



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI LAL BAHADUR SHASTRI DEGREE COLLEGE,
GONDA**

SHRI LAL BAHADUR SHASTRI DEGREE COLLEGE, CIVIL LINES
271003

<https://www.lbsdc.org.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Lal Bahadur Shastri Degree College, Gonda is situated at the head quarter of Gonda district, established in the memory of late Prime Minister Sri Lal Bahadur Shastri. Sri Rajendra Nath, then district magistrate of Gonda took initiative to establish the college. In the year 1966, the college received recognition from UGC u/s 12B and 2 (f) of the UGC Act. The college was started with only graduate level of Arts faculty. Now the college has P.G. courses as well. The college is spread in its sprawling three campuses. At present, Arts and Humanities, Science, Commerce and Management, Education and Agriculture faculties are running in the college. The college is affiliated to Dr. Rammanohar Lohia Avadh University, Ayodhya for awarding degrees of B.A., M.A. B.Sc., M.Sc., B.Com., M.Com., B.B.A., B.C.A., BSc Agriculture, B.Ed. and Ph.D.

The college has been contributing to the solemn task of nation-building since its very inception. At present college is imparting quality education to more than 8000 students. The college has a state of art infrastructure to meet the pedagogic and research needs of its students and faculty members. Lust green eco-friendly campus with ICT enabled classrooms, seminar halls and auditorium are strength of the college These include a well-stocked library more than one lac books and links to various e-resources having membership of INFLIBNET and DELNET. The science departments have well-equipped labs to carry out both teaching and research activities. The college works for the overall development of the personality along with the academic activities. Our motto is to nurture today's youth to face tomorrow's challenges making them more employable. Placement cell of the college takes care of these issues. Sports have been one of the pillars of personality development along with co-curricular/extra-curricular activities. Multiple choice of vocational/Add-on courses compliment the academic standard to make students as asset of nation. Our students complement their academic lives with active engagement in the fields of sports, debate, music and fine arts. The college auditorium and seminar rooms are designed with the latest sound and projection systems to facilitate many academic and co-curricular exchanges.

Vision

We, at SLBS College believe in empowering our students by quality education to succeed in an everchanging world. We strive for intellectual and personal growth, especially in the face of adversity. With the motto of the college **"Provide and advance scientific and general objectives of higher education in Gonda district and other neighbouring districts"**. We pursue our goals with determination, to fulfil the insights of founder of the college "Shri Rajendra Nath, IAS", who willed for the setting up of an education trust for a secular college. The college has been contributing in the sincere task of nation building since its commencement. At present, our college is engaged in imparting education to over 8000 students by providing faculties of Arts, Commerce, Science and Teacher Education Courses. The vision of the college aims towards:

1. Improving Infrastructure
2. Improving Administration and Academics
3. Introduction of New Courses

4. Laying Emphasis on In Service Training Programme
5. Impressing Teachers to be role models for Young Minds
6. Monitoring Performance of Staff vis-a-vis Standards
7. Preparing Students for Acceptance of Social Values
8. Getting Evaluated by Outgoing Students for Every Component of College Life

Mission

The college incorporates the following objectives in its Mission:

- To stimulate the academic environment for promotion of quality in teaching-learning process in the institution, by doing so making this college as the best centre of higher education in Uttar Pradesh.
- To create conducive environment for students to gain insight into their academic pursuits to make them more employable and knowledgeable.
- To develop a wholesome personality of students we strive to provide more infrastructure for sports and extracurricular facilities.
- To enhance infrastructure and assistive technology for differently abled students. We also strive to have strong placement linkages.
- To promote research and innovation programs for students and teachers.
- To discharge our duty towards the less privileged in the society and towards planet Earth.
- To continue assistance to students for their psychological health through trained counsellors.
- To aware the students about the Indian Knowledge System (IKS).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Pro-active visionary management headed by District Magistrate.
- Green and Eco-friendly campus.
- Well-disciplined campus environment.
- Active Internal Quality Assurance Cell (IQAC).
- Strong commitment to community service, social justice, and empowerment of women.
- Good quality academic support and physical infrastructure.
- Hard working and sincere faculty, committed to student welfare.
- Remedial and competitive coaching programmes for slow learners.
- Emphasis on skills development and knowledge building.
- Excellent reputation in field of education at regional and state levels.
- A strong focus on high quality, student-centred teaching-learning processes.
- Positive and sustained approach to teaching learning and evaluation activities.
- Well-equipped laboratories, computer centres and good library facilities.
- Positive feedback from external stakeholders.
- Hard working and well-behaved supporting staff

- Active career counselling and placement cell
- Excellent sports facilities with the Department of Physical Education
- Large number of pass out students.
- Strict prohibition on ragging and other unlawful activities in campus
- Transparent admission process

Institutional Weakness

- Low level of educational awareness in surrounding region.
- Rural poverty in Gonda and its surrounding.
- Limited number of modern courses.
- Shortage of sufficient permanent teaching staff.
- Insufficient student strength in some PG programmes.
- Infrastructural constrains after implementation of NEP 2020.
- Being affiliated college, the Institute is dependent on the University for curriculum reformation and conduction and declaration of examination results.
- Limited academic flexibility for the students for moving from one discipline to another.
- Lack of sufficient linkage with industry.
- Lack of placements in the government services and PSUs comparison of student strength.
- Lack of sufficient research projects.

Institutional Opportunity

- Expanding opportunities for under taking multidisciplinary and interdisciplinary research activities at national level.
- Potential to starts Start-up.
- Through proper education enhancement of the economic stability of the common people living in Gonda and nearby.
- Increased opportunities to start modern courses to meet new and growing demands of the society.
- High levels of interest in agencies/corporate sector to tap student potential for internships, projects and research-related activities
- Increasing interest from international institutions for collaborations. Improving educational awareness level in the society

Institutional Challenge

- Delay in filling up retired vacancies by government agencies.
- Focus on vocationalisation of higher education in future policy making to alleviate the poverty.
- Perception that all educational processes should be directed towards preparing a good and productive citizen.
- Focus on marks rather than holistic development in the teaching and research.
- To train young minds in economically weaker society having partial investment in education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college, an affiliated college of Dr. Rammanohar Lohia Avadh University, Ayodhya ensures effective delivery of course curricula for benefit of the students. The college has a clear vision for learning, research and extension and to be an instrument of change for peace, progress and prosperity for all. Under Choice Based Credit System (CBCS) applicable to all courses college adopts a Learning Outcome-based Curriculum Framework (LOCF) for all its programmes. The college provides enough flexibility to students to choose from alternatives in different courses. The College offers 23 Undergraduate courses and 16 Postgraduate courses. The college follows the academic calendar at the beginning of the academic year issued by the University which describes all the information related to a schedule for examination, teaching, semester break and vacations. The courses including papers having a component of experimental learning are supported through field trips / internships and projects. There are around 60% courses which have component of experiential learning through project work/field work/internship year-wise during last five years. Complementing the pursuit of effective curriculum transaction, the college has tutorial and mentor-mentee system for students to ensure smooth and efficient functioning of its teaching process. Attendance record of students is displayed on college website regularly. Assignments/Class tests, or other modes of internal assessment are duly compiled by teachers at the end of each semester. The classes are held and the Internal Assessment is compiled by the teachers strictly according to university academic calendar. A wide range of elective and open elective courses are available under each program. Curriculum of every program offers a combination of core courses, elective courses and skill enhancement courses (vocational) and choice based open elective courses. Conventional chalk – talk method coupled with ICT teaching pedagogy is followed in the college. There is a moderation Committee for Internal Assessment marks, which does the needful before the marks are finally displayed. Feedback is collected, analysed and action is taken and the same is available on the college website.

Teaching-learning and Evaluation

- SLBSDC focuses on the holistic intellectual, social, emotional, and aesthetic development of the students. We try to work conscientiously to reflect upon and enhance our pedagogic methods.
- Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. A Grievance Committee looks into admission-related problems of the students.
- To develop critical and innovative thinking, student-centred pedagogies are evolved at the department level. Some prefer a case study approach, while others prefer brainstorming duly supported by ICT and e-resources.
- Remedial courses and elaborate tutorial sessions aim to support learners in small groups so that teachers can provide individual support. Special attention is given to students with special needs and also from economically weaker sections. Students are also supported through a well-designed mentor ward system.
- The evaluation procedure is elaborated upon in the prospectus and restated during subsequent classes to ensure effective implementation of the internal assessment. Students are assessed continuously through innovative and reformed techniques such as group discussions, assignments, analytical tests, practical, and projects. Accordingly, remedial classes and other techniques are used to support learners with different abilities and paces. Students with advanced needs are encouraged to research and be given more challenging tasks. All students are encouraged to participate in inter-college competitions to optimize their potential.
- Students are given multiple opportunities to succeed. Through internal assessment, students are encouraged and guided to improve their responses with multiple attempts. An online system helps

students to view their marks at the end of each semester. Aiding that is a democratic teacher-student interaction, which makes it easier to report any discrepancies in the process before marks are uploaded on the University portal.

- The robust evaluation process is not the only parameter to assess the integrity of the teaching-learning process. There is also a strong online feedback system in place, which is critically analysed and addressed, to ensure quality enhancement.

Research, Innovations and Extension

The college promotes Research and Innovation by providing basic research infrastructure and offering opportunities to conduct research. It has resulted in remarkable research output in the form of publication and production of Ph. D. Over 40 regular teachers of the institute are recognized as Ph. D supervisors who have successfully guided 85 research scholars for the degree of Ph. D. in the last five years. Publication of research work has resulted in appearance of over 150 research papers in different journals of the national and international repute. Over 250 publications in the form of book, book chapters and contributions in proceedings have been made by the faculty members. Research promotion committee of the institute promotes innovation activities among UG and PG students through its annual Participatory Research and Innovation programme. Under the programme students work in groups, prepare and present the project on different themes and learn the basics of research. An interdisciplinary research journal - International Journal of Scientific Research in Modern Science and Technology (IJSRMST) is also published monthly by the college. The college also organizes Ganga Kaveri Lecture series in which renowned academicians deliver lectures and interact with students and faculty of the college. The lecture series aims to promote innovation and keep the faculty and students abreast of the latest developments in their subject. Innovation and research is also boosted by organizing national seminars in the college. Over ten national seminars and many workshops have been organized to promote research and innovation. Extension activities are carried out through NSS and by different departments for personality development of students and to sensitize them to different needs of the society through community work. Programmes like cleanliness drives, plantation drives, awareness drives on social and health issues and awareness seminars are major extension activities of the departments. NSS units organize camps in adopted villages and mohallas and many programme like blood donation; rallies; swachchhta abhiyan etc of their own and in collaboration and provides opportunity to students for direct involvement in nation building.

Infrastructure and Learning Resources

- Lush green campus of the College has **40** spacious classrooms including **22** technology enabled smart classrooms, **02** Computer lab; administrative block including EDP cell, establishment cell, administrative cabins, principal office and management office.
- There are two ICT enabled auditoriums- Tulsi Sabhagaar & Lalita Shastri Sabhagaar and one ICT enabled **1** seminar hall.
- College playground is more than just a space for physical activities, surrounded by greenery and equipped with sports like basketball court, volleyball, cricket, kho-kho, kabaddi and indoor games facilities like chess and carrom are also available. Besides this two outdoor gym and one indoor gym are also functional.
- Well-furnished boy's hostel helps student who came from economically weaker sections of the society. Besides this there are two common rooms in the college.
- Library Resource Centre of college has a rich and vast collection of books. It has more than 111941+

books and over 265 e-books. Our Library has ICT enabled facilities for staff to access e-resources, e-contents. Internet Surfing, SMS Alert Services.

- College has one radio centre named RADIO AWADH GONDA with frequency 90.8.
- We have a Vidwan database of around 80+ passionate professors and more than 100+ video lectures at the departmental forum.
- The entire campus is well-monitored through 150 IP based high-definition CCTV cameras.
- 200 KW Solar Power Plant and water harvesting tank with a capacity of 2000 litres, promote sustainable practices.
- The college has keenly set up a secured and stable Wi-Fi campus with 200 MBPS.
- The various departments of our college use multiple servers, licensed & free software as well.
- More than 20 Caretakers, laboratory assistants, gardeners, electrician and adequate in-house support staff are employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus.
- Besides this, we have a Yog and Medication Centre at the main campus.
- We have a separate chamber of the Indian Constitution set-ups at college entrance lobby.
- An up-to-date college website, You-tube channel with another social media accounts on Instagram and facebook can be explored for more information.
- Due procedure is followed to meet the budgetary requirements for the purchase of equipment and chemicals.

Student Support and Progression

Our college has always been a student-centric institution. Student mentoring and support has been a primary focus of the college. The students are mentored from the time of admission up to the completion of their programme at various levels. Every class has a teacher assigned to counsel and mentor the students. The scholarship section provides information on various financial support schemes. Other support services include redressal of Students Grievances through complaint box, Placement Cell, Alumni Associations. Girl students can address their grievances to the Women Grievance Cell (which also addresses sexual harassment cases). The college focuses on career counselling and skill enhancement for students, with dedicated departments and cells organizing workshops, lectures, and training programs/certificate course/Add-on course. Special guidance is provided to women, and there are programs on entrepreneurship, competitive exam preparation, and industry-specific training. Special lectures and webinars on various career aspects are arranged and online self-employment training courses are conducted through Career Guidance cell. These initiatives have a positive impact on students' career choices and skill development. The institution fosters a culture of student involvement and leadership through various activities and committees. Academic associations and clubs provide platforms for seminars, debates, and educational tours. Students also participate in NSS, NCC, sports, cultural activities, and management roles. Their involvement enhances their skills, leadership qualities, and overall personality development. As it is a Co-ed institution, special guidance is provided to women regarding Awareness programs dedicated to women's entrepreneurship, self-employment schemes & government policies for women, self-employment. The Alumni Association plays a significant role in the development and support of the institution. Members of alumni association participated in alumni meets which was held in every session. They serve as members of various committees and support institutional events. Alumni also engage in social activities, contribute to the endowment fund, and provide infrastructural support. Their involvement strengthens the institution's brand image and fosters a sense of community among current and former students, faculty and staff.

Governance, Leadership and Management

The college practices decentralization and participative management as its administrative and academic structure is designed in a manner to take decisions by participation. The principal delegates all the academic and non-academic decisions based on policy to the different Committees headed by a Convener and supervised by the principal. These committees formulate a common working procedure and entrust the implementation through departments. The perspective plan envisions the augmentation of infrastructure corresponding with the anticipated increases in student intake and courses. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. Appraisal for teaching staff is based on the appraisal scheme of higher education and submitted by faculty on yearly basis. The non-teaching staff of the college comprises a diverse support staff which function as the back bone of the college. This includes the administrative and account staff, the sport officer, the lab staff, Staff of the library and housekeeping staff. Every year the performance of non- Teaching staff is reported in the annual report of the college. Apart from this the senior most teachers of the department regularly evaluate the performance of the lab. Staff through confidential, self-appraisal forms submitted by the support staff such mechanism ensures the smooth functioning of the lab staff. Every effort is put into maintain transparency in financial records and also to record corresponding documents of every financial transaction. Upon meeting the norms of the college, the signed audit report is presented. After approval from the committee, asked recommendations are finalised by the principal followed by the distribution of Budgets under recurring and non-recurring heads to the departments. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The IQAC of the college plays a vital role in assessing and assuring quality in the teaching, learning and evaluation process. Various skills based and quality events are also conducted by the college under the IQAC. The IQAC-cell conducts AAA and gets feedback from students, Teachers and alumni on the basis of analysis.

Institutional Values and Best Practices

Our college ensures that students from diverse backgrounds are given equal opportunities to grow and excel in every field without any discrimination of gender, language, culture, financial and different physical abilities. Gender equity is taken very seriously. All the students are given equal opportunities and there is no gender-based discrimination. Girl child relaxation, as prescribed by the university, is given to all the female students applying to the college. Facilities like Girls common room, medical room, counsellor and girls' toilets cater to the need of girl students. The installation of CCTV cameras and guards at the gate is an initiative to ensure the safety of the female students. Women Development Cell of the College organizes various seminars and interactive sessions on women centric issues. Our college also made sure to provide a conducive environment to the differently-abled students. Ramps, lift, disabled-friendly washrooms and tactile paths have been constructed. To provide stress free learning environment to the differently abled students the class rooms are preferably allotted on Ground floor and scribes in exams are also provided to them. Environment consciousness is also an integral part of the ideology of the college. Providing a lush green campus to the students is a vital part of the college ideology. Installation of Solar panels and LED lights in the classrooms and laboratories are a testimony of the commitment of the college towards the conservation of natural resources. Installation of a waste management system in the college ensures a clean campus. The code of conduct for the teachers as well as the students has been displayed on the college website. Professional ethics programs and annual awareness programs for the code of conduct are also organised to keep the teachers as well as the students fully aware of their rules and regulations, and responsibilities in the college. The need to instil democratic values in students is fully recognized by the college and all the National Days and Festivals are celebrated in the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI LAL BAHADUR SHASTRI DEGREE COLLEGE, GONDA
Address	SHRI LAL BAHADUR SHASTRI DEGREE COLLEGE, CIVIL LINES
City	GONDA
State	Uttar pradesh
Pin	271003
Website	https://www.lbsdc.org.in/

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Uttar pradesh	Dr Ram Manohar Lohia Awadh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	19-06-1976	View Document
12B of UGC	19-06-1976	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
AICTE	View Document	09-05-2024	24	
NCTE	View Document	31-07-2000	24	The validity is extended continually for next twenty four months according to para seventeen one of NCTE ordinance

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	SHRI LAL BAHADUR SHASTRI DEGREE COLLEGE, CIVIL LINES	Urban	20.34	11000.62

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,Geography,	36	INTERMEDIATE	English + Hindi	480	471
UG	BA,Sanskrit,	36	INTERMEDIATE	Hindi	240	36
UG	BA,Hindi,	36	INTERMEDIATE	Hindi	420	413
UG	BA,Medieval And Modern History,	36	INTERMEDIATE	English + Hindi	300	300
UG	BA,Defence And Strategic Studies,	36	INTERMEDIATE	English + Hindi	540	531
UG	BA,Economics,	36	INTERMEDIATE	English + Hindi	360	344
UG	BA,Education,	36	INTERMEDIATE	English + Hindi	420	417
UG	BA,English,	36	INTERMEDIATE	English	420	418
UG	BA,Political Science,	36	INTERMEDIATE	English + Hindi	420	414
UG	BA,Psychology,	36	INTERMEDIATE	English + Hindi	360	152
UG	BA,Sociology,	36	INTERMEDIATE	English + Hindi	420	419
UG	BA,Physical Education,	36	INTERMEDIATE	English + Hindi	180	70
UG	BA,Home Science,	36	INTERMEDIATE	English + Hindi	240	134
UG	BSc,Physics,	36	INTERMEDIATE	English + Hindi	420	121
UG	BSc,Chemistry,	36	INTERMEDIATE	English + Hindi	480	424

UG	BSc,Mathematics,	36	INTERMEDIATE	English + Hindi	360	121
UG	BSc,Zoology ,	36	INTERMEDIATE	English + Hindi	360	360
UG	BSc,Botany,	36	INTERMEDIATE	English + Hindi	360	360
UG	BBA,B B A,	36	INTERMEDIATE	English + Hindi	60	39
UG	BCA,B C A,	36	INTERMEDIATE	English + Hindi	60	19
UG	BEd,B Ed,	24	GRADUATION	English + Hindi	55	46
UG	BSc(Agriculture),Agriculture,	36	INTERMEDIATE	English + Hindi	300	196
UG	BCom,Commerce,	36	INTERMEDIATE	English + Hindi	300	247
PG	MA,Geography,	24	GRADUATION	English + Hindi	54	50
PG	MA,Hindi,	24	GRADUATION	Hindi	80	75
PG	MA,Medieval And Modern History,	24	GRADUATION	English + Hindi	80	75
PG	MA,Defence And Strategic Studies,	24	GRADUATION	English + Hindi	54	35
PG	MA,Economics,	24	GRADUATION	English + Hindi	80	30
PG	MA,Education,	24	GRADUATION	English + Hindi	54	39
PG	MA,English,	24	GRADUATION	English	80	74
PG	MA,Political Science,	24	GRADUATION	English + Hindi	80	75

PG	MA,Psychology,	24	GRADUATION	English + Hindi	54	19
PG	MA,Sociology,	24	GRADUATION	English + Hindi	80	60
PG	MSc,Physics,	24	GRADUATION	English + Hindi	41	30
PG	MSc,Chemistry,	24	GRADUATION	English + Hindi	54	30
PG	MSc,Mathematics,	24	GRADUATION	English + Hindi	80	34
PG	MSc,Zoology,	24	GRADUATION	English + Hindi	41	38
PG	MSc,Botany,	24	GRADUATION	English + Hindi	41	38
PG	MCom,Commerce,	24	GRADUATION	English + Hindi	80	75
Doctoral (Ph.D)	PhD or DPhil ,Geography,	36	POST GRADUATION	English + Hindi	18	7
Doctoral (Ph.D)	PhD or DPhil ,Sanskrit,	36	POST GRADUATION	Hindi	8	4
Doctoral (Ph.D)	PhD or DPhil,Hindi,	36	POST GRADUATION	Hindi	16	14
Doctoral (Ph.D)	PhD or DPhil ,Medieval And Modern History,	36	POST GRADUATION	English + Hindi	8	8
Doctoral (Ph.D)	PhD or DPhil,Defence And Strategic Studies,	36	POST GRADUATION	English + Hindi	8	3
Doctoral (Ph.D)	PhD or DPhil ,Economics,	36	POST GRADUATION	English + Hindi	16	8
Doctoral (Ph.D)	PhD or DPhil ,Education,	36	POST GRADUATION	English + Hindi	12	12
Doctoral (Ph.D)	PhD or DPhil,English,	36	POST GRADUATION	English	8	4

Doctoral (Ph.D)	PhD or DPhil, Political Science,	36	POST GRADUATION	English + Hindi	8	8
Doctoral (Ph.D)	PhD or DPhil ,Psychology,	36	POST GRADUATION	English + Hindi	6	1
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	36	POST GRADUATION	English + Hindi	16	12
Doctoral (Ph.D)	PhD or DPhil, Physics,	36	POST GRADUATION	English + Hindi	8	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	36	POST GRADUATION	English + Hindi	4	3
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	36	POST GRADUATION	English + Hindi	8	1
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	36	POST GRADUATION	English + Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil, Botany ,	36	POST GRADUATION	English + Hindi	12	2
Doctoral (Ph.D)	PhD or DPhil, B Ed,	36	POST GRADUATION	English + Hindi	28	14
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	36	POST GRADUATION	English + Hindi	24	17

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	1				0				65			
Recruited	1	0	0	1	0	0	0	0	39	8	0	47
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				37			
Recruited	0	0	0	0	0	0	0	0	25	12	0	37
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						45
Recruited	20		5		0	25
Yet to Recruit						20
Sanctioned by the Management/Society or Other Authorized Bodies						48
Recruited	42		6		0	48
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	0	0	3
Yet to Recruit				5
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	20	2	0	1	1	0	31	14	0	69
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	4	0	19
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	3	0	3
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	Others	Total
		21		0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1270	0	0	0	1270
	Female	1129	0	0	0	1129
	Others	0	0	0	0	0
PG	Male	287	0	0	0	287
	Female	490	0	0	0	490
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	51	0	0	0	51
	Female	70	0	0	0	70
	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	189	201	143	166
	Female	177	187	147	177
	Others	0	0	0	0
ST	Male	6	9	5	4
	Female	5	7	3	4
	Others	0	0	0	0
OBC	Male	621	668	463	519
	Female	606	623	506	560
	Others	0	0	0	0
General	Male	945	1099	730	729
	Female	1039	1042	754	762
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3588	3836	2751	2921

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>With 23 departments covering the Science, Arts and Commerce stream, our college is providing its students with a comprehensive multidisciplinary and interdisciplinary education. Students from other departments can take elective papers offered by the college's several departments as part of their program. As a constituent of Dr. Rammanohar Lohia Avadh University, we fully comply with and follow the curriculum and course outline that have been authorized by the university. As a result, the college will adhere strictly to the course structure and content developed by the university in accordance with NEP. The college possesses the knowledge and experience needed to integrate the arts, science and commerce</p>
--	--

	<p>into its programs. The College has adopted and offer courses with adaptable and creative curricula in accordance with the University-approved list. The college is proud to have a thriving and active NSS, NCC, and ECO club. The college is following the University's four-year curriculum design, which allows for several entry and exit points. The college is fully equipped to handle the idea of multiple entries and exits.</p>
2. Academic bank of credits (ABC):	<p>The Parent University of our college has registered in the Academic Bank of Credit account of the Government of India. The Governing Body of our college has entrusted the responsibility upon the IQAC to motivate the students to register themselves in the Academic Bank of Credit (ABC) to access the benefit of credit transfer. Accordingly, the IQAC with the Office of the Principal has taken initiatives to make aware the students about the importance of registration in the Academic Bank of Credit.</p>
3. Skill development:	<p>In accordance with the curriculum implemented by our parent university, the college provides courses for students to enhance their skills through Skill Enhancement Courses (SEC). As part of the Ability Enhancement Courses (AEC), the college offer courses in Major Indian Languages like- English, Hindi and Sanskrit. The college also offers environmental studies (EVS), language skills through Language Lab and more than 35 Add On certificate courses to develop a practical attitude and discipline-related abilities.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The rich Indian knowledge and philosophy is acknowledged as a guiding element of the NEP, 2020. Our college also for the preservation and conservation of Indian languages and Culture. The establishment of the college plays a crucial role in the development of languages i.e. Sanskrit, Hindi at the Undergraduate level. For the study of Indian culture, a history course is an important parameter. Through the Department of History, our Institute provides knowledge great Indian history among students. Ancient, Middle and Modern eras of Indian History are introduced by the faculty of Education and Department of History. Good Governance, Political aspects and Economical views of the Great Indian philosopher Acharya Kautilya has been introduced by the Political Science and Economics department</p>

	among students. In this way, our HEI is introducing the integration of the Indian Knowledge System by teaching Indian languages and culture.
5. Focus on Outcome based education (OBE):	With the implementation of NEP 2020 the affiliating university has introduced new syllabus based on outcome-based education (OBE). The syllabus has perfect clarity regarding outcome-based education. The college authority follows the syllabus of affiliating university and provide opportunities to the student's community to access it throughout the year. They are well oriented at the beginning of the session and are allowed to change their generic elective courses as per their interests. The students of the institutions are taught about the results and outcome of their study. Apart from that the student's community are well acquainted with their respective syllabus which has the demand for present situation in the competitive job market. Besides the affiliating university provided syllabus, the college has more than 35 numbers of Add on courses in consequence with the current demand in the job market.
6. Distance education/online education:	The institution has distance education mode through IGNOU and UPRTOU. The institution has study centre of these universities. Through these study centres UG and PG courses are offered to the students who cannot take education through normal mode. Covid 19 pandemic has introduced the masses to online education and various online learning tools which otherwise would have been limited to an interested few. The students have accepted the shift from the concept of traditional classroom to virtual classroom. The teachers have learnt how to conduct classes efficiently through online mode thus giving scope for hybrid classes which ensures maximum attendance.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been established in the college on 08/11/2021 vide memo no. SLBS/Notice/ELC/2021/20098 dated 08/11/2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	The Co-ordinator and members of the ELC appointed by the principal by issuing a notice with date memo

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>no. SLBS/Notice/ELC/2021/20098 dated 08/11/2021. The ELC is made functional by observing voters awareness programmes as per the directives issued by State Government from time to time. A date link (https://www.nvsp.in/) National Voters Portal (NVSP) has been pasted in the dashboard of the college website. The ELC of our college is consisted with the representatives from female faculties, male faculties and from the student's community.</p>
<p>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.</p>	<p>Through active participation in web casting for both the State Assembly and Parliament elections, students at SLBS have contributed to the electoral process by helping district election administrations during polls. Awareness campaigns are done to motivate and educate students for Voter registration. The importance of voter registration and the different forms—Form 6 for voter enrolment, Form 8 for any necessary revisions, and Form 7 for removal from the voter list—were explained to students. Programmes such as open debate in college (sports, cultural, debating and literary) week; open campaign in students union election are periodically arranged to motivate students for their active participation in political process and to inculcate democratic values in their decision making. Our college has earned the reputation of producing influential political leaders who in turn becomes an agent for social changes.</p>
<p>4. Any socially relevant projects/initiatives taken by 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>Awareness campaigns are done to motivate and educate students for Voter registration. The importance of voter registration and the different forms—Form 6 for voter enrolment, Form 8 for any necessary revisions, and Form 7 for removal from the voter list—were explained to students.</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>The NSS club at the SLBS has organized special voter registration drive for students who turn 18 years. The importance of voter registration and the different forms—Form 6 for voter enrolment, Form 8 for any necessary revisions, and Form 7 for removal from the voter list—were explained to students. Many students took part in the special push, and many who have completed their eighteen years have registered to vote in the process of developing the nation. Among the attendees were district representatives, the Principal, Heads of department, and faculty.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
8403	8272	8053	7152	7204
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: 79

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

2023-24	2022-23	2021-22	2020-21	2019-20
79	83	70	55	55

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
213.70020	100.40115	125.57287	67.53619	85.97457
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:

The college is affiliated to Dr. Rammanohar Lohia Avadh University, Ayodhya. The curriculum and other rules and regulations are followed as given by the affiliating University. For effective curriculum planning and delivery, college prepares policy document. For conducting continuous internal assessment procedure document is prepared. IQAC conducts a meeting in the beginning of every academic year to verify the syllabus of all subjects from the affiliated university and accordingly academic calendar is prepared. Evaluation process is done by applying ICT tools. Internal evaluation is done by test, quiz, competition, question-answer session. Principal directs in the beginning of the academic year to all departments for distribution of courses and all academic activities to be performed in respective academic year. Accordingly, the timetable is also prepared. The focus is given on learning outcomes in curriculum delivery. Students' induction programs are conducted to give the information of working of college every year. All faculty members are using e-learning resources in curriculum delivery. All faculties are maintaining course files in curriculum delivery. Faculties are encouraged to participate in training programs, faculty development workshops, syllabus revision workshop in online and offline modes. We have infrastructure including ICT facilities for effective teaching learning and evaluation system. Students are provided questions bank on the syllabus taught. Every teacher prepares their teaching plan according to the syllabus and teaching time-table. Time table, syllabus and teaching plans are notified to students through notice boards in the departments and WhatsApp groups. Academic counselling cell of IQAC, monitors effective curriculum delivery and ensures timely completion of syllabus. Besides traditional method of teaching i.e. By Chalk & Duster method, following methodologies are adopted by teachers:

1. Smart class rooms are available with ICT facilities.
2. Often teachers use Power-point presentation, a way of teaching to demonstrate and explain topics more significantly.
3. Class tests, Surprise tests, Quiz tests, are conducted after the completion of targeted units or syllabus.
4. Remedial classes are held in every department for weaker students.
5. Industrial visits and educational tours are organized by some departments to enhance the effective learning of students.
6. Research excellence of Post graduate students is enhanced by projects and assignments.

7. Interactive sessions with students and their guardians are held to solve various queries.

8. Some departments use social networking sites for interaction between faculty and students

E-content prepared by many teachers is available on the website of the college. For effective curriculum delivery books are provided by the library. Remote access of study material through INFLIBNET provided to both students and teachers.. Student centric activities and systems, including mentor-mentees, slow learners- advanced learners, addon courses, use of subject wise software are in existence. Academic audits are performed. Each department has procedure of taking group discussion, seminars, subject wise webinars, downloaded video screening, teaching with ppt, using charts and models, audio visual aids, brainstorming sessions. Feedbacks and parents teaching meets are arranged to improve teaching learning evaluation process.IQAC is working for planning, monitoring and record keeping of academic activities of the college.

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: 27

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[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: 28.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
5017	3356	2220	216	341

File Description

Document

Upload supporting document

[View 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:

Realizing the importance of certain cross-cutting issues such as gender, environment and sustainability, human values and professional ethics, the college gives special emphasis to these issues in the various courses we offer across academic units.

Gender Sensitization & Human Values: Through the foundation course which compulsory section of curriculum, gender sensitization and human values issues are incorporated into the curriculum. The course includes poems and stories that address gender-related concerns. By holding seminars, expert talks, and book reading sessions on the subjects, gender equality is further enhanced. Through Flagship programmes, the Women and Gender Development cell addresses gender issues. Some of these programmes are required for students to enrol in because a portion of CCE marks is given based on the students' written summaries of curriculum-based gender equality events. In order to improve the students' character, our college runs a number of programmes on human values and ethics. Because of the institution's efforts in the area of human values and ethics, it is intended that the students would be

made aware of the issues and their potential solutions through self-reflection. We also make sure that the students internalize the need to respond to circumstances rather than simply reacting. Through these initiatives, we also learn that the students are aware of their great potential, which, if realized, can advance society in a constructive way.

Environmental Education: As per the prescribed syllabus, students of all branches of education undergo a foundation course on Environmental Science. The course is a comprehensive one encompassing all aspects of the environment, such as natural resources, biodiversity, pollution, alternate energy sources, causes and effects of human actions, and preservation and protection of the environment.

Professional ethics: Professional ethics are taught in UG courses as part of a comprehensive paper on entrepreneurship. Courses that address the growth of entrepreneurship, project planning and management, goal-setting issues and difficulties, the role of regulatory agencies, project financial management, challenges in project financial management, and solutions to those challenges. Intellectual property issues and associated topics are covered in PG programmes in addition to UG courses.

The **Science streams** offer UG and PG programmes in Zoology and Biology in which the courses sensitize the students in environmental issues and sustainability, creating skills for better understanding of the environmental crisis and its remediation in their respective disciplines. They also create a platform to hone their skills in professional ethics intertwined with human values.

The **Arts streams** offer UG and PG programmes in Education, English, Sociology, Economics, Political Science and Commerce in which the courses sensitize the students in Gender, Environment and Sustainability, Culture, Human Values and Professional Ethics. The courses enable the students to understand and work towards resolving the challenges in the above-mentioned areas.

Instead of the above courses of Gender issues, Environment and Sustainability, Human values, and professional ethics as part of the curriculum the NEP 2020 which is adopted by affiliating university cross cutting issues are also taught in each semester as compulsory paper in cocurricular program in all undergraduate.

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

<p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 33.18</p>
<p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 2788</p>

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

1.4 Feedback System

<p>1.4.1</p> <p><i>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</i></p> <p>Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>	
File Description	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: 96.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
3170	3580	3830	2750	2920

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3585	3585	3585	3065	3065

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](#)

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: 71.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
1227	1298	1324	1067	1134

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

2023-24	2022-23	2021-22	2020-21	2019-20
1790	1790	1790	1530	1530

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 106.37

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:

Apart from lecture method teacher uses experimental learning, participative learning and problem solving methodologies

Learning is student-centric by following measures:

Experiential Learning (HOTS - Higher Order Thinking Skills)

Practical classes are conducted in the laboratories of departments of Science in Chemistry, Botany, Zoology, Physics, Maths, Agriculture and Computer science. In Arts faculty Geography, Psychology, Defence and strategic studies, Home science, Political science, Sociology, Economics, sociology, Education, Physical Education.

- **Student-Generated Q&A Sessions:** Intergroup competition to foster critical thinking.
- **Research Surveys & Industrial Visits:** Hands-on exposure to practical settings.
- **Mini Projects & Seminars:** Encouraging data collection, analysis, and publication efforts.
- **Case Studies & Data Collection Tasks:** Focusing on solving real-world business problems.
- **Guest Lectures:** Experts from industry provide practical insights.
- **Skill-Oriented Programs:** Field visits, industry tours, mini-projects, and case studies.
- **Event Analysis & Group Competitions:** Participation in external activities.
- **PPTs & Video Creation:** Through Google Classroom, NPTEL, NMEICT platforms.
- **Tech Skill Learning:** Cloud computing, Python, OER, MOOCs, Moodle integration.
- **Practical Exposure:** Hands-on tutorials and academic programs.
- Excursion tour-to study the nature and natural habitat
- internship in P G and professional programmes

Participative Learning

- **Group Discussions & Debates:** Promoting critical thought and discussion.
- **Seminars & Webinars:** Opportunities for students to present ideas.
- **Story Cards & Posters:** Visual aids to enhance comprehension.
- **Alumni Interactions:** Leveraging alumni for knowledge sharing.
- **Project Work & Panel Discussions:** Group projects for deeper collaboration.
- **E-Brain Seminar/Webinars:** Encouraging intellectual discourse.
- **Case Studies & Role Play:** Practical exercises for real-world problem-solving.
- **E-Content Development:** Use of digital tools to transfer knowledge.
- **Audio/Video Recording:** Capturing lectures for future reference.
- **LAN-Enabled Seminar Halls:** Providing a tech-enhanced learning environment.

Problem-Solving Methodologies

- **Teaching Plans:** Structured planning at the beginning of the academic year.
- **Use of Multimedia:** Clips, PPTs, CDs to explain complex concepts.
- **Add-On Courses:** For developing special skills in areas like resume writing and interviews.
- **Mentorship Programs:** Guidance for personal and academic growth.
- **Round-Robin Brainstorming:** Encouraging creative problem-solving.
- **Quizzes & Online Tests:** Regular assessment through tech-based platforms.

- **Assignments Based on Real Problems:** Current issue-based tasks.
- **Techfests & Question-Answer Sessions:** Stimulating tech skills through competitions.

ICT Tools for Teaching-Learning

- **Tech Equipment:** Projectors, laptops, printers, scanners, smartboards.
- **Online Platforms:** Google Meet, Zoom, Google Classrooms, Lecture Capture Systems.
- **Interactive Materials:** PPTs with animations, videos, online quizzes, web design.
- Video lecture

Seminars/Webinars on: Seminars/Webinars:

Topics include New Education Policy 2020, better placements, tech skill development, spirituality, success mantra and goal setting, social empowerment, depression, and stress management.

Department-Specific Initiatives

- **Chemical Garden & Barcoding of Plants:** Engaging activities for Science students.
- **3D Models:** For visualizing scientific concepts.
- **Laptop/Mobile Programs:** Encouraging digital integration in projects.

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: 75.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
99	99	99	79	79

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: 97.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
76	80	68	55	55

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:

The institute's internal review process is open and thorough in frequency and diversity. The institute's internal evaluation complies with the rules of the affiliated institution occasionally set forth.

- The academic schedule is prepared by the institution well in advance of the start of the semester, having been received from the affiliated institution.
- Faculty members are consulted by the principal and HoDs to ensure the efficacy of the evaluation process.
- Students are evaluated on a regular basis during the course by:
 - Midterm examinations
 - Homework
 - Field trips and fieldwork,
 - Assignment and Its Presentation
 - Group Discussion
 - Group Talk
 - Class Teaching
 - Library Reading and Survey Work
 - Preparation of posters/charts/models
 - Semi-surprise class test
 - Objective questionnaire
- Schedules for midterm exams and assignments are available in the academic calendar, which is available well in advance of the start of the term.
- The question papers created by faculty members for internal exams are reviewed by the HoDs. The answer sheets from the internal assessment are examined and distributed to the students to look for any irregularities.
- The student concerns regarding the internal assessments are addressed by the Head of Department. The same people look over and handle the complaints.
- To maintain transparency, department notice boards show students' grades, and students who perform poorly receive one-on-one counselling.
- We take one-to-one meetings with students regarding grievances and related documents are put on the college noticeboard and onsite.
- In parent-teacher meetings the related issues are told and solved. Xerox copies of answer scripts whenever necessary are given to the concerned students

In accordance with the policies established by the affiliating university, a thorough procedure has been established to handle any complaints from students regarding exams. Below are some procedural points to consider:

- The Institute maintains a distinct examination cell, which is managed by the chief of exams with support from other faculty and staff members. A rotating committee overseen by the principal and other senior faculty members keeps an eye on the entire exam system during the semester end and continuous internal examinations.
- Even if a student has a valid excuse for missing the internal exam, the examination is still administered to them in compliance with the requirements established by the associated university.
- The internal review of lab records is done in front of the students to cut down on complaints and increase transparency.
- The institute works hard to stop cheating on its property. However, any anomalies found during

the SEE (Semester End Examination) are reported to the Examination Cell of the institute and handled in compliance with the affiliated university's policies.

- If a student is dissatisfied with the results, they may request a re-evaluation, provided that the procedure is followed following the guidelines of the affiliated university.
- The examination cell of the institution handles complaints from students about the registration card, admit card, and other items before the SEE.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

The College follows the outcome-based education. Hence, from the Program Outcomes (POs) established by NAAC, the institution has strictly outlined Course Outcomes (COs) and Program Specific Outcomes (PSOs).

Every course has a description of its COs in the syllabus books. Under each department, the institute's website provides a list of the POs, PSOs, and COs for each program. In addition to notice boards, common areas, the head of department's office, and all other noteworthy locations, the statements are posted at each of these locations. Before admission special counselling session organised to communicate outcome of each programme and course to students and guardians.

For the purpose of informing teachers and students about POs, PSOs, and COs, the Institution uses a multi-layered procedure. The creation of POs/PSOs and COs involves every member of the faculty in the program. These documents are then evaluated and sent to the faculty after being thoroughly discussed in meetings of the Department Academic Committee.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation and post graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are

prepared by the head of the department (course coordinator) in consultation with concerned faculty members teaching the same course.

The following channels are used to inform students with regard to COs, POs, and PSOs. ·

- Through lecture-demos during Induction Programme conducted for first-year students
- Presentation of COs by the faculty at the beginning of each course ·
- Foam boards with illustrations of the POs are displayed in the corridors. ·
- Through training sessions and workshops on OBE for students, faculty and office staff to promote the spirit of OBE
- At the time of admission, the admission counselling cell (admission committee) and Students' Help Desk also apprise students of what to expect from various courses.
- Students are provided opportunities to interact with senior students and alumni to learn about their experiences and career paths, so that they are encouraged and motivated to chart out similar roadmaps for their own future.

Matrix analysis is used to first calculate course outcomes (COs) for individual courses and programs. The level of attainment of POs, PSOs, and COs is determined through faculty course assessment reports and carefully considered evaluation criteria, which helps to illustrate the learning outcomes of the students.

Outcomes of all programmes /courses are well displayed on college website(department profile) and in the department,induction programme etc

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:

Program Outcomes and Course Outcomes are carefully developed, aligning with the college's vision, mission, and program-specific outcomes. Student learning is assessed and evaluated following Course Outcomes and Bloom's taxonomy pedagogy.

Assessment and Evaluation Process

- **Summative and Internal Assessments:**
 - End-of-semester summative assessments and two Continuous Internal Assessments (CIA I and II) are conducted, adhering to university norms.

- The internal exam carries a weightage of 25 marks, while the university exam accounts for 75 marks.
- **Methods of Continuous Internal Assessments (CIAs):**
 - Written exams
 - Multiple-choice questions
 - Quizzes
 - Presentations
 - Assignments
 - Projects
- **Summative Assessment Design:**
 - Question papers for summative assessments are designed to align with Course Outcomes and pedagogy objectives.
 - The Exam Committee and Department Heads review the question papers before publication.
- **Result Publication and Performance Analysis:**
 - The Incharge of Exams publishes exam results.
 - Performance analysis reports are created at the department level to evaluate goal attainment.
 - A balanced combination of assessment tools ensures a fair and equitable evaluation system for students.

Fair and Equitable Evaluation

- **Marking Scheme:**
 - Evaluations for assignments, presentations, and projects follow a regularly updated marking scheme to ensure fairness and equity in assessment.

Student Feedback and Curriculum Improvement

- **Feedback Mechanisms:**
 - Feedback is collected through course feedback forms and teaching assessment questionnaires to gauge the effectiveness of course delivery and learning outcomes.
 - Instructors use this feedback to update and improve course content, teaching methods, and assessment strategies.
- **Academic Progress Monitoring:**
 - Students' academic progress is meticulously recorded throughout their academic journey.
 - Progress reports are provided to departments for review and necessary course corrections, if required.

Collaboration in Assessment Design

- **Faculty and Department Collaboration:**
 - Heads of Departments are consulted on the development of question papers and assessment techniques to ensure they meet program goals.

Focus on Holistic Development

- **Personal and Community Development:**

- The college emphasizes the holistic development of students, aligning these goals with program outcomes and the institution's vision and mission.
- Students are encouraged to participate in co-curricular and extracurricular activities, with their participation being documented on their marksheets.

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

2.6.3

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

Response: 91.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
2418	2453	2289	2404	2063

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

2023-24	2022-23	2021-22	2020-21	2019-20
2726	2604	2521	2726	2173

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
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.89

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: 22.63

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	22.63	0	0

File Description

Document

Upload supporting document

[View 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:

College has strategically developed an ecosystem highly conducive to research, innovation, and knowledge transfer through various initiatives. A cornerstone of these efforts is the establishment of a dedicated Research Centre, which serves as the epicentre of scholarly activities and fosters interdisciplinary collaboration. It continuously supports faculty and researchers, ensuring that scholarly endeavors are initiated and sustained to achieve meaningful outcomes. As the outcome of this research centre, Dr. Rekha Sharma, Assistant Professor, Department of Botany has been granted major research project of amount Rs. 15 Lac only for three years by CST U.P. Three of our faculty members including Principal of college have applied Indian Patent and Design and have been patented some designs.

Moreover, The Centre has made significant strides in publishing scholarly books on a wide range of topics covering Indian Knowledge System, including History in Literature, Future Technologies, Entrepreneurship in India, Democracy in Literature, Swatantrata ki Uttarmimansa, and Nayi Shiksha

Neeti etc. Inspired by the Research Centre's achievements, the Department of Hindi organized the "Ganga Kaveri Vyakhyan-Mala," a series of 108 online lectures delivered by renowned scholars from India and abroad on various topics of rich heritage of Indian literature, culture and tradition. This initiative was conducted in collaboration with Pompei College Aikala, Mangaluru, Karnataka, during the 2020-21 and 2021-22 academic sessions.

The college library is seamlessly integrated with INFLIBNET, offering faculty members and students unparalleled access to a vast array of online resources. This connection enhances research and learning by providing convenient access to scholarly databases, e-journals, and other academic materials. The library also features a cyber area, equipped with tablets and computers, allowing students to engage with premier online educational platforms such as NPTEL, e-PG Pathshala, and Swayam Prabha.

To foster community engagement and practical learning, the college has established a MoU with Radio Avadh, a radio station situated within the college campus. This collaboration not only serves as a powerful medium for sharing educational content with the local community but also provides students with invaluable hands-on experience as Radio Jockeys (RJs) and presenters.

The college has created a student-friendly environment through innovative initiatives. Each department has its own QR code displayed at the entrance. By scanning these codes, students can access comprehensive information about faculty, syllabi, courses, departmental activities, and notices specific to that department.

SLBSDC, as a knowledge centre, has proactively promoted a knowledge-based approach among students, demonstrating how knowledge leads to employment, empowerment, and enlightenment. The college has established a dedicated digital language lab to teach and hone English communication skills using specialized modules. The lab also offers certificate courses in Spanish, Russian, and French, providing students with global exposure and enhancing their prospects for research, innovation, and employment.

Furthermore, the institute places a high premium on effective knowledge transfer. It has signed MoUs with various institutions for research, faculty exchange, and student exchange. Through strategic partnerships, networking opportunities, and collaborative endeavours, the college aims to translate research outcomes into tangible societal benefits, bridging the gap between theoretical research and practical application.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 45

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	7	3	1	2

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: 0.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	02	11	03	0

File Description

Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Institutional data in the prescribed format

[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: 3.04

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	67	46	17	28

File Description	Document
List of chapter/book along with the links redirecting to the source website	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

3.4 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, in collaboration with the district administration, has taken a proactive stance on voter awareness, implementing a series of programs to educate the community about their democratic rights and responsibilities. Awareness rallies, Nukkad Natak, painting and rangoli competitions have been effectively organized to engage voters in a meaningful way. Furthering its commitment to social welfare, the college has collaborated with the Nagar Palika and the district administration to promote cleanliness and environmental conservation. The activities, including a "plogging" run, clean office surveys, wall paintings, and community cleanliness drives etc. have significantly raised awareness and inspired collective action towards a cleaner environment. As per the direction of D.M. Gonda, In the supervision of Principal and five faculty members of the college more than 75 students, along with other officials of district, have organized a survey for cleanliness ranking of all the offices of District Administration. Additionally, the college has supported the Ayushman Bharat initiative by providing student volunteers to assist the district administration in conducting surveys and helping villagers acquire Ayushman cards, thus facilitating access to healthcare for those in need. College has been registered under Unnat Bharat Abhiyaan and doing social awareness program in nearby villages.

The college's four National Service Scheme (NSS) units, each comprising 100 volunteers, are instrumental in extending the institution's social outreach. Each NSS unit has adopted a

village—Bangrahawa, Nevalganj, Pared Sarkar, and Bankatacharyaganj—to foster sustainable development and improve social welfare. Through multiple camps, including one-day and seven-day residential camps, the NSS addresses various local and social issues, driving impactful community engagement. The activities led by NSS volunteers encompass cleanliness drives, tree plantation, seminars, discussions on national and international issues, water conservation efforts, plastic eradication initiatives, traffic rule awareness, programs against female foeticide, voter awareness campaigns, blood group detection camps, environmental awareness projects, women empowerment programs, national integrity promotion, and AIDS awareness campaigns. These extensive efforts have made an everlasting impact on the surrounding communities, promoting a culture of awareness and responsible citizenship.

The college’s National Cadet Corps (NCC) unit, operating under the 3/48 U.P. Battalion, alongside the Rover-Rangers unit, plays a crucial role in developing students’ leadership, patriotism, discipline, character building, and a spirit of adventure and self-service. The NCC organizes a variety of extension activities, including tree plantation, road safety, and traffic awareness drives, the "Save Water, Save Country" program, cleanliness initiatives, blood donation camps, and gender equality awareness campaigns. In addition, the NCC and Rover-Rangers units actively assist the local administration during fairs and festivals, ensuring the smooth conduct of these events and enhancing their management and coordination skills.

The Red Cross Unit further strengthens the college’s commitment to health and well-being by organizing health awareness camps. Students and faculty members receive training in first aid, balanced diets, vector-borne disease prevention, healthy lifestyle practices, and personal and social hygiene. These programs equip participants with essential life skills, fostering a culture of health consciousness within the college and the broader community.

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:

Extension activities are a vital component of holistic development in educational institutions, effectively bridging the gap between academia and the community. These activities not only contribute to societal development but also foster the personal and professional growth of students. Our college has been actively involved in a wide range of extension activities, demonstrating our unwavering commitment to social responsibility and community engagement. This report highlights the significant awards and recognition our college has received for its outstanding contributions in this domain.

Our college has consistently engaged in various extension activities aimed at addressing social,

economic, and environmental challenges. These activities have been conducted through collaborations with NGOs and local communities, furthering our mission to serve society.

1. Awards and Recognitions:

Dr. Sanjay Kumar Pandey, Professor, Department of Mathematics of our college has been the visiting Associateship at the world-renowned institute IUCAA, Pune since 2013 till continuation. He has made many significant contributions there by visiting the institute during vacations in college and whenever required.

Dr. Rekha Sharma has been the brand ambassador of Swachhta Survey of Gonda city by Nagar Palika Gonda since last three years. Principal and Dr. Chaman Kaur have also been appointed the brand ambassadors of this Swachha Survey for year 2024 by Nagar Palika, Gonda.

Dr. Rekha Sharma, Assistant Professor in the department of Botany was honored with the Nari Gaurav Samman 2024 for her remarkable contributions to education, literature, and women's empowerment. This prestigious award was conferred on International Women's Day (March 8, 2024) by the Brij Lok Sahitya Kala Sanskrit Academy, Fatehabad, U.P. Dr. Sharma also received an appreciation letter from the Khadi Evam Gramodyog Vibhag for her outstanding efforts in promoting the use of khadi during the Khadi Mahotsav. Additionally, she was recognized by the Agriculture Department, U.P., for her significant contributions as a jury member in the "Awareness & Millets Recipe Development" program.

The NCC Unit and Rovers of our college, operating under the 3/48 U.P. Battalion, are dedicated to fostering leadership, patriotism, discipline, character building, a spirit of adventure, and the ideal of self-service among students. The NCC unit organizes various extension activities, including tree plantation drives, road safety and traffic awareness campaigns, the "Save Water, Save Country" program, cleanliness drives, blood donation camps, and gender equality awareness campaigns. Dr. Amit Kumar Shukla, the Caretaker Officer of the NCC Unit, was commended by the NCC Commanding Officer for his exceptional dedication, enthusiasm, and professionalism.

Dr. Pallavi, Assistant Professor in the Department of Geography, received the SSIF Peace Award 2023 on the occasion of Gandhi Jayanti for her outstanding contributions to nation-building, awarded by the Shri Satyaindira Foundation. She was also conferred with the Educationist of the Year 2022 award for her innovative work in the field of education and her efforts in promoting research, presented by the Guru Foundation, Rohtak.

2. Award Letter for Implementation of NEP 2020:

Our college has been proactive in implementing the National Education Policy (NEP) 2020. The dedication and special contributions of our faculty were recognized by Dr. Rammanohar Lohia Avadh University, which awarded letters of commendation to 26 professors from our college on September 5, 2021.

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: 73

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	28	07	05	09

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: 06

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 college has a well-developed high-tech campus equipped with modern facilities and learning resources. Our college have **three** separate campuses-

- **First - The Main Campus** which includes faculty of Arts & Commerce
- **Second - The Science Campus** which includes faculty of Science (05 departments) along with the BBA, BCA & BSc-Ag departments as well
- **Third - The B.Ed Campus** (Teacher's Education).

- The college has lush green campus in all faculties rich greenery which represents an ideal environment for fostering both academic and aesthetic growth.
- The college also has two seminar halls- **Tulsi Sabhagaar, Conference hall** & one auditoriums **Lalita Shastri Sabhagaar** which is air- conditioned with 250 seating capacity with ICT enabled facility.
- Lush green campus of the College has adequate infrastructure for teaching learning and other activities are:
- **40** spacious classrooms including **20** technology enabled smart classrooms, **02** Seminar Hall and **01** Auditorium.
- There are 17 well established Laboratories 10 in the science campus 05 in arts campus and 02 in the B.Ed.
- There is 02 Computer lab(having more than 120 computer systems of latest generation)
- To support teaching learning there is a well established administrative block with Principal Office, EDP cell, establishment cell, Examination Cell, Career Counselling Cell, Placement Cell, Health Centre, Yoga Centre and management office etc.
- The entire college system has a fiber optic LAN of 3 km providing a network to over 160 PCs/workstations/laptops and other than wi-fi connections of **100 MBPS** across the campus.
- Student can use Wi-Fi at certain places with their own device also.
- There are **03** Reading Rooms where student can read the books or use the computers and Tablet.
- There is a Language Lab with **orell talk pro** software where student can improve their proficiency in different language.
- College playground facilities are equipped with facilities for basketball, volleyball, cricket, kho-kho, kabaddi, football and indoor games facilities like chess table tennis and carrom. In addition two outdoor gym and one indoor gym are also functional.

- Well-furnished boy's hostel of other backward classes maintain by college helps economically weaker student.
- There are **03** common rooms for girls students with all required facilities.
- The college has a **Research Center** in Main campus dedicated to indian knowledge system and humanities with one inquisition/innovation center in the science campus to promote quality of research among faculties and students.
- We have a Vidwan database of around more than 100 passionate educators and more than 100+ video lectures at college's official you-tube website.
- The entire campus is well-monitored through 175 IP based high-definition CCTV cameras and 24 X 7 video surveillance.
- We have a separate place of the Indian Constitution set-ups at college entrance lobby to educate students about importance of constitution.
- The various departments of our college use multiple servers, licensed & free software and application as well with department library.
- Generator 24 X 7 hours power backup.
- Agriculture farm in science campus and 15 km away from college for training & Agriculture faculty.

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

4.1.2

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

Response: 34.73

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

2023-24	2022-23	2021-22	2020-21	2019-20
80.0012	41.79	67.57	7.34	9.34

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

Library Software & Technology Used :-

The Library Resource Centre is enabled with the integrated library management system

- Name of LMS software: - **Integrated Library Management System** designed and developed by excess computer Access Computer Lucknow
- Nature of automation (fully or partially): **Fully**
- Version: **Tailored**
- Year of Automation: **2019**
- Library automation software is equipped with the modules like acquisition, circulations, stock management, subscription, binding and reports.
- The well-stocked College Library is spread over first floor of an impressive building, and shelves more than 99351+ books, 25 CD/DVDs, 05 journals and magazines and 04 newspapers. Digital collection of the library includes 1200+ e-books (INFLIBNET N-List program).

Library Service Type	Existing		Newly added		Total	
	Number	Price	Number	Price	Number	Price
TEXT BOOKS	102299	1,14,98,818	9642	2181593	111941	1,36,80,411

	2618	2,87,562	48	29600	2666	3,17,162
REFERENC E BOOKS						
	150	NILL	115	NILL	265	NILL
E -BOOKS						
	10	NILL	14	NILL	24	NILL
JOURNALS						

Services & Technology Available :-

- Our Library has 15 computers and 05 tablets for students and 07 computers for staff to access e-resources, e-contents. Internet Surfing, Current Content Alert, SMS Alert Services, Previous Year Question Papers Alert, Employment News and Books of the month are provided to the users of the library.
- There is separate section of teachers reading room also.
- CCTV cameras have been installed in the college library to create a safe study environment for its users.
- Library & Reading Committee at its meeting frames a policy for the smooth functioning of the library and takes necessary steps for executing decisions expeditiously.
- Students can give feedback through Online Feedback Form. Users can also register for e-resources through an online e-resource form.

Thinkers –

We have separate gallery dedicated to prominent thinkers of our culture not only honors their legacy but also serves as a dynamic educational tool. It can inspire students to reflect on their roles in society and encourage a commitment to the values these leaders championed

Mahatma Gandhi: Works like *Hind Swaraj* and *The Story of My Experiments with Truth* offer insights into non-violent resistance and self-discipline.

Lal Bahadur Shastri: His speeches and writings emphasize simplicity and dedication to the nation, showcasing leadership during critical times.

Swami Vivekananda: Texts like *Awakening India* and his speeches at the World Parliament of Religions promote spiritual and social upliftment.

Pt. Jawahar Lal Nehru: *The Discovery of India* and his letters reflect his vision for a modern, secular India and the importance of education and science.

Dr. Bhim Rao Ambedkar -He was a social reformer, lawyer, and politician who played a crucial role in the fight against caste discrimination and the promotion of social justice. He wrote several influential books that address social justice, caste, and the rights of marginalized communities.

Dr. Sarvepalli Radhakrishnan- Radhakrishnan was a prominent scholar of Indian philosophy and comparative religion. He wrote extensively on various topics, including philosophy, spirituality, and education, advocating for a synthesis of Eastern and Western thought.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

1. Wi-Fi Infrastructure :-

As of September 2024, our Wi-Fi network has been recently upgraded to enhance connectivity and speed. We have implemented a state-of-the-art Wi-Fi 6 (802.11ax) system, which significantly improves network efficiency and supports higher data transfer rate compared to previous Wi-Fi standards. The upgrade was completed in August 2024, reflecting our commitment to provide a robust and future-proof network infrastructure.

2. Wi-Fi Coverage :-

Our facility boasts comprehensive Wi-Fi coverage across all areas, including offices, meeting rooms, common areas, and outdoor spaces. To ensure optimal signal strength and minimize dead zones, we have deployed multiple high-performance access points strategically placed throughout the premises. This setup facilitates seamless connectivity and supports a high density of connected devices, making it ideal for both individual and collaborative work environments.

3. Internet Bandwidth :-

The internet bandwidth was upgraded in July 2023 to accommodate increasing data demands and provide a reliable and fast online experience. We now offer a high-speed fiber-optic internet connection with a bandwidth capacity of 200 Mbps. This upgrade ensures that users can perform high-bandwidth activities such as video-conferencing, large file transfers, and real-time collaboration without experiencing significant latency or interruptions.

4. Network Security:-

To safeguard our network and user data, we have integrated advanced security protocols, including WPA3 encryption for Wi-Fi connections and a comprehensive firewall system. Regular security updates and patches are applied to maintain the highest level of protection against potential threats. Additionally, our network is monitored 24/7 to promptly address any security concerns or performance issues.

5. Support and Maintenance :-

Our IT support team is available to assist with any connectivity issues or technical questions. We offer comprehensive support, including troubleshooting, network diagnostics, and assistance with connecting devices to the Wi-Fi network. Regular maintenance checks are conducted to ensure that all the IT facilities remain in optimal working condition and that of any potential issues are addressed promptly.

6.Future Upgrades :-

We are committed to stay ahead of technological advancements and continuously improving our IT infrastructure. Future plans include exploring the integration of Wi-Fi 6 technology as it becomes available, which promises even higher speeds and improved network efficiency. Additionally, we are evaluating options for expanding our bandwidth capacity and enhancing our network security measures to keep pace with evolving requirements and emerging threats.

7- Yoga and Meditation Centre:- This center offers numerous benefits, promoting physical activities, community engagement, various kind of announcement, etc.

8- Language Lab :- Language labs allows students to practice the language with a much wider variety of activities and exercises based on the computer. Learning occurs in a structured way, in a real context and visually attractive way that immerses the student in the language learning environment and promotes language use. The students can watch videos, practice their pronunciation through a speech recognizer, learn new vocabulary and much more.

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

4.3.2

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

Response: 161.6

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

Response: 52

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: 23.3

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)

2023-24	2022-23	2021-22	2020-21	2019-20
48.322	13.605	29.614	30.954	15.705

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: 69.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
5200	6650	5590	5320	4510

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: A. All 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
Provide Links for any other relevant document to support the claim (if any)	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: 39.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
5190	5100	410	1700	3100

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: B. 3 of the above

File Description	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: 22.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
553	578	626	458	419

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

2023-24	2022-23	2021-22	2020-21	2019-20
2416	2535	2356	2563	2074

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View 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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0.61

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
27	5	11	8	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	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

5.3 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: 12

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	08	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	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: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	04	05	02	02

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 takes great pride in its diverse and accomplished alumni network, which plays a pivotal role in the institution's ongoing success and development. The college's Alumni Association serves as a vital link between former students and the college, fostering a dynamic and supportive community. This association not only maintains regular contact with alumni but also leverages their achievements and experiences to benefit current students and the institution as a whole.

Our alumni are instrumental in the progress of the college, offering continuous support and inspiration. They contribute significantly to the college's growth by acting as a cornerstone for its advancement. The Alumni Association provides an essential interface, connecting past graduates with current students, faculty, and staff, thus creating a rich network of knowledge and experience.

The role of the Alumni Coordinator is central to this effort. This individual oversees the various initiatives of the Alumni Association, ensuring effective communication and engagement among alumni, current students, and college personnel. To streamline these efforts, the college has established an Alumni Portal (<https://lbsdc.org.in/Web/Alumni.aspx>). This online platform allows for tracking alumni achievements and sharing their professional journeys. It also facilitates the collection of valuable feedback from alumni, which is crucial for the institution's development.

The college greatly values the insights provided by the alumni through the executive committee. Their feedback is integral to crafting the strategic vision for the future of Shri L.B.S. Degree College. This includes the formulation of academic plans, preparation of the Annual Quality Assurance Report, and the selection of members for key committees such as the Internal Quality Assurance Cell (IQAC) and the nascent Institution Innovation Council. The guidance and mentorship offered by alumni are vital for these committees as they work towards enhancing the college's academic standards and fostering innovation.

The impact of the college's alumni is evident across a wide array of professions. Graduates from Shri L.B.S. Degree College have achieved significant success in fields such as media, bureaucracy, judiciary, business, journalism, fashion, acting, singing, academics, sports, research, information technology, and entrepreneurship. Their accomplishments reflect the quality of education and the supportive network provided by the college, underscoring the institution's role in shaping successful professionals.

To summarise, the alumni of Shri L.B.S. Degree College Gonda are not only a testament to the college's impact but also a driving force behind its continued success. Their active involvement and support help bridge the gap between past and present, fostering a collaborative environment that benefits all members of the college community. Through the Alumni Association, coordinated efforts, and valuable feedback, the college is able to continually enhance its offerings and maintain a high standard of excellence.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

The college has the vision of “**imparting and advancing the cause of Higher Education, scientific and general, in the district of Gonda and also of neighbouring districts.**” The college has the mission “**to stimulate the academic environment for promotion of quality in teaching learning process in the institution, by doing so making this college as the best centre of higher education in Uttar Pradesh.**”

The college’s leadership has embraced the National Education Policy (NEP) as a framework to enhance educational standards and align with contemporary educational needs.

The NEP emphasizes holistic and multi-disciplinary education, flexible curricula, and the integration of vocational training. College has adopted these principles by incorporating innovative teaching methodologies, updating academic programs to include new disciplines, and promoting skill development initiatives. This approach not only aligns with the institution’s mission of providing high-quality education but also prepares students for the evolving job market and societal needs. The college’s leadership is dedicated to fostering sustained growth through continuous improvement and adaptation. This commitment is evident in the ongoing development of infrastructure, expansion of academic programs, and enhancement of student services.

A core aspect of the college’s governance model is decentralization, which empowers various departments and administrative units to operate with autonomy. Each department is entrusted with decision-making authority in its specific area, allowing for a more agile and responsive approach to managing academic and administrative tasks. This decentralized structure facilitates efficient problem-solving and ensures that departmental activities align closely with the college’s overall mission and goals.

Participative management is a fundamental principle of the College. The Management Committee has taken a significant step towards ensuring the seamless functioning of the college by constituting four key committees- Automation Committee, Purchase committee, College Development Committee and Payment Committee etc. These committees have been established to oversee specific aspects of college operations, leveraging the expertise of faculty and staff members to drive excellence. The institution promotes active involvement from faculty, staff, and students in governance processes through established committees and forums. Principal constitutes the different committees- these include the IQAC,

Environment Cleanliness Committee, Event Organization Committee, and others that cover various

aspects of college life. Regular meetings and open forums allow stakeholders to contribute their ideas, feedback, and suggestions, fostering a collaborative environment. This participatory approach not only improves decision-making but also ensures that diverse perspectives are considered in shaping the college's policies and practices.

The college's leadership has developed a comprehensive Institutional Perspective Plan that outlines both short-term and long-term goals. This plan serves as a roadmap for achieving the institution's vision and mission. Short-term objectives often focus on immediate improvements and initiatives, such as enhancing academic programs, upgrading facilities, and implementing new student support services. Long-term goals, on the other hand, encompass broader aspirations, including expanding the college's academic reach, increasing research output, and establishing partnerships with other educational institutions and industries. By aligning its governance and leadership practices with its vision and mission, the College ensures that every aspect of its operations supports its overarching goals.

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:

Shri L.B.S. Degree College, Gonda is dedicated to fostering a culture of excellence and continuous learning among its faculty and students, emphasizing adaptation to global changes. Following the Covid-19 pandemic, the college successfully implemented strategic initiatives to enhance its educational framework, reflecting its commitment to providing a dynamic and inclusive learning environment. The organogram of the institution is meticulously designed to ensure effective governance and operational efficiency through a structured hierarchy and clear reporting relationships among various positions and departments.

1. Management Committee: At the apex of the hierarchy, the Management Committee comprises influential stakeholders such as the Chairman, Secretary, and nominated members. This committee holds the highest authority and is responsible for governance, policy formation, and strategic planning. Their leadership ensures that the institution operates in accordance with its mission and objectives.

2. Principal: As the administrative head, the Principal plays a pivotal role in overseeing all activities within the institution. They work closely with the Management Committee, department heads, and other key stakeholders to implement policies, manage resources, and maintain overall operational efficiency.

The Principal's leadership is essential in setting the tone for academic excellence and institutional development.

3. Internal Quality Assurance Cell (IQAC): The IQAC is instrumental in ensuring and enhancing the quality of education provided by the institution. It monitors performance metrics, implements quality control measures, and fosters a culture of continuous improvement. By maintaining rigorous standards and assessing institutional effectiveness, the IQAC contributes to the overall governance and operational efficiency of the institution.

4. Heads of Departments (HoDs): Each department is led by a Head of Department who oversees academic programs, faculty management, and curriculum development. HoDs collaborate with the Principal and IQAC to align departmental goals with institutional objectives. Their leadership ensures that academic standards are upheld and that departmental operations contribute effectively to the institution's overall mission.

5. Faculty and Support Staff: Faculty members, appointed based on qualifications and expertise, deliver high-quality education and contribute to research and mentoring activities. Support staff, including administrative officers, finance officers, and technical personnel, play crucial roles in supporting day-to-day operations. Together, they contribute to the efficient functioning of the institution by providing essential services and support to students, faculty, and other stakeholders.

The institution prioritized the professional development of its staff through a comprehensive training and development program. This initiative aimed to enhance both technical competencies and soft skills among employees, aligning with institutional objectives and fostering a culture of continuous improvement. Tailored training modules and ongoing assessment mechanisms were integral to the program's success, ensuring that staff remained proficient and adaptable in their roles.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

Shri Lal Bahadur Shastri Degree College, Gonda gives a strong emphasis on faculty development and advancement. To support this goal, the college has established a comprehensive Performance Appraisal System designed to ensure the ongoing growth and effectiveness of our faculty members. This robust Performance Appraisal System involves regular evaluations that typically occur on an annual or bi-annual basis. The process is multifaceted, incorporating feedback from a variety of sources, including students and colleagues, to provide a thorough assessment of each faculty member's teaching effectiveness. While academic outcomes are certainly an important component, our appraisal system also takes into account several other factors. These include the use of innovative teaching methodologies, levels of student engagement, and contributions to the broader academic community. The feedback gathered during these evaluations is invaluable. It helps to identify areas where faculty members can improve, pinpoint specific training needs, and determine where additional responsibilities might be appropriate. The insights from these assessments are used to guide faculty members in their professional development, ensuring they receive the support necessary to refine their skills and enhance their teaching practices. Under the guidance of the Principal, faculty members benefit from essential support, guidance, and counseling aimed at fostering their growth and development. The Principal plays a crucial role in this process, offering tailored advice and resources to help educators overcome challenges and build on their strengths. Through regular evaluations, feedback, and personalized support, we strive to enhance the teaching-learning process and maintain a high standard of educational excellence. By evaluating teaching effectiveness through a comprehensive and multi-dimensional approach, providing targeted support and guidance, and maintaining transparency with management, the college aims to nurture a dynamic and dedicated team of educators.

The top priority of the college is to ensure the safety, security, and overall well-being of our students, faculty, and staff. The college is committed to fostering a nurturing environment through comprehensive support and the implementation of various measures to protect their welfare. A welfare fund for teaching staff and non-teaching staff in a college provides numerous benefit that contribute to

their financial security, health care and well being. It offers financial assistance during emergencies such as medical crises. Notably, the college emphasizes:

Teaching Staff

- 1. Teacher Welfare Fund
- 2. Support for Professional Development: Financial Aid and Academic Leave
- 3. Management Welfare Fund
- 4. Free Medical Health Checkups
- 5. GPF
- 6. NPS
- 7. Teachers’ Day Celebration
- 8. Maternity Leave
- 9. Canteen
- 10. Indoor and outdoor Gymnasium Facility
- 11. Medical Leave

Non- Teaching

- 1. Staff Welfare Fund
- 2. Free Medical Health Checkups
- 3. GPF
- 4. NPS
- 5. Maternity Leave
- 6. Canteen
- 7. Indoor and Outdoor Gymnasium Facility
- 8. Medical Leave

These measures reflect our commitment to creating a safe and supportive environment for everyone within our college community.

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: 2.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	01	03	01	0

File Description	Document
Policy document on providing financial support to teachers	View 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
Provide Links for any other relevant document to support the claim (if any)	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: 44.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
53	68	39	34	20

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

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	28	28	28

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

Shri Lal Bahadur Shastri Degree College in Gonda is a government-aided postgraduate institution affiliated with Dr. Rammanohar Lohia Avadh University, Ayodhya. Being an affiliated college, it follows the University's regulations and guidelines on fee structures and financial management. The college actively seeks financial support from philanthropic sources and other organizations to bolster its resources. Our financial management system is strengthened by support from external sources including:

- Twenty Five lakh (25,00,000.00) Rupees received from the MP Development Fund in 2020-21 for institutional development and academic initiatives.
- Thirteen lakh and sixty thousand (13,60,000.00) Rupees received from the MP Development Fund in 2023-24 for institutional development and academic initiatives.
- Fifty Thousand (50,000) Rupees received from Bhatkhande Sanskrit University, Lucknow in 2023-24 for conducting cultural club activities.
- Ten lakh (10,00,000) Rupees received under Abhyuday Scheme form Social Welfare Department for students for competitive exam preparation.

To manage funds and allocate resources effectively, the Finance Committee creates a detailed annual budget, which is approved by the Management. Each department and activity is carefully planned with an activity-based budget, which receives approval from the Principal.

Our college upholds a rigorous system of financial oversight through regular internal and external audits to ensure effective financial management. Internal audits are conducted by an independent Chartered Accountant who meticulously reviews financial records and controls, ensuring transparency and accountability. Furthermore, the Principal reserves the right to constitute an internal audit committee to conduct audits whenever it is needed. Additionally, external audits are carried out by officials from the

AG office, the Directorate of Higher Education Service Commission in U.P., and local bodies. The College Management may also initiate audits as needed. Each year, the College Finance Committee prepares a comprehensive, detailed budget outlining financial planning and resource allocation. This budget is carefully crafted to align with the college's strategic objectives, prioritizing resource optimization.

After audits, financial statements and reports are presented to the management team for thorough examination, involving:

- Identification of discrepancies and areas for improvement
- Recommendations for future financial planning and resource allocation
- Review of budget performance and variance analysis

Any expenditure exceeding the approved budget for departments or activities requires prior approval from the College Finance Committee, ensuring prudent financial management and minimizing unnecessary expenses. This comprehensive auditing approach ensures:

- Effective financial oversight
- Optimal resource utilization
- Transparency and accountability
- Compliance with regulatory requirements
- Informed decision-making

Supporting the college's ongoing development and growth, our financial management system enables us to:

- Allocate resources efficiently
- Prioritize strategic initiatives
- Foster a culture of financial responsibility
- Enhance institutional credibility
- Achieve long-term sustainability

By maintaining high standards of financial management, we demonstrate our commitment to excellence, accountability, and responsible stewardship of resources.

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 Cell (IQAC) has been instrumental in embedding quality assurance strategies and processes within educational institutions, significantly enhancing academic and administrative standards. Key contributions include:

- 1. Development of Quality Assurance Frameworks:** IQAC has established comprehensive quality assurance frameworks, setting clear guidelines and standards for academic and administrative operations. This ensures consistency and high quality across curriculum design, teaching methods, and support services. It organized the academic and administrative audit at end of every session.
- 2. Continuous Internal Assessment Mechanisms:** By institutionalizing continuous internal assessments—such as periodic exams, assignments, and practical evaluations—IQAC monitors and evaluates the effectiveness of academic programs. This approach provides ongoing feedback on student learning outcomes and teaching efficacy, helping identify areas for improvement and ensuring program relevance.
- 3. Stakeholder Feedback Mechanisms:** IQAC has implemented structured feedback systems to gather insights from students, faculty, alumni, employers, and parents. Through surveys, interviews, and focus groups, IQAC collects valuable input on various aspects of the institution, analyzes it to identify strengths and weaknesses, and uses this information to enhance overall satisfaction and address stakeholder needs.
- 4. Quality Audits and Monitoring:** IQAC conducts regular internal audits and evaluations to assess the effectiveness of quality assurance mechanisms and ensure compliance with standards. This systematic approach involves developing assessment tools, analyzing data, and monitoring corrective measures to uphold and improve quality standards.
- 5. Documentation and Benchmarking:** IQAC promotes rigorous documentation and benchmarking practices, maintaining detailed records of institutional activities and performance. Benchmarking against other institutions and best practices helps identify improvement areas and adopt successful strategies.
- 6. Capacity Building and Professional Development:** IQAC emphasizes the importance of professional development for faculty and staff, organizing workshops and training programs to keep them updated with the latest quality assurance trends and methodologies.

The Internal Quality Assurance Cell (IQAC) follows a structured and systematic approach to review and enhance teaching, learning, and operational processes within the institution.

- 1. Periodic Review of Teaching and Learning Processes:** IQAC conducts thorough evaluations of existing teaching methodologies, including instructional techniques and pedagogical approaches, to ensure alignment with current educational standards. Feedback from students, faculty, and external experts is collected to identify areas for improvement. Based on this feedback, IQAC facilitates the implementation of new teaching strategies, such as active learning and technological integration.
- 2. Assessment of Learning Outcomes:** Regular evaluations of learning outcomes are conducted to align with educational objectives. The IQAC analyzes student performance data and measures the impact of teaching reforms on student engagement and achievement.
- 3. Recording and Documentation of Improvements:** Detailed records of incremental

improvements are maintained, and regular reports are prepared to summarize progress. These reports are shared with management and stakeholders to support informed decision-making.

4. **Continuous Improvement:** Ongoing monitoring and feedback collection enable the IQAC to adapt and refine strategies, ensuring continuous quality enhancement.

This systematic approach supports the institution's quality assurance goals and maintains high academic and operational standards. These systematic review and documentation process support the institution in achieving its quality assurance goals and maintaining high standards of academic excellence.

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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View 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
Provide Links for any other relevant document to support the claim (if any)	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:

Shri Lal Bahadur Shastri Degree College, Gonda undertakes vast number of programs and measures to promote and enhance a culture of respect and equality for female gender and the college also provides a percentage and various programs for female gender to be financially, mentally and emotionally empowered so as to promote their growth as individual. In SLBSDC women also occupy senior position such as president of management committee, head of department/ in-charge. They are also nominated as members of Internal Quality Assurance Cell, Board of Management, Board of Studies. Grievance Redressal Cell, Women Harassment Prevention Cell, Girls Common Room Committee has also been set up to raise awareness and promote gender equity. In 2023-24 there were 8403 students were admitted in college of which female students were 4194 and male students were 4209. The Gender Audit tries to access the impact of its current and proposed policies on gender equality. The gender audit was conducted to identify means to make our college campus safer for girl-students/women and sharing the results with the authority of the college for implementation of the recommendations. As part of the Audit, we conducted an online survey through Google form specially designed for the girl-students, faculty and the non-teaching staff in order to collect the respondent's perception on the prevailing Gender Sensitive practices /facilities in the campus. Some of the programs organises during the various during the academic year include –

- Wall painting competition on 15th April 2024
- Essay competition on 19th April 2024
- Yuva samvad organise 2nd April 2024
- Walkathon organised 13 March 2024
- Women's day celebration 08th March 2024
- Bicycle rally on women's day 08th March 2024
- International Yoga Day on 21st June 2024
- Different programs under the aegis of Mission Shakti were organized

Annual Gender Sensitization Program for the academic year 2023-24 includes -

- Staff skill training sessions on gender equality and gender sensitization held for men
- Women faculty members will be encouraged to act as resource persons.
- Encouraging women to play a lead role in all college related activities and social activities.

Facilities for women available in the campus

- Anti ragging committee
- Fire extinguisher
- Safety box
- CCTV
- Camera
- Proctorial Board
- Cyber security
- Security checkpoints at all campus entries and exits.
- Extensive surveillance network with 24 x 7 monitor cctv cameras.
- Strict implementation of anti ragging, anti smoking and mobile free campus.
- Awareness campaigns on women safety and gender sensitivity through Street plays release and tends by NSS and NCC student volunteers.
- The institute is the prefer destination of parents for education of their female wards as evidence by the stakeholder feedback.

Counseling are is provided to girls. A survey was also conducted in this regard for gender equity and to cross check the facilities provided by the college. Girls common room is exclusively available for girl students it is equipped with adequate tables and chairs and it has attached washroom.

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: A. 4 or All 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: C. Any 2 of the above

File Description	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
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 values all ethnicities irrespective of disability, gender or race and assures no discrimination

is made on the grounds of cultural, regional, linguistic, communal, socio-economic basis. Anti-Ragging norms are strictly followed.

Cultural Diversity:

- During Cultural Week, the institution hosts **Shastri Saptah** to celebrate cultural inclusivity. These festivals allow students to present various aspects of their cultures through drama, literature, folk songs, and dances representing different Indian states.
- Additionally, students receive training in folk music and are encouraged to showcase their talents.
- Our College organizes Youth and Heritage festival. College has maintained its legacy of winning the overall prizes.
- Reservation of seats for students as per Government Rules and Regulation and guidelines issued by affiliating University.

Communal Harmony:

- Celebration of festivals of different cultures and religions creates a harmonious environment among students and staffs.
- Our college ensures the celebration of festivals with zest thereby promoting mutual respect and tolerance.
- Commemorative days like , **Youth Day, Founders' Day, NSS Day** etc. speaks of the rich heritage.
- College has staff from different religions and cultures setting an example of communal harmony for its students.
- **International Women's Day** is celebrated to highlight the achievements of women.
- **Teachers Day** is celebrated to mark birth anniversary of Dr. Sarvepalli Radhakrishnan.
- Our college celebrates following Days **Kargil Vijay Diwas, Independence day, Teej, National Sports Day, World Ozone Day, International Music Day, Gandhi Jayanti , Dusshera, , Ambedkar Jayanti , National Post Day, Ekta Diwas (National Unity Day)etc. National Cancer Awareness Day, Children's Day, Constitution Day ,NSS Day, Deepawali , World AIDS Day, Basant Panchami ,Lohri, Mission Sakti .**

Linguistic Diversity:

- Two language formula adopted in teaching to facilitate the students.
- Celebrating **Hindi diwas** fosters communion.
- College offers courses in Hindi, English, Sanskrit classes.

Socio-economic:

- College promotes socio-economic inclusivity and ensures students are not deprived of education merely due to paucity of funds.
- College welfare policy favor's socio-economic weaker students and offers liberal help to under privileged students.
- Hostel facility for OBC students in Association with Social Development Department of U.P. Government.

Sensitization on Constitutional Obligations:

College has established policies that reflect Fundamental Duties and Rights; awareness about the national identity and symbols and core values. Students and the staff abide with the Code of Conduct. All these things are well displayed in Our College Prospects and website.

- Sense of integrity, unity and sovereignty is inculcated through various academic and co-curricular activities held to commemorate important days viz., **Republic Day, Independence Day, Gandhi Jayanti and importance of Indian constitution. Indian tricolor is hoisted on all National days with national anthem and taking oath of national integrity**, followed by distribution of sweets to instill sense of patriotism.
- Electoral Literacy Club organizes voter’s awareness to apprise the students and the general public about the democratic voting rights.
- Commemorating Voter’s Day and organizing Voter Card Help Desk.
- Participative activities are Organized on Constitution Day .
- Road safety awareness activities held on safe driving, traffic rules and Motor vehicles act.

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:

Best Practices

Every year, Our college exercises some extracurricular practices to motivate our students and guardians. Some of the recent practices are given below-

Best Practices I

Title of the Practice: Environmental Awareness and sustainability

Objectives of the Practice: To take initiative in creating Environmental awareness about importance of conservation and preservation of environment among students, staff, all stake holders of the college and community by setting our own example.

- The institution has its own Green Policy Document for inculcating Environmental awareness among all the stakeholders, conscious use of energy and water resources and making the campus litter free.

- To inculcate environmental values and consciousness amongst students, staff and society.
- To ensure the protection of environment through green energy initiatives and effective waste management measures.
- Awareness is spread through guest lectures, conferences, workshops, poster presentations, rallies etc.

The context:

The environment has gone through drastic change due to factors like pollution, over usage of Plastic and mismanagement of natural resources. In order to control the devastating Environmental changes; public awareness regarding environmental issues is served through the Numerous green initiatives and practices taken in the college.

The Practice

- Every year on 5th June the World Environment Day is celebrated by the department of Geography and Botany.
- The departments of Geography and Botany have organized one day workshop on the topic of eco-friendly practices and sustainable development.
- Eco-club in association with the Department of Botany and NSS unit of college organized an event called “One Student One Tree” – Plantation Activity.
- Eco club organized an offline quiz based on Environmental Awareness for faculty and students. This quiz was conducted on 5th June.
- The Institution has installed a solar power generation plant which Is upgraded to produce 5 KW energy.
- Rain water harvesting, watering the plants through drip irrigation, leakage free pipelines and faucets, e-toilets etc ensure controlled usage of water.
- The Institution strives to make the campus a zero waste zone. ‘Reduce, Recover, Recycle and Reuse’ is the policy for waste management.
- The Institution observes NO PLASTIC policy for all stakeholders.
- The Biodegradable and non-biodegradable waste is collected separately in color Code garbage bins.
- NSS volunteers took out a rally at various villages for awareness of environmental sustainability.

Evidence of success

This best practice has proven to be successful through the following activities:

1. Through periodical tree plantations, flora and fauna on the campus have been enriched, Resulting in the transformation of the campus into an eco-friendly one.
2. An awareness campaign for the plastic-free campus through signboards and Display boards has made the campus overall plastic free.
3. Through workshops/seminars/NSS/Eco Club, students are made aware of The various environmental issues.
4. A add on course on environmental awareness at the B.A/B.Sc./B.Com Level is run by department of Geography.

Problems Encountered and Resources Required:

While carrying out this practice, the following problems are encountered by the college:

- Green Campus initiatives are challenging, so they require determination and a Long-term commitment from all the stakeholders.
- The Green Campus initiative is a rather expensive practice. It needs expert Advice and an investment of resources.
- Sufficient manpower is needed to sustainably maintain green practices.
- Lesser awareness among the students and community towards environmental issues Aggravates the problem levels.

Best Practices II

Title of the practice: Transforming Gonda through Education

Objectives of the practice:

- To develop a vibrant local ecosystem to incubate and promote innovative ideas to educate for self sufficient economy.
- To create entrepreneurship opportunities for stakeholders of college.
- Empowering women through skills development to overcome societal stigma.
- To create a sense of responsibility in students constitutional values.

The context

Gonda is a less developed district. As traditionally less developed district the government of India to uplift the common people standards in present technical era. For this uplift vocational and technical education is must along with good communication skills. The agricultural sector provides major source of income to the people that can be enhanced by encouraging entrepreneurship. Along with crops, region has potential for industrial growth. Keeping all these things in mind the institution has developed the mechanism to educate students as well as farmers to increase their economic conditions to fulfill the college's vision.

The Practice:

- Enhance economic condition of farmers by introducing them to new scientific agricultural techniques.
- The college is promoting entrepreneurship by increasing the tendency of students to learn through electronic devices.
- College inculcates constitutional values among various stakeholders and college has also a radio station for awareness.
- College regularly carried out tree plantation drives for afforestation. ge homes.

Evidence of Success

- Environmental impact noticeable in terms of increase in green cover due to tree plantation drives.
- More than 200 students carried out an awareness rally in local areas for increasing registration rate in **AYUSHMAAN CARD YOGNA**.
- Uplift of the living condition of the orphanage and old age home through regular visit of college

volunteers and to enforce government supported schemes.

- The women in the self-help group started to use their mobile phone for trading because of college digital awareness programme in rural areas..
- To promote entrepreneurship in the area, Professor Shrawan Kumar Srivastava is continuously promoting micro industries in rural areas like vinegar making, honey beekeeping etc. in a scientific manner.
- Most of the college students, college teaching and non teaching staff use public transport and bicycles to come to the college.
- College is continuously ensuring agricultural development by introducing latest agricultural techniques.

Problem encountered and resources required

Initial resistance to change in social practices was a significant challenge, requiring extensive faculty and student’s workshops and sensitization programs. Another obstacle was the low literacy percentage which prevents the mind from absorbing new things. The students as well as villagers have afraid regarding the digital payments and financial decisions. Rural women often face additional barriers such as; less access to mobile phone, lower literacy rate, less confidence in using technology and restrictions on travel or social interaction. The cooperation of the public was inadequate therefore we were not able to give effective color to the awareness campaign.

File Description	Document
Best practices as hosted on the Institutional website	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:

Nurturing Responsible Citizens: A Commitment to Society

Nurturing responsible citizenship requires a multifaceted approach that involves education, community involvement, ethical leadership, social justice advocacy, environmental responsibility, civic engagement, global awareness, and positive role modelling. By fostering these qualities, individuals can develop a strong commitment to society and contribute to creating a better world for all. Our college is committed to nurture responsible citizens through college activities involves creating opportunities for students to engage with their communities, develop leadership skills, and cultivate a sense of social responsibility.

Objectives:

- Encouraging students to actively participate in campus and community activities that promote civic engagement, such as volunteering, community service projects, and involvement in student government or clubs focused on social issues.
- Providing opportunities for students to engage in critical thinking, debate, and dialogue on societal issues through activities such as seminars, workshops, and discussion groups. This helps them develop informed perspectives and the ability to articulate and defend their viewpoints respectfully.
- Offering leadership development programs that emphasize ethical making, accountability, and responsibility.
- Promoting diversity and inclusion through activities that celebrate cultural differences, foster understanding, and create a sense of belonging for all students.
- Integrating service-learning opportunities into the curriculum, where students apply classroom knowledge to real-world problems through community service projects.
- Promoting environmental sustainability through campus initiatives and activities that raise awareness about environmental issues, encourage sustainable practices, and provide opportunities for students to engage in environmental conservation efforts.
- Supporting student-led initiatives and activism focused on addressing social justice issues.

Nurturing responsible citizenship involves fostering a commitment to society through various means. Here are some key aspects of our college:

1. Service-Learning Programs: Incorporating service-learning into academic coursework allows students to apply classroom learning to real-world issues. Through service projects students can address community needs while gaining a deeper understanding of civic responsibility and social justice. Encouraging education that emphasizes civic responsibilities, critical thinking, and empathy is crucial. This includes teaching about the democratic process, civil rights, and the importance of community engagement.

- NCC, NSS and Eco-club students provided their services towards community such as many students acted as volunteers (Corona warriors) during the tough time of Pandemic as they offered their free services to maintain law and order in the city, they also offered their services to Bank and hospitals.
- On the occasion of shivratri, there is lot of rush at the Dukhharannath temple situated nearby as many people visit temple on this day. Students of NCC provide their free services as volunteers to local administration to maintain law and order.
- Students of UG and PG opt internship and field projects as a medium to serve to the society.

2. Community Service Initiatives: Promoting volunteerism and community service helps individuals understand their role in society and develop a sense of responsibility towards others. This involves activities such as volunteering at local shelters, participating in neighbourhood clean-ups, or joining community organizations. Students run number of campaigns outside the college campus to create awareness among the society. They also offer their services as volunteers in the number of governments sponsored campaigns such as pulse polio abhiyan, AIDS awareness programme, Swachhta abhiyan rallies, cleanliness drive at the public place such as public park, statues of leaders, bus stand etc. Students of NCC run mask distribution campaign at the time of Corona pandemic.

3. Student Leadership Opportunities: Providing opportunities for students to take on leadership roles in campus organizations, clubs, and student government allows them to develop essential leadership

skills such as communication, collaboration, and decision-making. Student leaders can also organize events and initiatives that promote responsible citizenship and civic engagement among their peers. Leadership Development through NCC, NSS, Career Guidance Cell and Students' engagement in management of Departmental activities and different clubs' activities.

4. Social Justice Advocacy: Advocating for social justice and equality helps create a more inclusive and fair society. Colleges supports student-led initiatives and organizations focused on promoting social justice and equity. This includes organizing events, workshops, and awareness campaigns on issues such as gender equality, human rights, and economic inequality. By supporting social justice advocacy, colleges empower students to become agents of change in their communities and advocate for a more just and equitable society.

5. Environmental Responsibility: Encouraging environmentally responsible behavior is important for fostering responsible citizenship. Staff and students run number of campaigns with in the campus and outside the campus with sole purpose of creating awareness among the society. Some of the campaigns are as follows: -

i. Plantation Drive – Regular plantation drive is run in the campus. Students are motivated for more and more plantation.

ii. Swachh Bharat Abhiyan- Swachhta abhiyan campaign is run regularly within and outside the campus. Swachhta abhiyan bike rally, cycle rally, nukkad sabha are organized to create awareness among the people.

iii. Plastic Ban Drive

iv. Regular activities under NCC, NSS and Eco-club

6. Civic Engagement Programs: College hosts events and workshops that encourage students to become informed and engaged citizens. This includes voter registration drives, political debates and forums, and discussions on current events and social issues. By fostering political awareness and participation, college empowers students to take an active role in shaping their communities and society as a whole. Our college organizes following activities in this regard:

1. Voter's Awareness Program.

2. Celebration of Voter's Day.

3. Workshop on Single use plastic.

4. Blood donation camp

5. Celebration of National days

By integrating these activities and initiatives into college programming, institutions can play a vital role in nurturing responsible citizens who are actively engaged in their communities, committed to social justice, and prepared to address the complex challenges facing society.

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

5. CONCLUSION

Additional Information :

The college is famous for its academic and administrative discipline in the state. Its green campus sensitizes student towards environmental conservation. An active environment club imparts education for sustainability. The parents have got full faith to our academic and administrative system. The college strives to maintain and sustain standards of teaching-learning, research and innovation. College offers excellent opportunities to students to excel in sports and Extra-Curricular Activities. NSS and NCC units of college inculcate patriotic and social values in students. College conducts and completes the process of pending promotions of teachers. Teachers were promoted to the post Professors and Associate Professor grade and other levels of promotion under CAS of UGC. To preserve and nurture the bond with its alumni, the college maintains an active Alumni Association.

Concluding Remarks :

The college has been imparting quality education to the students of the region since last 58 years. The college is continuously upgrading teaching-learning and research environment, facilities and infrastructure to respond the changing educational needs of the present generation. The college is committed to the highest levels of excellence and quality assurance in all systems and processes of teaching learning, research and extension. The college is trying to ensure and enhance the quality of students by providing knowledge, wisdom, and character to the students. To improve the quality and relevance of teaching, research, and academic administration, the college is steadily enhancing facilities and use of ICT by the faculty members and students. The college carries out its social responsibilities by engaging local communities and marginal sections of society to bring them into mainstream through a number of extra-curricular and extension activities. Self-assessment plays crucial role to enhance quality of any HEI. The SSR of the college was collectively prepared by a team of IQAC based on real inputs of various academic and administrative departments. The college takes pride in submitting Self Study Report (2024) approved by the managing committee of the college for second cycle NAAC Assessment and Accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 36 Answer After DVV Verification :27</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>7445</td> <td>6439</td> <td>4925</td> <td>1337</td> <td>401</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>5017</td> <td>3356</td> <td>2220</td> <td>216</td> <td>341</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	7445	6439	4925	1337	401	2023-24	2022-23	2021-22	2020-21	2019-20	5017	3356	2220	216	341
2023-24	2022-23	2021-22	2020-21	2019-20																	
7445	6439	4925	1337	401																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
5017	3356	2220	216	341																	
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 : 3345 Answer after DVV Verification: 2788</p>																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</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>																				

2023-24	2022-23	2021-22	2020-21	2019-20
3176	3588	3836	2751	2921

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3170	3580	3830	2750	2920

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3580	3580	3580	3060	3060

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3585	3585	3585	3065	3065

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

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:

2023-24	2022-23	2021-22	2020-21	2019-20
1365	1604	1695	1267	1430

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1227	1298	1324	1067	1134

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:

2023-24	2022-23	2021-22	2020-21	2019-20
---------	---------	---------	---------	---------

2.4.1

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
103	103	102	82	82

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
99	99	99	79	79

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:

2023-24	2022-23	2021-22	2020-21	2019-20
87	86	76	56	56

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
76	80	68	55	55

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2416	2535	2356	2563	2074

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2418	2453	2289	2404	2063

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

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)**

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)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

2023-24	2022-23	2021-22	2020-21	2019-20
.50	11	23.24	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	22.63	0	0

Remark : This metric belongs to research projects/endowments only.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
32	7	3	1	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
32	7	3	1	2

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:

2023-24	2022-23	2021-22	2020-21	2019-20
17	12	60	32	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	02	11	03	0

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:

2023-24	2022-23	2021-22	2020-21	2019-20
51	60	26	34	35

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
24	28	07	05	09

Remark : Excluding the days celebration like yoga day, national festival, women's day etc. and events conducted for the benefit of own students are not outreach programs.

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 : 26

Answer After DVV Verification :06

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:

2023-24	2022-23	2021-22	2020-21	2019-20
81.31	77.69	69.20	22.68	45.00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
80.0012	41.79	67.57	7.34	9.34

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

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

Answer before DVV Verification : 160

Answer after DVV Verification: 52

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:

2023-24	2022-23	2021-22	2020-21	2019-20
51.94	31.83	40.70	23.88	49.78

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
48.322	13.605	29.614	30.954	15.705

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**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5506	6966	5786	5507	4672

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5200	6650	5590	5320	4510

Remark : Values have been updated as per the supporting document provided by the HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5339	5441	490	1915	3300

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5190	5100	410	1700	3100

Remark : Values have been updated as per the supporting document provided by the HEI.

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: B. 3 of the above

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:

2023-24	2022-23	2021-22	2020-21	2019-20
1063	1116	1174	826	963

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
553	578	626	458	419

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2416	2535	2356	2563	2074

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2416	2535	2356	2563	2074

Remark : Values have been updated.

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:

--	--	--	--	--

2023-24	2022-23	2021-22	2020-21	2019-20
28	5	11	8	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
27	5	11	8	6

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:

2023-24	2022-23	2021-22	2020-21	2019-20
20	19	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
04	08	0	0	0

Remark : Values have been updated as per the supporting document provided by the HEI.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
81	22	36	14	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
07	04	05	02	02

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**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
37	22	21	6	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	01	03	01	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
74	66	60	38	52

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
53	68	39	34	20

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25	30	28	26	26

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	28	28	28

Remark : Excluding the FDPs less than 5 days are not to be considered.

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**

Answer before DVV Verification : A. All of the above

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

Remark : Values updated as per the supporting document provided by the HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 89 Answer after DVV Verification : 79</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>88</td> <td>77</td> <td>56</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>83</td> <td>70</td> <td>55</td> <td>55</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	89	88	77	56	56	2023-24	2022-23	2021-22	2020-21	2019-20	79	83	70	55	55
2023-24	2022-23	2021-22	2020-21	2019-20																	
89	88	77	56	56																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
79	83	70	55	55																	