystem emanates from the following factors present in our institution:

- Able leadership.
- Strong motivation.
- Good infrastructure.
- Hard work by teachers and students
- **The Indian Knowledge System:** Our Faculties have done marvelous work in this area. For example, Prof. Amaldar Neehar of the Hindi department has done a 'poetic translation' of the great epic, *Raghuvansh Prakash* of Kalidas in Hindi, published by Radha Publications and honored with a prize of Rs. 50000.00 from the State Government.
- We have established an **IPR** and an **Incubation Centre**
- **We have established a Progressive Science Foundation that publishes a half-yearly journal, Journal of Progressive Science.**

- **A yearly college Magazine named 'PRATIBHA' and another Students' Union magazine 'NAVCHETNA' is published where both teachers and students find a platform to express their thoughts.**

We have a fair number of publications of research papers/articles in national and international journals and books/book chapters through national/international publishers published by our faculties and research students. The list of a wide variety of books and articles published by our teachers and students is appended herewith.

Our institution has a lively environment to utilize and augment the potential of our active and learned faculty to create and share knowledge within our institution as well as across the borders of state and nation. Even during the difficult situations of COVID-19, we organized two national and two international webinars. The details are as follows:

1. National Webinar on "COVID-19: Human-Centric vs. Economic-Centric development", Department of Zoology 24/05/2020
2. International Webinar on "COVID-19: Outbreak, Safety and Health Management: Effective Drugs and Therapies". Department of Chemistry. 28.06.2020
3. International Webinar on "COVID-19: Changing Teaching and Research Paradigms", Department of Zoology 30/06/2020
4. National Webinar on "COVID-19- Impact on Environment: Myth or Reality", Department of Zoology 14/07/2020
5. National Webinar on "Food and Nutritional Security in Climate Change Era" organized jointly by our college and University. Hon'ble Governor Madam was the Chief guest and president of the webinar.

Apart from this, we organized a one-week workshop on the use of ITC in teaching and learning.

Our college is a multi-discipline college. It runs courses in Arts and Humanities, Science, Agriculture, Commerce, Education, and Performing Arts. This enables our faculties to share and learn their expertise and knowledge from one another. As a result, we have a broad spectrum of publications many of which are of inter-disciplinary nature.

The agriculture faculty of our college provides consultancy services to the farmers of the area through 'Kisan Goshthy'. Many research works of the Agriculture faculty and the Botany department have had great implications for the local agriculture sector. The Mathematics department has produced a number of international publications of high repute.

A faculty in the Zoology department has published a book entitled, *The Fourth Dimension: Enigma of Time* (Universal Publications, US) in which, he has published the results of his studies on Time. He has presented the results of this study in a seminar in Oxford. (<https://www.universal-publishers.com/book.php?method=ISBN&book=1599426226>)

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 17

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 8 | 2 | 1 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 2.13

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 52 | 58 | 58 | 50 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2

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

Response: 0.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06 | 03 | 07 | 17 | 12 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

The college is year-round involved in extension activities, like blood donation camps, tree plantation drives, voter awareness drives, COVID awareness, sanitation drives, cleaning the statues of freedom fighters and other heroes of the country located in the city, plastic eradication drives, Fit India movement, Shaheed Samman Samaroh, Nadi Utsav Abhiyan, etc through its NCC and NSS students.

NCC and NSS camps are the main instruments of the institution involved in the college-neighborhood network and the students are made to inculcate an attitude of service and training in them and contribute to community development. Our Scouting programs also help serve the same purpose.

NCC cadets actively participate in different activities during their camps such as cleanliness of the area, tree plantation, anti-dowry movement, polio eradication, Mela duties, Election duties, etc. The cadets participate in the Republic Day Parade organized by the District Police and College.

NSS camps are organized in the nearby villages. Students perform rigorous activities during these camps. They start by making an exhaustive social and economic survey of the population inhabiting that village. Thereafter, the students interact with the villagers, especially those belonging to socially and economically poor sections of society, and educate them about their various social and personal issues such as Health and hygiene, Pulse Polio, AIDS, Tree Plantation, Literacy program etc. During all these activities, the students intimately collaborate with the Gram-Panchayat.

More so, in order to implement the goal of transfer of knowledge, the agriculture faculty of our college provides consultancy services to the farmers of the area through 'Kisan Goshthy' organized from time to time.

During the pandemic of COVID, our students were actively involved in many extension and outreach services to help the people of our locality.

Our Rovers Rangers teams also participate with full zeal and enthusiasm in different campaigns for social causes. They participate in Tree plantation drives, Traffic safety campaigns, etc.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Our college has a rich tradition of Extension activities through NSS, NCC, and Rovers/Rangers and also at personal levels. Every year our teachers and students get involved in a plethora of extension activities and many of them have been felicitated by government or government bodies too. Some of them are as follows:

Teachers:

1. Dr Anil Kumar Singh, Department of Agricultural Chemistry and Soil Science:

Received an appreciation letter from the **District Health Department** for his outstanding services in 'Sarvajan Dawa Sewan Abhiyan'

2. Prof. Sahab Dubey, Department of Commerce:

Award for Electoral Literacy Program (2022): Dr Sahab Dubey, has been felicitated by the Chief Electoral Officer of the Uttar Pradesh Government for his outstanding services in Electoral Literacy Program (SVEEP) and National Voters' Day.

3. Prof. Nisha Raghav, Department of Botany:

i. Mission Shakti Program of U.P. Government (2022): Recognition letter from district administration for working as "Shakti Yodhha" for working towards the safety and empowerment of women in the district.

ii. Namami Gange (27.01.2020): Felicitated by district administration with a recognition letter for working in Namami Gange Project

iii. CORONA Yodhha (05.09.2020): Felicitated by the district administration for serving the people during COVID-19.

AWARDS AND RECOGNITIONS RECEIVED BY NCC CADETS

| RANK | NAME OF THE CADET | FATHER NAME | ACTIVITIES | YEAR |
|------|-------------------|--------------------|-------------------------------------------------------------------------------------|------|
| SUO | NEHA PATHAK | SHRI LALLAN PATHAK | Participated in Republic Day Camp(RDC) | 2018 |
| SUO | AKANKSHA KUMARI | SHRI PRAMOD KUMAR | Participated in IGC-TSC & RDC. | 2019 |
| | | | Participated in District Youth Parliament and secured First Position. | 2019 |
| | | | Represent District as | 2019 |

| | | | | |
|-----|------------------|--------------------------|------------------------------------------------------------------------------------------------------------|------|
| | | | a Delegate in National Youth Parliament Programme at Vigyan Bhawan, New Delhi. | |
| | | | Best Cadet Award during Intergroup Competition. | 2020 |
| | | | Best Senior Award in OTA Attachment Camp, Chennai. | 2020 |
| | | | Awarded Student of the Year Award | 2020 |
| SGT | CHANDANI CHAUHAN | shri Ravindar Chauhan | Certificate of appreciation on Mission Shakti -2 by District Administration, Ballia (UP) | 2021 |
| | | | Appreciation Certificate by Town Educational Society for Women Empowerment. | 2021 |
| | | | Appreciation Certificate by District Administration UP for Women Empowerment on International Women's Day. | 2022 |
| | | | APARMITA sports award for best performance in Karate on International Women's Day. | 2021 |
| | | | DGNCC Commendation card for exemplary performance in NCC. | 2021 |
| SUO | SHIPRA SINGH | SHRI ASHWANI KUMAR SINGH | DGNCC Gold medal for "PM Mentoring Young author. | 2021 |

| | | | | |
|-----|--------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| | | | First position in 2021 Inter Group Best Cadet Competition. | |
| | | | DGNCC Commendation card for exemplary performance in NCC. | 2022 |
| | | | Best cadet award during RDC camp. | 2022 |
| | | | Representing India during Youth Exchange Program at Bangladesh. | 2023 |
| | | | Appreciation Certificate for women empowerment by District Administration Ballia (UP) on International Women's day. | 2022 |
| CPL | ISHA SONI | SHRI KANHAIYA LAL SONI | Appreciation Certificate for women empowerment by District Administration Ballia (UP) on International Women's day. | 2022 |
| CDT | AMRITA | SHRI VIJAY PRASAD | Appreciation letter by the district administration for blood donation done by the cadet on blood donation day at district hospital. | 24.01.2023 |
| CDT | SHWETA SINGH | SHRI ARVIND SINGH | Appreciation letter by the district administration for blood donation done by the cadet on blood donation day at district hospital. | 24.01.2023 |

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 102

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 22 | 22 | 16 | 20 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 6

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution has adequate infrastructure and physical facilities for teaching and learning. A brief description is given here:

Campus area-8.57 acre

Built-up area- 9990 square meters

1. Infrastructure Facilities for Academic activities:

One Science block,

One Humanities, and commerce block,

One Agriculture block,

One Education faculty block

Classrooms- 54

Lecture theatres- 6

Seminar hall- 1

Smart Class/Seminar Hall-2

Science and agriculture labs (Well equipped)- more than 20

Agriculture farm- 1 (about 2 acre)

Dairy farm (under construction- 1)

Computers- more than 35

Administrative building-1

Management building and guest house- 01

Central Library- 1 (Area- 3744 sq feet)

Library for self-financed courses- 1

Reading rooms for students- 2

Reading room for teachers- 1

Number of books- More than 1 lakh

Departmental libraries- Many PG departments have their own libraries.

2. Infrastructure Facilities for Co-curricular activities

- i) One Recreation hall,
- ii) One Gymnasium
- iii) One Seminar hall
- iv) Two seminar halls cum smart class
- v) Student's Union Building
- vi) One language laboratory (under preparation)

3. Infrastructure Facilities for Extra-Curricular Activities and Sports

- (i) Large sports ground
- (ii) One Gymnasium for Indoor sports
- (iii) One auditorium

4. Facilities for Cultural Activities and Sports

Recreation hall- 1

Gymnasium-1

Sports field (large)- 1

Sports for which facilities are available:

Hockey

Football

Cricket

Badminton

Volleyball

Athletics

Tennis

Indoor games

Kabaddi

Javelin throw

Shotput

For Cultural Activities

We have a large recreation hall.

5. Miscellaneous Facilities

Canteen- 1

Post office- 1

Drinking water facilities with RO- 3

Cycle/bike stand-2

Girls common room- 2

Students Union room- 1

Urinals and toilets- many

Maintenance of Facilities:

- The college has skilled manpower for executing maintenance work. There are provisions in the annual budget for this purpose.
- There is a construction committee that proposes, plans and looks after the construction works of the college. A civil engineer is a member of this committee.

- We have some regular staff for maintenance work:

i. Electrician

ii. Plumber

iii. Carpenter

iv. Gardner

- For construction works, we have workers on daily wages who carry out the work and our construction committee looks after that.
- Classroom furniture and electrical equipment are regularly monitored and repaired when needed and the concerned authorities redress complaints.
- For the maintenance of computers of the college, staff has been nominated who monitor the computers and collect any complaints regarding them. The computers are then repaired by technicians.
- The safety of the laboratories is ensured by the installation of fire extinguishers.
- Departments of practical subjects get an annual laboratory grant used for the maintenance and purchase of consumable items.
- Library: A library committee looks after the maintenance and other requirements of the library. The Central Library invites requisitions of books and journals from the concerned departments. After procurement, these books and journals are accessed on the accession register.
- Sports: Trained and experienced groundsmen help in maintaining the playground. Sports equipment are monitored and maintained by technicians and faculty members.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 23.85

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12.89 | 24.43 | 11.78 | 1.99 | 18.15 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Central Library:

We have a central library spread over an area of 3744 square feet. It houses more than a lakh books (including textbooks and reference books). There is a large reading room in the central library. apart from this, there is a separate library for Self-financed programs. More so, many of the PG departments have a separate library too.

ILMS:

We have a well-equipped central library which is an active member of INFORMATION AND LIBRARY NETWORK (INFLIBNET), an Inter-University Centre (IUC). Through INFLIBNET, the following facilities are accessible to us, and we are availing them actively:

1. **e-ShodhSindhu:** Through this consortium of electronic resources, we are availing the facilities of e-journals, e-books, and other databases available here for research and academic purposes.
2. **Shodhganga:** This digital repository of Indian Electronic Theses and Dissertations (ETDs) allows our researchers to access theses and dissertations online.
3. **N-LIST:** The National Library and Information Services Infrastructure for Scholarly Content (N-LIST) is accessible to us and we use a wide range of academic journals and e-books through it.

Digitization of Library:

Our library has been digitized earlier on our local system. But we are in the process of purchasing the SOUL software and soon our entire library will be digitized on this system.

USES OF LIBRARY:

The library is optimally used by both students and faculties. Our library has a nice reading room for students, and a separate reading room for teachers as well.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Our institution updates its IT facilities frequently. We have the following IT facilities on our campus:

1. Two well-furnished Smart Classes. These Smart Classes have integrated touchscreen panels.
2. We have updated our wifi connection. Now we have a 100 Mbps internet connection for our campus and another wifi connection for our library and office. We have renewed our connection on 01.09.2023. it is a 3333 GB Broadband Data connection.
3. We have installed CCTV cameras in each classroom and the entire campus.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.3.2

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

Response: 288.77

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 30

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 11.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6.66 | 3.45 | 16.43 | 1.99 | 3.44 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 55.53

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5941 | 3619 | 4164 | 4766 | 5320 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: B. 3 of the above

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0.77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 230 | 100 | 0 | 0 | 0 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: C. 2 of the above

| File Description | Document |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 1.04

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82 | 22 | 27 | 2 | 11 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2762 | 3138 | 3203 | 2394 | 2326 |

| File Description | Document |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.31

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 13 | 10 | 02 | 09 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response: 70

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 24 | 19 | 2 | 4 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 14

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 24 | 19 | 2 | 4 |

| File Description | Document |
|---------------------------------------------|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement

5.4.1

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

Response:

The college has different alumni groups at the level of faculties. For example, the Agriculture Faculty, B.Ed faculty, and Science faculty have their alumni groups. The alumni groups of Agriculture and B.Ed. faculties have contributed significantly- in terms of money as well as expertise- to their respective faculties and these faculties have conducted alumni meets as well. The Alumni meet and seminar of the Agriculture Faculty was organized on 05.11.2015 and that of the B.Ed faculty was organized on 02.03.2014.

However, the college has now constructed an alumni association at the college level. An Alumni association committee has been constructed that is looking after this association. Alumni of various

faculties are registered to this association through online Google forms. Till now, 442 alumni have been registered. The By-Laws of this association have been prepared and the process of its registration under the Chit Fund Society is in progress. A Bank has been opened for this association and the members are depositing their contributions to this account.

An alumni meeting at the college level is scheduled to be organized soon.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Institutional Vision and Leadership:

Our college is governed by the duly elected Managing Committee. The governing policies of our institution are in tune with our vision and mission. It is visible in our institutional practices.

Our Institutional Governance and NEP Implementation:

NEP 2020 was implemented by our affiliating University in the year 2021 itself. This warranted an array of modifications in the entire system.

The admission software and timetable were modified accordingly. New requirements were fulfilled for practical subjects to meet the demands of new curricula. Funds were arranged to conduct mid-term examinations.

Our Institutional Governance and Sustained Institutional Growth:

The governance of our institution is always dedicated to its sustained growth. This is why, our college is able to run a broad spectrum of courses in various disciplines. The continuous rise in the number of our students as well as teachers, and the rise in our infrastructure in agreement with our increasing strength, is a testimony to this.

Our Institutional Governance and Decentralization:

The decentralization process of our governing body is visible in the following practices:

- The managing committee performs its activities through various committees, viz., construction committee, finance committee, etc. The principal and two representatives from each teaching and non-teaching staff are included in the managing body which reflects participative management.
- The academic and administrative decisions are taken involving Deans, Heads of Departments, and faculty members.
- Our Principal assists the management in framing policy statements and action plans for fulfilling our mission by working as the connecting link between staff and management.
- Various sections of the institution- managing body, admission committee, examination committee, IQAC, etc. meet from time to time to monitor and evaluate policies and plans of the institution for their effective implementation.

- The management makes timely arrangements for the purchase of laboratory materials and books, etc. for the library.
- The college provides operational autonomy to the departments by providing them full authority in deciding their requirements regarding experimental materials, books, etc. Departmental timetables are also set by the departments.

Our Institutional Governance and the *short term and long term Institutional Perspectives:*

The long-term institutional goals of our college administration resulted in starting a spectrum of new career-oriented courses like Biotechnology, M.Com, PG in Geography and Defense studies, etc. Many such new programs are in the pipeline. Institutional governance is visible in every short-term perspective of the college.

Case Studies:

1. Admission Procedure:

Our admission committee, headed by the Principal, consists of Heads of all departments and the Chief Proctor. The admission process, transparent and online, is made through the entrance test.

2. Mid-Term Examination:

Mid-term examinations are executed at the level of the college itself. Question papers, answer books, and the examination schedule are prepared by the college. Evaluation of such a large number of answer books is a tough job. However, just by the decentralized, participative management, and proper planning, we successfully execute this work.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Our institutional plans are effectively deployed through various levels of our organizational

structure, as discussed below:

Our Organizational Structure:

The Managing Committee:

The Managing Committee functions under the supervision of a larger body, the Town Educational Society. The managing committee chalks out the college's policies and manages the infrastructural facilities. The head of the institution (Principal) and some members of the teaching and non-teaching staff also are members of the committee.

The managing committee is further decentralized into the following bodies to make its decisions more transparent and participative:

1. The Finance Committee
2. The Construction Committee

Campus Administration:

The College runs in two shifts, each shift being supervised by a shift in-charge-

First Shift- 7.15 AM - 01.15 Noon

Second Shift-11.00 AM- 5.00 PM

Campus Administration is monitored by the Institutional Head, the Principal who is assisted by the Deans of different faculties and various other committees.

Different Committees of the College (The details of different committees are attached):

1. Proctorial Board
2. Admission Committee
3. Examination Committee
4. NSS
5. NCC
6. Rovers/Rangers Committee
7. Library Committee
8. Editorial Board
9. Medical Committee
10. Sports Committee
11. Cultural Committee
12. Audio-Visual Committee
13. Library Committee
14. Planning Forum and Debate Society
15. IQAC
16. Women's Cell/Grievance Redressal Cell
17. ICAR Committee
18. UGC Committee

- 19.Placement Cell
- 20.OBC Cell
- 21.Minority Cell
- 22.SC/ST Cell

Appointments:

Appointment of Teachers:

The selection of teachers is made by UPHESC. After joining, they are provided with all facilities applicable to them, as per state Government rules.

In self-financed departments, the appointment of teachers is made strictly according to UGC and State Government rules. After joining, these teachers are also provided with the EPF Scheme and other benefits as per the State Government's rules.

Promotion of Teachers:

The promotion of teachers under the Career Advancement Scheme is made strictly according to UGC and State Government rules. It is fast and timely. In September 2022, thirty-six teachers were promoted in one go, including 22 promotions to the post of Professor. After that, many other teachers have been promoted to senior scales and Associate Professor scales.

Other Service Rules:

All other service rules are followed according to the State Government rules.

The Institutional Planning and Opening of New Courses:

Many activities in our college have been successfully planned and effectively deployed. One such activity is the introduction of an array of new courses in our college. It was planned by the management to initiate certain new courses to create more options and employability for students.

The Output:

Following new self-financed programs have been introduced in our college and many others are waiting for the University's approval:

Approved and Started

1. B.A in Physical Education
2. B. Sc. and M.Sc in Biotechnology
3. M.Com.
3. M.A. Geography

4. M.A./M.Sc Defense and Strategic Studies
5. M.Sc Ag. Agriculture Chemistry and Soil Science
6. M.A. Political Science
7. M.Sc Chemistry

Waiting For Approval:

1. M.Sc Physics
2. M.Sc Mathematics
3. M.A. English
4. B.A./B.Sc. in Home Science

There is a nice harmony among the Managing Committee, the Principal, the Teaching staff, the ministerial staff, and the students that ensures a smooth running of the institution.

| File Description | Document |
|------------------------------------------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

| File Description | Document |
|-------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Institution's Performance Appraisal System:

- To sustain the academic standard of the college, the teachers are evaluated by a self-assessment cum performance appraisal system.
- In pursuance of the UGC regulations on the Performance Appraisal System, the teachers are required to submit the duly filled-in Self Assessment Proforma to calculate their Academic Performance Indicator (API) supported by relevant documents.
- The IQAC of the college verifies and authenticates the self-appraisal reports/ API scores of the teachers scheduled to be promoted under CAS.
- The teachers are evaluated/ and promoted following a transparent process on the basis of the self-appraisal report/ API score(s). It is after the fulfillment of the minimum requirement/API score that the teachers are required to face the Selection Committee after which they are duly promoted.
- The college has a system of preparing an Annual Confidential Report (ACR) for its ministerial staff as per the norms prescribed by the State Govt. The ACRs of Class III and Class IV employees are initiated by the Office Superintendents who report on the performance and conduct of the employees.

The welfare measures for teaching and non-teaching staff:

- Teachers in Self-Financed departments are provided with the EPF scheme.
- The college promptly proceeds for compassionate ground appointments for the wards of such teachers or employees who unfortunately died during the service period. In the last five years, three such appointments have been made (after approval of the Director, Higher Education Department, Allahabad): 1. Dr Mamta Verma (Tabla Sangatkar), 2. Sri Ritesh Kumar (Office Assistant). 3. Sri Divyaskati (Office Assistant)
- There is a cooperative society in the institution that provides loans of up to 20 lakhs for any personal use to all employees.
- There is a Teachers' Welfare Fund that provides financial aid to teachers in case of any exigency (like serious illness or casualty).
- The management also appreciates any significant work of teachers and staff with 'Letters of

Appreciation' and other awards.

- Maternity Leave is granted to women employees as per State Government norms.
- Child Care Leave to women employees for two children up to the age of 18 years.
- Leaves such as Casual Leave, Medical Leave, Privilege Leave, etc. are there for the staff to meet exigencies and emergencies.
- Residential accommodation has been provided to some non-teaching staff.
- The Recreation Hall of the college facilitates the organizing of social ceremonies of teachers and staff at a minimal rental rate.
- Bank and Post-Office facilities are available on the campus/adjacent to the campus.
- Canteen facilities have been provided within the campus.
- A Gymnasium with Sports facilities like Badminton, Basketball Court, and a Cricket ground are available for the University staff and students.
- **Avenues for Career Development/ Progression:**
- Promotion of teaching and non-teaching staff as per State Government rules is accomplished properly and timely. In session 2022-23, 22 Associate Professors have been promoted to Professors and many teachers have been promoted to senior scales and Associate professors.
- In 2020, we organized an FDP to train our teaching staff in various aspects of IT-enabled teaching and other activities.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.3.2

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

Response: 0.22

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 16.97

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 9 | 47 | 12 | 14 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 31 | 31 | 31 | 31 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization of Funds:

The College makes good efforts to mobilize funds for the development of the academic environment. Funds are generated from sources like fee collection and self-financed courses.

Optimal Utilization of Funds:

There are highly efficient persons in our management who ensure that the available financial resources are effectively and efficiently used. The allocations are approved in management meetings after rigorous discussions. Further, there is a Finance Committee that reviews every expenditure. The budget is prepared every that is approved by the finance committee.

All teaching Departments and various administrative units send in their requirements to the managing committee, either through IQAC, or through the principal for the maintenance of existing facilities, or any addition therein. Inputs are collected from the faculties and members of various bodies for the development of new infrastructure, enhancement of laboratory facilities, enhancement of co-curricular activities, and other student–centric activities. The allocation of funds is made after proper consideration in accordance with the available budget.

Transparency in the procedure of purchase of consumable and non-consumable items is maintained. For every purchase, at least three quotations are invited and the orders are placed with the firms that quote minimum prices, without compromising with the quality.

The Annual Audit Report issued by the Local Audit Department along with the Balance Sheet and Budget Estimates are put up before the Finance Committee for approval. All the uses of funds in an optimal way are subject to financial rules & provisions of the Finance Committee.

Internal audits are done by the college authorities. **External audits** are done every year by a team of auditors appointed by Asstt. Commissioner (Audit) of State Government in the Local Fund Account Camp Office.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

THE INTERNAL QUALITY ASSURANCE SYSTEM (IQAC):

We have a duly constituted IQAC as per the norms of NAAC. The college has designated it as an important policy-making body. From scrutinizing teachers' appraisal reports to advising the managing committee on various requirements of the college, it contributes significantly to institutionalizing the quality assurance strategies of the college. Some of its activities are as follows:

1. It reviews the teaching-learning process in its meetings from time to time and assesses the performance of teachers and students.
2. It reviews the various methodologies of operation, like our admission process, and internal examination process,
3. It also periodically reviews the learning outcomes of students by analyzing the results of students.
4. It verifies and approves the self-appraisal reports of teachers and approves their applications for promotion through the CAS.
5. It also advises the management about the need to run new courses.
6. It analyses and discusses the feedback obtained from students, teachers, and alumni, prepares the feedback report with proper recommendations, and submits the report to the appropriate authorities.
7. The IQAC effectively brings forth the problems and requirements of the institution in meetings of IQAC. This ensures the effective operationalization of IQAC. IQAC has also proposed for installation of two Smart Classes on the college campus. The work is in progress.
8. It conducts Faculty Development Programs and seminars to promote and improve the teaching-learning process of the institution.

Teaching Learning Reforms Facilitated by the IQAC

- **FDP (24.08.2020 - 29.08.2020):** In 2020, IQAC conducted a National level one-week Faculty Development Programme (FDP) on our college campus and many of the teachers from the campus and off the campus participated and benefitted from it. In this FDP, rigorous training on the methods to conduct online classes and prepare online study materials/lecture audios/lecture videos/MOOCs/YouTube channels, etc. were also given. This had a great impact on the conduction of online classes during and after the COVID-19 period.
- **Seminar (02.09.2020):** A seminar was conducted by IQAC on the topic "Samagra Aur

Bahuvishayak Shiksha Ke Or Badhte Hue Kadam" on 02.09. 2020.

- **FDP (15.11.2022):** IQAC conducted another One Day FDP on 15.11.2022 on the topic 'NEP 2020'
- **Seminar on the Topic, "Opportunities After Higher Education" (01.05.2023):** This highly useful seminar was organized by IQAC in association with the Placement Cell and Department of Educational Studies. Two very efficient speakers- Dr. Abhishek Kumar Singh, Research Scientist, Freie University, Berlin, and Mr Shiva Srivastava from NCERT- delivered magnificent talks about how to pursue research work in abroad Universities after completing post-graduation.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Measures for Promotion of Gender Equity in the Last Five Years:

A proper women's Cell has been constituted in our College under the convenorship of Prof. Nisha Raghav. This cell conducts the gender audit and organizes different activities from time to time, particularly under the Mission Shakti Program of the U.P. government, to promote gender equality. The following special programs were held:

1. ATE World Talk, "Journey to Inspire": (12.10.2021)

Under this program, the senior cardiologist, Dr. Geeta Subramaniam from BHU Kesari, Director, of ATE World Talk delivered lectures to promote women's health. Varanasi and Shri Aush

2. 'Women Security' - (Mission Shakti) 11.09.2021: The following activities were organized in this program:

- i. Lecture by Smt. Saroj Yadav, SHO (Police)
- ii. Consultation Session by Dr Sunita Chaudhari, Assistant Professor
- iii. Martial Art Training, by Ms. Chandni

3. "GENDER EQUALITY AND PROMOTION OF HEALTH" (Mission Shakti) (04.09.2021):

- It included lectures, essay writing, a poster-making competition, a counseling session, and a yoga training program.
- A lecture on '**Gender equality**' - by Dr Nisha Soni.
- A Girls' Health Club has been formed on the college campus.
- A highly interactive counseling session was organized

Women: India and Global Context: 31.08.2020: A very successful webinar jointly organized by JNCU, Ballia and SMM Town PG College, Ballia

- **4. Mission Shakti (18/10/2020 - 24/10/2020) (Organized in association with the affiliating**

University)

A series of lectures was organized during this program:

19.10.2020: “COVID se bachav ke sujhav”- Dr Sucheta Prakash

20.10.2020:

- i. “Tension in Life Reduces Immunity” - Dr. Anurag Bhatnagar
- ii. " Women's Mental Health Awareness and Empowerment"- Dr Puja Bhatt, Rehabilitation Psychologist.

21.10.2020

- i. Lecture by Dr Vivek Singh. Title: Science of Breathing
- ii. Lecture by Dr Ashu Singh. Title: Health Improvement and Nutrition in Children and Women

22.10.2020: Karate Training of Girls

Trainer: Sri Varis Ali

Poster Competition

23.10.2020:

Essay Competition on “Gender Equality”

24.10. 2020:

Slogan Competition. Title: Respect for Women

1. Gender Equality in Curriculum:

The curricula of many of our programs include prominent sections on gender equality. For example:

- i. In MA Sociology, an entire paper entitled “**Women and Society**” is about gender equality. This course focuses on sensitizing the students about gender equality and promoting harmony between males and females.
- ii. In B.Sc (Ag) I semester, a paper entitled, “ **Human Values and Ethics**” is about human values, including gender issues.
- iii. In B.Ed curriculum, there is a paper on “**Gender, School and Society**”..

Facilities for Women on Campus:

- **Common Rooms for Girl Students:** There are two common rooms for girl students with adequate toilet and study facilities. A lady caretaker looks after each girl's common room.
- **CCTV Cameras:** For proper security of female students, CCTV cameras are installed at all prominent places and in most of the classrooms.

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: C. 2 of the above

| File Description | Document |
|---------------------------------------------------------------------------------------|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

- Our College heartily adopts inclusiveness and diversity to enable our students become good citizens.
- The college recognizes Social Equality and Gender equality as key factors for sustainable growth of society.
- The Differently Abled persons are provided with full care and support.
- Students present such cultural activities at different national festivals that create an understanding of different cultures.
- In many courses, there are topics that are related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection and ethics.
- Co-curricular activities conducted in the college inculcate attitudes that help the students to achieve sustainable lifestyles.
- Programmes on tolerance and harmony are organized to make the students do away with negative attitudes and create a sense of belongingness.

Our Vision and Mission:

The Vision and Mission of our college are a testimony to our devotion towards inculcating human values and making our students good citizens of the country. The first point of our vision is as follows:

- **"To cultivate a quest for knowledge and inculcate humane, social and cultural values in our youths to prepare for an inclusive and sustainable world and thereby turn them into noble citizens."**

Display of Fundamental Duties and Fundamental Rights

The college has displayed the Fundamental Duties and Fundamental Rights of Citizens near the Entry of the campus. Every student and staff have become accustomed to watching it and inculcating it in his spirits.

Electoral Awareness Programme

The college takes an active role in conducting the Electoral Awareness Programme through its NSS and NCC officers and students. Some of our teachers have been awarded by the State Government/Governor of State for doing excellent work in this regard.

Inclusion of Rashtra Gaurav as a subject in our Curriculum: In UG courses, there has been a compulsory subject: Rashtra Gaurav that all students have to pass in either their second year or third year.

In B.Sc (Ag) I semester, an entire paper entitled, “ Human Values and Ethics” is about human values, including gender issues.

Various Activities of NCC and NSS: Our NCC and NSS programmes conduct various activities, like tree plantation, blood donation, Covid relief camps, and flood relief camps, that go a long way in inculcating values for being responsible citizens.

Programmes on the Eve of National Festivals: The college conducts various programmes on the eve of national festivals: Independence Day, Republic Day, and Gandhi Jayanti that help inculcate national values and spirits of a good citizen in our students.

- The college enthusiastically celebrates most of the National and International Days and events. Some of the examples are as follows:
- **12th January; National Youth Day/Swami Vivekananda Jayanti**
- **26th January; The Republic Day**
- **14th April; Dr B.R.Ambedkar Jayanti**
- **15th August; The Independence Day**
- **5th September; Teachers’ Day**
- **25th September; Pd. Deen Dayal Upadhyaya Jayanti**
- **2nd October; Gandhi/Lal Bahadur Shastri Jayanti**

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice

Admission Procedure by Entrance Test and through Proper Counseling- in Consonance with NEP 2020

2. Objectives of the Practice

To conduct Fair and transparent admission and help students select the best possible courses that suit their interests and careers.

3. The Context-

Our institution is located in a densely populated area- eastern U.P., and we receive a large number of applications for admission to both UG and PG classes. Students who seek admission to UG classes come from various boards- U.P. board, Bihar board, CBSC ISC, etc. These boards have different patterns of markings and, as a result, it is not possible to select students judiciously on the basis of marks in their qualifying examination. Therefore. We conduct a fair and transparent entrance test for admissions.

In 2021, our University adopted the NEP 2020 in its totality. It brought about a lot of innovations. But our teachers rose to the occasion and dealt with the situation easily. Many of them attended seminars/webinars on NEP 2020 both as participants and resource persons. Some of our teachers were involved in drafting the policy document of the University, regarding the implementation of NEP 2020.

4. The Practice- We advertise for admissions in newspapers and invite applications online. Question papers are set by subject experts. One copy of the OMR sheet is provided to applicants. In this way, the entire admission procedure is fair and transparent. During the counseling, special help desks were installed on the college campus where our trained teachers counseled the students on the best possible selection of their courses.

5. Evidence of success- There is no unrest among students about the admission procedure.

6. Problems encountered and resources required- There are not many problems encountered. T

7. Notes- Admission through the entrance test puts credit on the real knowledge of students and not merely on their marks in qualifying examinations.

OUR BEST PRACTICES- 2

1. Title of the Practice

Honoring the best students and best teachers

2. Objectives of the Practice

- To encourage the performance of both students and teachers

3. The Context- Students and teachers are the two main components of any institution. Therefore, we honor the toppers of every class and also the best performers in sports and cultural activities. We also honor teachers who excel in their fields.

4. The Practice- We collect information about toppers of every class and champions in the field of sports and cultural activities. We also collect information about teachers who have presented papers in some international seminars or have received some prestigious awards. We honor them on the eve of our Founder’s Day (17th December).

5. Evidence of success- Students of many faculties have bagged gold medals in previous years. Many other students have secured places on the merit list of the University.

6. Problems encountered and resources required- There are no problems in this practice. The resources required are meager.

7. Notes- Since we have started this practice, the performance of students has increased.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctive Performance of the Institution:

Our institution’s performance is quite remarkable in many areas of teaching and learning, project works, sports, cultural activities, and extension activities. However, one of the major priorities and thrust areas of our institution is mentioned in the second paragraph of our ‘Vision’ in the following words:

“To nurture professional and modern technological skills in youth that can help improve the socio-economic status as well as the environment of the region.”

It is, therefore, the one area of our performance we think is more distinctive to our priority and thrust is our ‘**LAB TO LAND**’ programs in the area of Agricultural Sciences. Our Agricultural Sciences Faculty has done a number of such works that are directly beneficial to our local farmers and the latter have been largely benefited by these works. Some of these works are as follows:

OUR LAB TO LAND PROGRAMS:

1. Work on the Soil Fertility Status of Suraha Tal Land Soils of Ballia District:

This work was done by Dr. Ashok Singh and his students from the Department of Agricultural Chemistry and Soil Sciences. Suraha Tal is one of the largest floodplains of the river Ganga in eastern Uttar Pradesh. It has a circumference of 25.6 km and is connected with the Ganga River through Kathar Nala.

The work carried out a detailed analysis of the soil of this tal and found that its entire soil up to a depth of about 2 feet has been converted into very rich organic manure as a result of different organic activities for the last thousands of years. The organic carbon content in the upper strata of this soil is about 3.5%. The average Nitrogen content is about 600 kg per hectare. Phosphorus content is 22 kg per hectare. Potassium is 1100 kg per hectare. The micronutrients’ contents too were quite remarkable and resembled quite like cow-dung manure. Our faculties tested the effects of this natural organic manure on plants and found outstanding results. Thus, the work concluded that the huge bottom of this lake is actually a mine of vast natural resources. This soil has the capacity to transform any infertile soil into fertile one.

The work was largely covered by local media. The workers have advised the authorities that this Tal has a huge potential of employment by excavating the soil and converting it into fertilizer. Lakhs of tons of fertilizer can be produced from this tal. Lots of farmers are deriving benefits from this work.

2. Work on Low Tunnel Poly House Cultivation Technique:

The program was organized in association with an NGO, Sursari Sewa Sansthan. Workshops were organized to train the farmers and then the technique was used for about two years directly on farmers’ lands. The following two experiments were done:

i. Cultivation of Off-Season Vegetables and Crops:

The low tunnel Poly House technique was successfully used by farmers to grow out-of-season vegetables which turned out to be largely beneficial for the farmers in terms of profit.

ii. Cultivation of Turmeric and Mentha:

Five farmers in each of the ten villages selected under the study were provided with the seeds of Turmeric and Mentha. The technique of Low Tunnel Poly House was extended to them and the entire cultivation process was kept under close surveillance of our Agricultural Chemistry and Soil Science Department.

The results obtained were quite encouraging. The oil yield from Mentha was significantly increased. Similarly, when the turmeric yields were tested, their curcumin value was found to be significantly increased.

3. Land Use Planning of Ballia District:

Our Agriculture Faculty has prepared a Land Use Planning for every Block of Ballia District. Based on the soil conditions of each block, our faculties have charted out a plan for the use of organic and inorganic manures and the varieties of crops that should be cultivated there for maximum yields and benefits.

4. Exhaustive Work on Vermicompost: Vermicompost is a highly valuable product for farmers. The M.Sc Ag. students of Agriculture faculty have accomplished rigorous work to produce better qualities of cheaper vermicomposts. Some of these works are given below:

- i. Development of Enriched Vermicompost Using Available Biomass
- ii. Effects of Various Organic Wastes and Earthworm Species Eisenia fetida on quality of vermicompost
- iii. Effects of Various Organic Substrates on Quality of Vermicompost, Compost and Multiplication Rate of Earthworms

Another Distinctive Performance of Our College- Our Working through a Sankula:

Our Affiliating University has started a unique program of clubbing of colleges, the clubs being named 'Sankulas'. The Sankulas are named after the saints and sages of this district. All its affiliated colleges have been clubbed into certain Sankulas with one lead college and some small colleges. This has been done to share the resources and expertise of certain developed colleges with many other developing colleges that are clubbed together in a Sankula.

In this innovative arrangement, our college is the lead college of the Sankula, named Bhriugu Sankula. Six colleges are associated with us in this Sankula and we have carried out many programs with these colleges. (<https://www.smmtcollege.org/downloads/Institutional%20Distinctiveness.pdf>)

| File Description | Document |
|----------------------------------------------|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Shortly, pending approval from our affiliating University, the college is poised to introduce three new academic programs. These prospective additions encompass postgraduate programs in Education and English, as well as an undergraduate program in Home Science. Furthermore, we are actively progressing towards launching postgraduate programs in Physics and Mathematics.

In addition to our academic pursuits, our college boasts a rich tradition of cultural and sports activities. In a notable achievement this year, one of our NCC cadets, Km. Shipra Singh, a third-year B.Sc. student, not only participated in the Republic Day parade in New Delhi in 2023 but also had the honor of participating in the Republic Day parade of Bangladesh on December 16, 2022. These accomplishments underscore the excellence of our students.

Our dedicated teaching staff extends their commitment beyond our college campus. They have played instrumental roles in the establishment and development of our current affiliating University, Jananayak Chandrashekhar University, Ballia, which was founded on December 22, 2016, and oversees approximately 131 affiliated colleges. Given that our college is the largest in the district, our faculty members have assumed key positions such as Dean of Arts, Dean of Science, Dean of Commerce, Dean of Agriculture, Dean of Languages, Dean of Ayurveda, Dean of Students Welfare, as well as serving as Conveners and Members of various Boards of Studies, members of the Academic Council, Executive Council, Admission Committee, Examination Committee, Coordinator of University Examinations, Conveners and members of University Flying Squads, Coordinator and members of University IQAC, and Coordinator of University NSS activities. Their diligent contributions to these roles have significantly advanced the University's mission and objectives.

Concluding Remarks :

Our institution operates within a challenging and resource-constrained environment. Despite limited resources and a predominantly agriculture-based and economically disadvantaged local population, we have consistently catered to the educational needs of approximately 8,000 students each year. Our commitment to providing a diverse range of academic programs is unwavering, and we have diligently developed the necessary infrastructure and amenities to support these programs.

The dedication of our management, Principal, faculty members, and ministerial staff is a driving force behind our institution's aspiration to achieve accreditation and serve society effectively. In addition to traditional classroom education, our multifaceted approach encompasses research programs, co-curricular activities, extension initiatives, and practical Lab to Land programs, all designed to bring about positive transformation in our community.

Aligned with the vision and mission laid out by our institution's founding leaders, our entire community has ardently served the local society and students for the past 67 years. The remarkable achievements of our students across various domains stand as a testament to our collective efforts and commitment to making a meaningful impact.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 783 Answer after DVV Verification: 781</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3455</td> <td>3439</td> <td>3238</td> <td>3248</td> <td>2929</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3487</td> <td>3438</td> <td>3245</td> <td>3258</td> <td>3240</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3751</td> <td>3645</td> <td>3645</td> <td>3360</td> <td>3360</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3784</td> <td>3645</td> <td>3645</td> <td>3645</td> <td>3395</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 3455 | 3439 | 3238 | 3248 | 2929 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 3487 | 3438 | 3245 | 3258 | 3240 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 3751 | 3645 | 3645 | 3360 | 3360 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 3784 | 3645 | 3645 | 3645 | 3395 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3455 | 3439 | 3238 | 3248 | 2929 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3487 | 3438 | 3245 | 3258 | 3240 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3751 | 3645 | 3645 | 3360 | 3360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3784 | 3645 | 3645 | 3645 | 3395 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|------|------|------|------|------|
| 1491 | 1058 | 1381 | 1312 | 1366 |
|------|------|------|------|------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1423 | 1486 | 1408 | 1386 | 1349 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1996 | 1840 | 1840 | 1770 | 1770 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1897 | 1840 | 1840 | 1770 | 1770 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 111 | 80 | 88 | 88 | 85 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 111 | 90 | 84 | 84 | 81 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 47 | 52 | 37 | 54 | 48 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 52 | 58 | 58 | 50 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 13 | 12 | 15 | 10 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06 | 03 | 07 | 17 | 12 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 28 | 28 | 20 | 28 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 22 | 22 | 16 | 20 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :6

Remark : As per clarification received from HEI, thus DVV input is recommended.

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14.87 | 25.58 | 10.41 | 2.99 | 22.33 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12.89 | 24.43 | 11.78 | 1.99 | 18.15 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|----------|---------|
| 12.45 | 5.49 | 20.83 | 22.15203 | 8.00392 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6.66 | 3.45 | 16.43 | 1.99 | 3.44 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2 *Following capacity development and skills enhancement activities are organised for improving students' capability*

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82 | 22 | 27 | 2 | 11 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82 | 22 | 27 | 2 | 11 |

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3309 | 2582 | 2842 | 2009 | 2382 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2762 | 3138 | 3203 | 2394 | 2326 |

Remark : As per clarification received from HEI, thus DVV input is recommended

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 15 | 13 | 11 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 13 | 10 | 02 | 09 |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 36 | 22 | 0 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 24 | 19 | 2 | 4 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 59 | 49 | 27 | 2 | 9 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 21 | 24 | 19 | 2 | 4 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : B. Any 3 of the above

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | |
|---------------------------------|-------------------------------------------------------------------------------------------|---------|--|---------|--|---------|--|---------|--|
| 1.2 | Number of teaching staff / full time teachers year wise during the last five years | | | | | | | | |
| Answer before DVV Verification: | | | | | | | | | |
| 2022-23 | | 2021-22 | | 2020-21 | | 2019-20 | | 2018-19 | |
| 112 | | 81 | | 89 | | 89 | | 86 | |
| Answer After DVV Verification: | | | | | | | | | |
| 2022-23 | | 2021-22 | | 2020-21 | | 2019-20 | | 2018-19 | |
| 112 | | 91 | | 85 | | 85 | | 82 | |