SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SWAMI SHUKDEVANAND COLLEGE

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242226
www.sscollegespn.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Shukdevanand College was established by Late Shri Swami Shukdevanand Saraswati Ji Maharaj in 1964. As a great visionary of the beautiful society of free India, he was committed to develop spirituality, morality, scientific approach and commitment among the students to turn them into qualified and sincere citizens. To fulfil this commitment, he founded this institution and gave his name to it. The college session started in 1964 with B.A. first year classes, and within a short span of time it touched the great heights of development. Swami Ji felt the need for good teachers in running the concurrent Education system and with his constant efforts B. Ed. classes were started in 1965 in the college.

Vision

To be a dynamic organization contributing to a transformed, equitable, and quality higher education and training system in India

Mission

1. Initiate critical discourse on contemporary higher education issues.
2. Lead and manages quality assurance in higher education.
3. Research and monitor trends and developments in education.
4. Deliver quality education to socially and economically disadvantaged groups.
5. Promote rural population educational and cultural development.
6. Offer standard hostel facilities, physical education, and value education.
7. Bring about societal change through education.
8. Develop and utilize resources for ordinary people's educational advancement.
9. Support societal intellectual, ethical, and cultural development.
10. Improve employability and economic development by providing technical and professional education.
11. Build a broad educational network to encourage widespread engagement in education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Swami Shukdevanand College in Shajahanpur has several strengths that contribute to its success and reputation. One of its notable strengths is its qualified, experienced, and dedicated teaching faculty. The college has managed to attract and retain competent teachers who bring a wealth of knowledge and expertise to the classrooms. This strength ensures that students receive high-quality education and guidance from capable mentors.

The strength of the college lies in its well-equipped laboratories. The presence of state-of-the-art equipment and modern software tools enables students to engage in hands-on learning experiences and conduct cutting-edge

research. This not only enhances their practical skills but also prepares them for the demands of the industry.

The college's faculty members actively contribute to the design, development, and implementation of the curriculum in the Board of Studies of MJP Rohilkhand University, Bareilly. Their involvement ensures that the newly introduced NEP 2020 curriculum remains relevant, up-to-date, and aligned with industry standards. This strength allows the college to offer programs that meet the needs of the students and provide them with a competitive advantage.

The effective use of information and communication technology (ICT) in the teaching-learning process is a significant strength of the college. Integrating ICT tools and resources enhances the learning experience and facilitates interactive and engaging instruction. This approach equips students with digital literacy skills and prepares them for the technology-driven world. The college possesses well trained sports faculty that contribute to the overall development of the Institution. The college also possesses active Rover-Rangers, NSS and NCC Unit along with safe and secured environment for girl students. The College library is automated with Soul 2.0 version. Facility to access e-books and journals is available through N-List. The achievements of the college in sports are supported by the full-fledged Indoor Stadium. The college caters to the special needs of the differently abled students and staff. Ramps, Rails and Elevator facility is provided to the students also. Our Institution is unique in having three hostels accommodating 150 students inside the campus, which offer excellent opportunities for the over-all development of students. The college also boasts of Solar energy plant of 105 KV.

Institutional Weakness

While Swami Shukdevanand College has numerous strengths, there are also some weaknesses that need to be addressed. One weakness is the lack of a detailed mention of specific initiatives or programs for student mentoring and counseling. Although it is mentioned that the college follows a student-centric approach, providing more information on the specific measures taken for mentoring and counseling would enhance the effectiveness of this strength. A pointwise analysis of the weaknesses of the Institution is as follows:

- Canteen facility needs to be improved. A separate kitchen/ place is required for maintenance of proper hygiene.
- As per the increasing strength of students more classrooms and laboratories are required.
- Dropout rates of female students owing to marital reasons.
- The college has a difficulty to track all the alumnae of the college. And Involvement of Alumni at Institute level is less also.
- NEP is to be implemented forcefully.
- Lack of Advanced Facilities for the Differently Abled and Transgender Students like Baraille etc.
- Moderate Placement ratio.
- Lack of adequate supporting staff.

Institutional Opportunity

The college can explore partnerships and collaborations with industries and organizations to enhance practical training opportunities, internships, and industry exposure for students. This can provide students with real-world experiences and increase their employability.

Introducing skill development programs and workshops can equip students with the necessary skills required for employment and entrepreneurship. By providing training in relevant areas, the college can enhance the career prospects of its students.

Engaging with the local community through outreach programs, awareness campaigns, and social initiatives can benefit both the community and the students. This approach provides valuable experiential learning opportunities for students while addressing community needs.

The college can leverage its resources and networking to facilitate student participation in these activities, such as industrial visits, guest lectures, and collaborative projects.

The college possesses the academic and financial resources to publish peer-reviewed research journals. Continuing the publication of journals, such as the Mumukshu Journal of Humanities, can contribute to the dissemination of knowledge and encourage faculty and student research.

Due to its central location, the college can engage in collaborative research and other activities with nearby institutes. This can foster interdisciplinary research and provide a platform for knowledge exchange and innovation.

The college needs to streamline its collaborations and consultancy activities. By establishing clear processes and guidelines, it can efficiently engage with external partners and provide consulting services, benefiting both the college and the collaborating organizations.

The college has faculty with the potential for more research projects and publications. Encouraging and supporting faculty members in pursuing research activities can enhance the college's academic reputation and contribute to knowledge creation.

The college can create more e-content and Massive Open Online Courses (MOOCs) courses developed by teachers. This can expand the reach of the college's educational offerings, attract a wider audience, and provide flexible learning options for students.

By capitalizing on these opportunities, Swami Shukdevanand College Shahjahanpur can enhance its educational offerings, strengthen its research and industry connections, and provide a holistic learning experience for its students.

Institutional Challenge

Swami Shukdevanand College in Shahjahanpur faces several challenges that need to be addressed in order to maintain its position and provide quality education. Here are the challenges the college may face:

The college may face regional competition from other educational institutions. To attract and retain students, the college needs a comprehensive strategy that highlights its unique offerings, such as specialized courses, experienced faculty, or exceptional infrastructure.

With the emergence of new teaching methods and technological advancements in education, the college must

adapt to provide a modern learning experience. This may involve incorporating digital resources, interactive learning tools, online courses, or other innovative approaches.

To meet the demands of the job market, the college needs to focus on producing technocrats who are skilled and ready to enter the industry. This requires updating the curriculum, incorporating practical training and internships, and fostering industry-academia collaborations.

The college may need to establish a residential campus to accommodate students from different regions. Developing the necessary infrastructure, such as hostels, dining facilities, and recreational spaces, can be a significant challenge.

Limited funds may pose challenges for organizing national seminars, conducting minor and major research projects, and promoting academic conferences. The college needs to explore alternative funding sources, apply for grants, and seek collaborations with industries or research organizations.

In an increasingly consumer-oriented culture, the college may face difficulties in upholding its traditional values and distinctive personality. Balancing the need for modernization with preserving the institution's core values and traditions can be a challenge.

The higher education landscape is evolving rapidly, with new policies, regulations, and trends. The college needs to stay updated with these changes, adapt its programs accordingly, and ensure compliance with the latest standards and accreditation requirements.

Efficient financial planning and resource management are crucial to ensure quality education despite budget constraints. This may involve optimizing existing resources, exploring cost-saving measures, and seeking partnerships or sponsorships.

Addressing these challenges will require proactive leadership, strategic planning, and collaborative efforts from the college administration, faculty, and staff. By overcoming these hurdles, the College can enhance its reputation, attract talented students, and provide a high-quality educational experience.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Swami Shukdevanand College is connected with MJP Rohilkhand University, Bareilly. The college follows the MJP Rohilkhand University, Bareilly curriculum. The college focuses on three key areas to improve teaching and learning. The college innovates within academic systems to develop pupils holistically.

Planning: Before each academic year begins, departmental meetings consider workload, topic selections, and co-curricular activities. IQAC creates the academic calendar with timetable flexibility to accommodate departmental and society activities, add-on courses, remedial classes, and mentorship sessions. New student orientation reinforces all of the above.

Teachers structure their class examinations, assignments, and teaching schedules around the academic calendar and college co-curricular activities for Continuous Internal Evaluation. The Principal also meets with the Teacher-in-charge(s), Department heads, and the full staff, including non-teaching, to ensure activities run well.

Implementation: The college prospectus gives admissions standards and a glimpse into college life. Faculty and department orientations teach students planning methods. Students learn about their Departmental profile, Program and Course Outcomes, University Academic Calendar, College Activity Calendar, and Course Curriculum Planners in their first classes. The faculty then strives to make learning student-centered, ICT-based, interactive, experiential, accessible, and outcome-oriented. Different faculties use quizzes, group discussions, debates, movies, games, seminars, webinars, industry visits, and field trips in addition to regular classroom learning. Blended and flipped learning are also successful. The faculty has enthusiastically and effectively used ICT tools like projectors, LCDs, Smart Boards, and online learning resources like Google Classroom, Google Meet, Zoom, WhatsApp, and YouTube. To keep current with research, faculty participate in curriculum construction, assessment, and evaluation, FDPs, and workshops. Course books and library resources—books, journals, and e-resources—are regularly updated. E-content, study material, and class discussions help students prepare for tests. Departments are encouraged to produce and teach value-added and add-on courses. Departments carefully record and collect academic and extracurricular activity reports. Feedback questionnaires and PTMs collect parents' comments. After discussing and implementing feedback data, the IQAC improves.

Teaching-learning and Evaluation

The growth of any educational institution depends greatly on teaching, learning, and evaluation. Swami Shukdevanand College supports value-based education that is combined with practical training.

The university uses appropriate and creative tactics in these areas. The admissions process is open and the MJP Rohilkhand University Bareilly and Dept of Higher Education, Govt. of UP policies are followed while admitting students to different programmes. The Admissions Committee oversees a fair and transparent admissions process and provides students with admissions advice. The IQAC prepares "Academic Calendar" that guides the scheduling of all institute events. There are 108 teaching faculty members at the college along with one librarian. Nine of the 41 teachers have earned doctoral degrees, and five faculty have enrolled to do so. In total, 11 teachers have passed the SET exam, and 7 teachers have passed the NET exam. All of the instructors in the Aided department have taken both the Orientation and Refresher Courses. There are 16 support staff members. The operation of the examination committee, the assessment process, the grievance redressal mechanism, etc. are proof that the institution has a strong and transparent evaluation system. The College adheres to the rules provided by the MJP Rohilkhand University Bareilly and Dept of Higher Education in the evaluation process. In several areas, remedial instruction is set up for poorer students and slow learners. Some departments also plan supplemental courses to give students more information.

In order to engage pupils and promote their overall development, teachers use a variety of interactive and cutting-edge teaching strategies. In order to increase student performance, co-curricular and extracurricular activities are encouraged, ICT-based teaching and learning is fostered, and methods of teaching and learning are updated. Student growth is attained through the publication of their research in national and international journals. Different departments hold competitions for things like designing posters, writing essays, reading poems, seminars, and elocution contests, among other things. Seminars, Projects, Oral Tests, Home Assignments, and Tutorials are all part of the college's evaluation policy. ICT resources also encourage students to participate in real-world projects.

Research, Innovations and Extension

The research activities are running in full swing in the college during the assessment period. Total 229 research papers are published in Peer-reviewed and UGC recognised journals, total 93 books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year.

Swami Shukdevanand College in Shahjahanpur has established an Incubation Centre to support early-stage startups and create an ecosystem for innovation. The college's extension activities are crucial for undergraduate and postgraduate curricula, focusing on rural background students who participate in social initiatives such as teaching children from disadvantaged areas, providing services in primary schools, and promoting cleanliness and hygiene. Teachers and students organize campaigns in nearby communities, such as Lalpur, Akarra Rasoolpur, Dadraul, Kashiram Awas, Azizganj, and Navada Indeypur. Activities on Environment Awareness Programme, Naari Shiksha Abhiyan, Sanitation & Hygiene Campaign, Health Awareness Programme, Anti Female Feticide Campaign, Nasha Mukti Abhiyan, Plantation, Voter Awareness Programme are conducted every year to connect and engage students in such activities.

The college also engages in social work, such as voter awareness campaigns, health awareness campaigns, traffic and safety regulations, cleanliness and sanitary practices, and assistance for children from disadvantaged backgrounds. Extension activities also raise awareness of the need for education, educating villagers on the importance of female education and environmental protection. The college's extension activities have provided community members with new information, skills, and perspectives, improving their lives and promoting healthy behaviors.

Swami Shukdevanand College has received numerous awards and recognition for its extension activities, contributing to the well-being of society. The college's staff and students are active both on college and society levels, conducting cultural and artistic programs for the betterment of the community.

Infrastructure and Learning Resources

Swami Shukdevanand College, Shahjahanpur is a well-equipped and modern institution offering a wide range of courses in Humanities, Languages, Commerce, and Science. The campus spans 25400 Sq meters and comprises three storey buildings in four blocks. The college offers professional courses such as B.Ed., M.Ed., B.Com. (Computer), B.Com (Finance), BBA, and BCA. The college has 54 classrooms, 6 smart classes, a lecture theatre, 20 laboratories, libraries, and an administrative office. The college also has three seminar rooms, three computer labs, a music room, cultural activity room, and a fine arts room.

The college has 20 laboratories across various departments, including Physics, Chemistry, Zoology, Botany, Home Science, Fine Arts, Geography, Psychology, and Military Studies. The central library has a vast collection of books, journals, and research papers, as well as digital resources. The college also has a sports complex with a gymnasium, playground, basketball hall, Changing Room, sports complex, and canteen. The college also has ramps, rails, and lift facilities for abled students.

The Central Library of SS College Shahjahanpur is an integrated knowledge resource center with nearly 45,000 books, periodicals, references, national and international journals, and rare books. With a daily walk-in of 138 visitors, the library is almost fully automated using the SOUL 2.0 Integrated Library Management System. It has access to over thousands of e-journals through the N-List program of INFLIBNET, including full text and

databases from various reputable publishers. The library also has a rich reference collection, including Encyclopaedia Britannica, various histories of literature, arts, and culture, and a vast compendium of specific subject encyclopaedias. The library provides internet access to students and researchers, with terminals for searching and downloading materials. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to the internet. The library offers facilities such as free WI-FI, internet access, download and printout facilities, preservation of rare books, student exchange activities, user feedback, and recommendations for book purchases through departments. The Institution has availed eight high speed Internet WI-FI connections. Recently the institution has upgraded the plan to 250mbps. The Institution has sound Internet bandwidth, two Interactive Digital Board, Five Smart Classrooms, three well equipped Seminar rooms, three computer laboratories, and seven projectors and five televisions available for the students.

Student Support and Progression

Swami Shukdevanand College prioritizes student empowerment, inclusive practices, and skill development, focusing on social inclusion, financial incentives, and welfare measures. Students are provided with a prospectus with various scholarship and services, and the institution regularly updates its website. Academic support for both slow and advanced learners is available, along with guidance for competitive examinations. Co-curricular, extra-curricular, and sports activities are conducted to facilitate holistic development and social maturity. The institution publishes an updated prospectus, highlighting facilities, committees. The college offers coaching and remedial classes for aspiring students, and has well-established career counseling, entrepreneurship development, and placement cells. The institution also supports female students through a Women Development Cell, reading room etc. The college possesses a lift ramp etc for physically challenged students. Students from socially and economically weaker sections and physically challenged individuals receive fair attention in admissions, financial support, remedial coaching, and career counseling. The Collegehandles grievances through faculty, programme chairperson, and director, and has committees like Women Cell and Sexual Harassment Committee, addressing gender sensitive issues.

Students engage in various cultural activities during Mumukshu Mahotsav and Yoth Festivals organised by MJPRU, including play, dancing and singing. They actively participate in events like quiz competitions and debates. The PG Departments have departmental clubs, including that organizes workshops, seminars, quizzes, and debates at departmental levels also.

The students of SS College attend industrial trips, expert lectures, alumni talks, workshops, seminars, conferences, and participate in professional activities, live projects, and industry-institute linkage programs. The Institute has anti-ragging committee consisting of male and female members of the faculty to keep a watch on the activities of the students.

The College has a registered Alumni Association in the form of 'Puratan Chhatra Samiti' consisting of ex-students as its members. Alumni meets are organized. Alumni are invited to share their experiences with students under various programs organised in the college. The suggestions regarding academic, infrastructure and development given by the 'Puratan Chhatra Samiti' are implemented from time to time.

Governance, Leadership and Management

Swami Shukdevanand College is run by Swami Shukdevanand Trust (regd) an institution that reflects effective leadership and governance. The governance of the college is as per the vision and mission statement of the college. For the sake of fulfilment of vision and mission statement the college plans the activity through perspective plan and formation of different statutory and non-statutory (Institutional level) committees.

The statutory committees contribute to college to run smoothly and transparently and add on to the decentralization and maximum participation of the various stakeholders in the smooth functioning of the Institution. The College follows the Higher Education Department of Govt. of UP's rules and regulations for teacher and non-teaching staff appointments. Procedures are followed according to orders and guidelines from the Govt, University and UGC. The Institute has engaged an External Auditing Company for internal & external audit.

The Major sources of institutional receipts/funding are Fees from Students. The grants received from the funding agencies for various projects and schemes and are utilized as per the relevant guidelines specified therein.

The institution provides career development opportunities and welfare programs for both teaching and non-teaching staff. These measures include training, access to higher education, promotion, quality enhancement, financial assistance, and appreciation.

The college offers discounts, free-ship, and special concessions for economically weaker students, as well as financial assistance for academics. yoga practice, and a health and fitness club are also provided. Other benefits include celebrations, free Wi-Fi, academic amenities, staff cabins, and a gymnasium.

Teaching staff are promoted through the CAS Committee, with performance appraisal being a key factor in career progression. Non-teaching employees are provided with clear cadres and promotions, ensuring timely and comprehensive benefits.

The IQAC of the institute consistently formulates strategies to bring about effective, cohesive, and mutually beneficial networking between the members of alumni to improve the teaching-learning process through the utilization of ICT-based methodologies, expanding the scope of the libraries, skill development of VACs, arranging the industrial visits, training of students, assisting in placements, and keeping students up to date with the latest technology and happenings with the help of the institute's alumni.

Institutional Values and Best Practices

SS College introduces Gender in the college in the courses, including sociology, political science, teacher education, literature, and psychology, as a social construct that shapes individual and collective identities, experiences, and relationships and the college conducts regular gender equity promotion programs. These activities include guest speakers, legal awareness, empowerment, prevention of exploitation, access to justice, mental health enhancement, and academic enhancement. The institution also celebrates National Unity, Patriotism, and remembrance of the glorious past, promoting unity and harmony among the youth. These activities align with the institution's mission and vision, demonstrating its commitment to its goals and

objectives.

The College is dedicated to providing an inclusive environment that promotes personality development and harmony among students, faculty, and staff. The institution celebrates various cultural, regional, linguistic, communal, and socioeconomic diversities. The college also provides a code of conduct for both staff and students, promoting mutual respect and solidarity. The institution supports the idea that every person can make a unique and positive contribution to society, regardless of their differences. Besides, mentorship program on personal development of girls, legal rights of girls, gender equality and women empowerment" public speaking workshop are organised.

The college which aims to be a dynamic organization, has created unique e-content for various departments, including YouTube channel video lectures, PDFs, and quizzes. The college's YouTube channel and website provide extensive study material for thousands of scholars.

This e-content is available on the website: https://sscollegespn.org/node/133/

Besides the college has a YouTube channel which is: https://www.youtube.com/@swamishukdevanandcollege9200

The college has achieved a major milestone by preparing over 1000 pieces of e-content, including PDFs, video lectures, quizzes, and other materials. This initiative was taken by the college during the lockdown period and has been a great success, benefiting students not only during the lockdown but also after it.

The college has adopted several best practices over the years and recently the two activities titled "Environment sustainability through Celebration of Environment Week" and "Women Empowerment drive titled "SECURE" are conducted for the sake of all round development of the college and its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMI SHUKDEVANAND COLLEGE
Address	Mumukshu Ashram,Marha, Shahjahanpur
City	Shahjahanpur
State	Uttar pradesh
Pin	242226
Website	www.sscollegespn.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Rakesh Kumar Azad	05842-240204		-	
IQAC / CIQA coordinator	Aditya Kumar Singh	05842-000000	9415528855	-	adityassc@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	M.J.P.Rohilkhand University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-10-2017	[View Document](#)
12B of UGC	06-10-2017	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	20-06-1998	12	All the recognition is conferred till it is revoked or cancelled

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	Mumukshu Ashram,Marha, Shahjahanpur	Urban	6.27	17403

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education,Self Finance Course	24	Graduate	English + Hindi	55	55
UG	BEd,Teacher Education,Aided Course	24	Graduate	English + Hindi	55	53
UG	BCom,Commerce,Honours	36	Intermediate	English + Hindi	198	67
UG	BCom,Commerce,Computer	36	Intermediate	English + Hindi	66	54
UG	BCom,Commerce,	36	Intermediate	English,Hindi	352	272
UG	BCom,Commerce,Finance	36	Intermediate	English + Hindi	88	81
UG	BCA,Computer Science,	36	Intermediate	English,Hindi	88	87
UG	BBA,Business Administration,	36	Intermediate	English,Hindi	88	81
UG	BA,Hindi,Language	36	Intermediate	Hindi	1056	0
UG	BA,Hindi,Literature	36	Intermediate	Hindi	1056	845
UG	BA,English, Language	36	Intermediate	English	1056	0
UG	BA,English, Literature	36	Intermediate	English,English + Hindi	1056	811
UG	BA,Sanskrit,	36	Intermediate	Sanskrit	1056	18
UG	BA,Economics,	36	Intermediate	English,Hindi,English +	1056	223

				Hindi		
UG	BA,Sociology,	36	Intermediate	English + Hindi	1056	506
UG	BA,Political Science,	36	Intermediate	English + Hindi	1056	594
UG	BA,History,	36	Intermediate	English + Hindi	1056	199
UG	BA,Education,	36	Intermediate	English + Hindi	1056	166
UG	BA,Music Vocal,	36	Intermediate	English + Hindi	1056	41
UG	BA,Drawing Painting,	36	Intermediate	English + Hindi	1056	106
UG	BA,Home Science,	36	Intermediate	English + Hindi	1056	73
UG	BSc,Physics,	36	Intermediate	English + Hindi	352	280
UG	BSc,Chemistry,	36	Intermediate	English + Hindi	352	280
UG	BSc,Mathematics,	36	Intermediate	English + Hindi	352	280
UG	BSc,Zoology,	36	Intermediate	English + Hindi	176	170
UG	BSc,Botany,	36	Intermediate	English + Hindi	176	170
PG	MEd,Teacher Education,	24	Graduation	English + Hindi	55	50
PG	MCom,Commerce,	24	Graduation	English + Hindi	198	122
PG	MA,Hindi,	24	Graduation	Hindi	66	60
PG	MA,English,	24	Graduation	English	66	61
PG	MA,Economics,	24	Graduation	English + Hindi	66	36
PG	MA,Sociology,	24	Graduation	English + Hindi	66	63

PG	MA,Political Science,	24	Graduation	English + Hindi	66	38
PG	MA,History,	24	Graduation	English + Hindi	66	37
PG	MA,Home Science,	24	Graduation	English + Hindi	66	52
PG	MSc,Physics,	24	Graduation	English + Hindi	33	25
PG	MSc,Chemistry,	24	Graduation	English + Hindi	33	21
PG	MSc,Mathematics,	24	Graduation	English + Hindi	66	8
PG	MSc,Zoology,	24	Graduation	English + Hindi	33	31
PG	MSc,Botany,	24	Graduation	English + Hindi	33	31
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science,	12	Graduation	English + Hindi	88	0
Doctoral (Ph.D)	PhD or DPhil,Teacher Education,Education	36	Postgraduate	English + Hindi	0	0
Doctoral (Ph.D)	PhD or DPhil,Commerce, Commerce	36	Postgraduate	English + Hindi	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				87			
Recruited	0	0	0	0	8	3	0	11	58	29	0	87
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	6	4	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				57
Recruited	39	5	0	44
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	7	3	0	22	16	0	48
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	34	13	0	48
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	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	3458	0	0	0	3458
	Female	1850	0	0	0	1850
	Others	0	0	0	0	0
PG	Male	368	0	0	0	368
	Female	586	0	0	0	586
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	367	343	358	424
	Female	225	209	196	229
	Others	0	0	0	0
ST	Male	2	2	3	1
	Female	2	1	2	0
	Others	0	0	0	0
OBC	Male	1237	1320	1405	1755
	Female	806	801	871	1006
	Others	0	0	0	0
General	Male	1125	1154	1186	1474
	Female	849	805	825	991
	Others	0	0	0	0
Others	Male	167	154	170	0
	Female	153	139	175	0
	Others	0	0	0	0
Total		4933	4928	5191	5880

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to the National Educational Policy 2020, the college is prepared to incorporate interdisciplinary disciplines in an effort to develop the students' intellectual, artistic, social, physical, emotional, and moral capabilities in an integrated way. This will allow the college to fulfill its mission of "all-round capacity development." The college has the intention of establishing short-term as well as vocational programs in response to the issues that are being experienced by the students. The objective is to provide the students with the tools necessary to become self-sufficient and less reliant on jobs offered by the government. This will allow them to avoid dependency. The College is preparing itself to have

	more multi-disciplinary subjects, and as part of this preparation, it is attempting to identify the programme learning outcomes, in addition to the course and unit learning outcomes. These outcomes define the specific knowledge, skills, attitudes, and values that are to be acquired by the learner, and they are what would ensure that each programme achieves its goal.
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has to wait for the scheme of ABC to be launched by Govt. of U.P. Though the website of IP ABACUS is llaunched, yet it has be to be fully functional. The link of the Website of ABC of UP is https://abacus.upsdc.gov.in/
3. Skill development:	Because advancing Value-Based Quality Education is central to the mission of the college, the institution makes an active effort to instill a more optimistic outlook in its students. In addition, the college participates in the celebration of national holidays such as Independence Day and Republic Day. Participating in a variety of programs, such as World AIDS Day and Environment Day, as well as commemorating the birth and passing of our country's most prominent figures, all contribute to the students' development of admirable characteristics. Students are provided with the opportunity to investigate potential career paths after graduation through the institution's mentoring program, which also provides assistance to students in making the most of their academic experiences.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the adoption of Indian languages, the college offers Indian languages like Hindi and Sanskrit subjects in degree courses. Preservation and promoting of languages is one of the target of the College in future.
5. Focus on Outcome based education (OBE):	The college also makes an effort to help students understand that the pursuit of knowledge is an activity that continues throughout one's whole life, as well as to help students develop a good attitude and other attributes that will lead to a successful life. One of the goals of the curriculum is for the students to be able to comprehend, analyze, and evaluate material as well as cultivate responsible and productive citizenship.
6. Distance education/online education:	In due course of time, the College is also getting

ready to provide vocational courses through ODL (Open Distance Learning), which stands for open online learning. Google Classroom, Zoom, Google, and the usage of films as teaching and learning aids are some of the different technology tools that teachers make use of, especially during the pandemic lockdown, with the goal of making the students' educational experiences as convenient as possible. Some of the institutional efforts that have been made towards blended learning include group collaboration and interaction, assignment and revision, as well as the conducting of evaluations.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	At Swami Shukdevanand College, Shahjahanpur an Electoral Literacy Club has been established with the main mission of educating the student body about democratic rights, one of which is the right to vote in elections. In order to provide the participants with an experience-based understanding of the democratic system, we hold simulated elections. Poster presentations, debates, elocution, essay writing, and other programs that raise knowledge about election processes are also among the activities that we organize and run.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	SN Name Designation Functional Role 1 Shri Pramod K Yadav Assistant Professor and NSS PO ELC Coordinator 2 Shri Shishir Kumar Shukla Assistant Professor ELC Co-Coordinator 3 .... Student Representative 4 .... Student Representative 5 .... Student Representative
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.	Those things that the ELC of SS College, Shahjahanpur gets up to. 1. Our students take part in Voter Awareness Campaigns, which are organized to educate the general population in the surrounding towns and communities. 2. Through the use of programs, ELC attempts to raise the level of awareness and interest among the faculty and students. 3. To provide participants with real-world opportunities to learn about voter registration, the election process, and other topics connected to these topics

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.	The ELC of SS College performs actions that are socially relevant to election-related problems, including awareness drives, content creation, and publishing of works that emphasize their commitment to the advancement of democratic principles and involvement in electoral processes. 1. To guarantee that people are able to exercise their right to vote in a way that is ethical, comfortable, and self-assured by ensuring that the target audience understands the significance of their vote. 2. To cultivate a culture of electoral involvement, to maximize informed and ethical voting, and to adhere to the principles "No Voter to be Left Behind" and "Every Vote Counts."
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.	Students who have reached the age of majority (18 years old) and are eligible to register as voters get education on democratic rights, one of which is the right to vote in elections. A simulation of the voting process is carried out so that participants may gain knowledge of the democratic system via direct experience. Poster presentations, debates, mock parliaments, elocution, essay writing, and a variety of other programs designed to raise understanding of electoral processes are also among the activities that we provide.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6262	5880	5191	4928	4933

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: 122

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	106	100	99	94

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	58	127	31	49

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:

Swami Shukdevanand College is affiliated with MJP Rohilkhand University, Bareilly. The college follows the curriculum issued by MJP Rohilkhand University, Bareilly. In order to enhance teaching and learning strategies, the college focuses on the three most important parts of the teaching and learning process. The college innovates within these established academic structures, committed to providing holistic development for its students.

Planning:

At the beginning of the session, departmental meetings are held prior to the start of each new academic year to discuss and organize workload, topic choices, and different co-curricular activities. IQAC develops the Academic calendar on timetable flexibility to accommodate departmental and society activities, add-on courses remedial classes and mentoring sessions. All the aforementioned information is reinforced during the collegiate and departmental orientation of new students at the beginning of academic session.

For the purpose of conducting Continuous Internal Evaluation, the teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind. Besides the Principal also conducts meetings with the Teacher-in-charge(s), faculty from individual Departments, and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled

Implementation:

The college prospectus provides essential guidelines about the admission process and also provides a glimpse into the structure and functioning of college. The students are informed about the various planning strategies during orientation sessions organised by various faculties and departments. During initial classes, students are briefed about their respective Departmental profile, Program Outcomes and Course Outcomes, University Academic Calendar, College Activity Calendar, and Curriculum Planners of their respective courses. Thereafter constant efforts are made by the faculty to make teaching learning process student centric, ICT based, interactive, experiential, and accessible and outcome oriented. Along with traditional classroom instruction, different courses offered by different faculties use alternative approaches such as quizzes, group discussions, debates, documentaries, games, seminars, webinars, industrial visits, and field trips. Additionally, effectively used are new pedagogical techniques like blended learning and flipped learning. The faculty has also been enthusiastic and effective in their use of ICT technologies, such as projectors, LCDs, and Smart Boards, as well as online learning resources, such

as Google Classroom, Google Meet, Zoom, WhatsApp, and YouTube. Faculty members actively participate in curriculum creation, assessment, and evaluation as well as FDPs and workshops to keep up with the latest research. Course books are routinely acquired, and library resources (books, periodicals, and e-resources) are consistently updated. To assist students in getting ready for exams, the e-content is prepared and regularly updated, and study material is posted on the college website and discussed in class. The departments are also encouraged to create and teach value-added courses and add-on courses. All academic and extracurricular activity reports are meticulously recorded and collected by the concerned departments. Parents' opinions are also gathered through feedback questionnaires or during PTMs. The IQAC evaluates the feedback data, and after discussing and putting them into practice, improvement actions are taken.

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: 73

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: 57.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
3357	0	4456	4103	3774

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:

The curriculum at Swami Shukdevanand College takes into account interdisciplinary themes that are pertinent to Professional Ethics, Gender, Human Values, The Environment, and Sustainable Development. In fact, the university oversees determining the curriculum, and colleges are required to adhere to this curriculum. But despite these constraints, the college is making every effort to address the difficulties mentioned above. The following is a list of some of the measures that were taken:

1. **Gender**

Female students participate in cultural programs. The Anti ragging Cell, Sexual Harassment Prevention Cell and Internal Complaint Committee arrange events on Woman Empowerment, Laws for Women, Women's Day, The N.S.S. and NCC unit have been engaged in both college and adopted village extension initiatives. Save the girl child campaign, essay and poster exhibitions, wall paper presentations, etc. address major gender concerns.

1. **Environment and Sustainability:**

N.S.S. and NCC unit of Swami Shukdevanand College promotes environmental protection through tree planting and other programs for sustainable development. During special camps, the N.S.S. unit engages in a variety of activities in the adjacent villages each year. In these camps, the N.S.S. coordinates numerous environment-related activities, such as tree planting, village cleanliness, cleaning of gutters, digging of soak peats, eradication of a plastic-free drive, a poster competition, and a debate competition, among others. Various activities, such as quizzes and poster contests, as well as invited lectures, are organized to raise awareness of nature, biodiversity, the environment, and sustainability. The NCC unit of the college has initiated various activities to preserve the environment, including Cleanliness Campaigns at Temples, Garra Ghat, and other Public Spaces, etc. The program is organized to clean ponds, fertilizing plants, and to commemorate various days such as World Environment Day, N.S.S.and NCC Day, etc.

3. Values and Professional Conduct:

NSS and NCC units of the college organize a lectures, quizzes, and essays, etc., to students in an effort to cultivate a scientific mindset and social consciousness. Also through extracurricular activities, these units of the college strives for the incorporation of ethical and human values. Students are inculcated with human values through the activities of N. S. S., N.C.C., SVEEP, and the other programs. The organization of guest lectures on value education for students. The purpose of national holidays such as Independence Day and Republic Day is to promote patriotic and moral values. The college has initiated a variety of social activities, such as Health and Hygiene awareness programs, AIDS awareness programs, Voter's awareness program, Road safety Campaign, Blood donation, etc. in the previous years.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 3.94

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

Response: 247

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
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: 68.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
2839	2296	2409	2453	1555

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

2021-22	2020-21	2019-20	2018-19	2017-18
3575	3533	3487	3170	3170

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 59.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
1065	875	983	988	811

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

2021-22	2020-21	2019-20	2018-19	2017-18
1620	1603	1577	1577	1577

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: 57.98

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The teachers of Swami Shukdevanand College, Shahjahanpur are well-equipped with various ICT tools and are always ready to learn and master the latest ICT technologies so that the teaching and learning may be more and more interesting and up to date. The teachers here are making efforts to use Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education in a comprehensive manner. The Institution has employed several ICT tools and other teaching and learning methodologies which may be summarily mentioned here:

Experiential Learning: Swami Shukdevanand College has conducted various experiential Learning activities in the Institution. Department of Teacher Education, History, Botany and Zoology and Department of Business Administration organize Excursions so that students may be sensitized in a better way. Besides, The Departments of BBA and Teacher organize Field Visits and Industrial visits so that students may learn through experiential Learning method.

Participative Learning Activities: The departments like Teacher Education, English, Drawing and Painting, Hindi, Political Science etc. organise Workshop, Seminar, Guest Lecture, Poster making, Socially Useful productive Work and other Brainstorming Sessions etc. The various faculty members prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS and portals like Mentimeter, Edmodo, Hot Potatoes, Microsoft forms etc. Various technical events and management events such as Poster making, Project presentations, Debates, paper presentations, Group Discussion, are also organized with the help of various Information Communication Tools.

Problem Solving Activities:

The Teacher Education Department and other departments like Department of BBA and of the Institution engages itself in the problem-solving activities like Case Studies, Remedial Classes, and Career Counselling activities etc. Giving assignments and quizzes at the end of instruction of each unit. Case Study, Analysis and Discussion. All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

ICT Tools Employed: The College employs various ICT tools like projectors which are available in different classrooms/labs. Besides, the Institution has four Interactive digital boards, Desktop and Laptops, Computer Labs and Faculty rooms all over the campus equipped with printers are installed at *Labs, HOD* Cabins and all the faculties' places. The College has photocopier machines as there are multifunction printers are available at all prominent places in the institute. four photostat machines available in campus. The Faculty of Commerce, and Teacher Education have smart classrooms. There are four seminar halls are equipped with all digital facilities, one smart board is installed in the campus. The college has an auditorium digitally equipped with mike, projector, cameras, and computer system. The various departments of the college employ *Google Class, Teachmint* and Zoom and other portals for teaching. The teachers at the Institute are encouraged to use power-point presentations in their teaching by using LCD's and projectors. The seminar and conference rooms are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	106	100	99	94

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: 78.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	84	79	77	72

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

Swami Shukdevanand College, Shahjahanpur has developed a time-bound and efficient mechanism to deal with Internal/External examination related Grievances which can be elucidated as follows:

- **The College has established a mechanism for the Internal and external Examination Cell headed by the principal along with Senior faculty members and Non-teaching Staff. One senior faculty member is in charge of the Examination Cell. Internal exams like Mid Term Exams (which have been introduced in the syllabus of all the courses recently) are planned after the completion of sufficient syllabus, as per the norms of the MJP Rohilkhand University.**

- **The Committee is instrumental in the planning of CIE (Continuous Internal Evaluation) which is also included in the Academic Calendar and then the execution of the planning and conduction of the internal examination is done by the examination cell and its coordinator coordinates with HODs for internal Exam paper setting, and exam evaluation (maintaining the confidentiality). The timetable is announced well in advance.**

- **After the Examination (especially Internal Exams) the students are informed about the result and their marks are communicated then the grievances related to the examination are invited in a prescribed format to establish the transparency of the exams.**

- **The concerned teachers and HoDs deal with each grievance in a time-bound, transparent and efficient manner and the resolution of the grievance is also communicated to the student.**

- **Later when all the grievances are resolved the final marks of internal exams are submitted to the university. Once this process is completed no further changes are entertained. All the process is to be completed within a time-bound manner as prescribed by the university.**

- **However, grievances such as the wrong details on Admit card, Subjects, wrong spelling names on Admit card, revaluation, and the result being on hold, faulty Mark sheets, etc. are also invited and forwarded to MJP Rohilkhand University, Bareilly and when the college receives the adequate response from the University, the students are informed regarding the resolution of their grievance.**

- **Our Institution has been the Nodal Centre of collecting the answer books of several colleges for over a decade.**

- **As external exams are conducted by M.J.P. Rohilkhand University, Bareilly, the college has only the duty of arranging the facilities for smooth and fair conduction of exams in the college by strict vigilance.**

- **All the Examinations are conducted under the vigilance of CCTV cameras which are also monitored by the MJP Rohilkhand University, Bareilly.**

- **The evaluation of answer books of External examinations is conducted at the Evaluation centers of MJP Rohilkhand University, Bareilly. The evaluation of the university exams is conducted after coding the answer scripts.**

Hence the entire system from Planning to execution of the Examination (Internal and External) is efficient, time-bound, and transparent.

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:

Swami Shukdevanand College, Shahjahanpur has a policy and procedure for defining, drafting and delivering of program outcomes and course outcomes of the courses taught in the Institution.

Procedure : Course outcomes of the courses taught in the Institution are written on the Bloom's taxonomy in which six levels are employed and they are drafted as per the action verbs from lower order to higher order. The outcomes are drafted at the Departmental level and submitted to IQAC. Program outcomes are drafted by the committee appointed by IQAC. The basis of writing the program outcomes are graduate attributes. The Institution prepares graduate attributes, and the graduate attributes are used in writing the program outcomes. The Course Outcomes with Programme Outcomes and Programme Specific Outcomes are validated through examination system. The course outcomes reflect different cognitive levels of each course. It is done on the basis of Revised Bloom's Taxonomy. The basis of program outcomes is disciplinary knowledge, ICT skills, communication skills, analytical skills etc. and its communication is made as follows:

Communication of COs and POs:

- *COs and POs are Uploaded on the college website: The COs and POs are available at* https://sscollegespn.ac.in/wp-content/uploads/2023/01/2.6.1-CO-and-PO-1.pdf
- *Discussed in the Meeting with Principal:* The COs and POs are discussed by HoDs in their meeting with the principal.
- *Communicated through all the Departmental Heads for the discussion in the Departmental meetings:* The Departmental heads discuss regarding the communication of course outcomes in their respective departmental meetings and ensure the communication of the same positively.
- *Printed Copies of COs and POs are available in the college libraries:* The signed and printed version and of the COs and POs is available with the SS College Library for ready reference.
- *POs and COs are communicated through the Induction programs organised by various departments and faculty.* The orientation programs or the Induction programs organised by at the faculty and department level ensure the delivery and communication of the COs and POs with the students in the beginning of the session.
- *Course Outcomes are communicated by teachers in their respective classes.* The teachers of all the departments ensure the communication of COs and POs with their direct interaction with the students.

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:

Mechanism of CO

The mechanism is divided into direct and indirect assessments. Direct and indirect assessments include Continuous Internal Assessment at college level and university examinations. Indirect assessment includes feedback from the respective subjects. According to the requirement of COs teaching methodologies and lesson plan. Targets are set as per learning level of the outcome. Students are evaluated in CIE as well as marks in the university examination are considered. Various questions in the feedback are considered in the attainment course learning outcomes. After the analysis of targets and actual outcome an evaluation of attainment is calculated, and further action plan is prepared at department level.

Calculation of attainment of PO

PO's are evaluated based on direct and indirect method. Course learning outcomes of all the subjects are considered or program outcomes as direct modes of assessments and indirect mode of assessment include SSS.

1. PO's are calculated based on the target defined.
2. Attainment is also calculated based on the student performances and participation in different activities and competitions organized by the institution.
3. Outcomes are discussed at the institutional level.

Assessment Parameters: The performance of a student in each semester shall be evaluated course-wise with a maximum of 100 marks.

1. Pattern for Internal Examinations: For theory courses of each semester there shall be one internal exams. The exam consists of 90 minutes with a maximum mark of 40. The internal exam will be taken for the assessment of internal marks.
   1. (ii) CO-wise assessment Rubrics: Every internal exam question and every assignment/seminar is mapped to a specific CO. Thereafter, a CO -wise cutoff value is taken based on the highest mark secured for that CO and the number of students with their internal mark above the cutoff value is considered for rating the CO attainment.

No. of students having marks > cutoff	Rating in 3 Scale
>=70%	3
60% to 69%	2
50	1

| | %
to
59
% | |

Overall Attainment:

The Final CO attainment is calculated by combining the internal attainment and External attainment in a ratio of 20:80.

Final Value = 20% of Internal Level + 80% of External Level % of students scoring ? threshold

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: 92.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
1767	1716	1216	1555	1725

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

2021-22	2020-21	2019-20	2018-19	2017-18
1847	1908	1263	1645	1985

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: 3.91

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	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:

Swami Shukdevanand College, Shahjahanpur has established an Incubation Centre within the college to support and nurture the development of early-stage startups in which a committee of the Center is formed consisting of senior faculty members of the institute and through it the Institution has attempted to create an ecosystem for innovations and has taken several initiatives for creation and transfer of knowledge in the guidance of various stakeholders.

However, the department of Botany and Zoology have significantly contributed to add on the activity of incubation in the institution. In the early years, the departments have organized several guest lectures, workshops, training programs and other activities to invigorate the students' interest in the startups. Keeping this objective in the mind the department of Botany has established the nursery in the college campus where BSc and Msc students of Botany are learning the various methods of artificial pollination and skill of plantation and grafting etc. The plants developed by the students have also been displayed for

sale through which the students have learned the skill of "earn and learn".

Besides the students of Zoology have learnt the poultry farming in the workshop organised by the department under the incubation centre. The workshop on poultry farming inspired the students to learn various skills of poultry farming and a few students have attempted to start the poultry farming business also.

Through the presentations, discussions, and hands-on activities, haematology workshop organized by Department of Zoology attempted to drive advancements in the field by fostering the exchange of ideas, sharing of best practices among students.

Furthermore, the guest lectures have also been organized by various departments over the years. The incubation center of SS College, has attempted to help entrepreneurs develop the skills they need to succeed, such as marketing, product development, financial management, and more. In this connection the Department of English has also organized a one day workshop on PPT to offer the technical skills of PowerPoint presentation as well as presentation skills of various types in which the participants gained a deeper understanding of specific industry trends or best practices related to their businesses.

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: 50

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**

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	10	11	12

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: 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	31	46	50

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

3.3.2

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

Response: 0.39

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**

2021-22	2020-21	2019-20	2018-19	2017-18
26	6	5	0	11

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](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activities are an crucial component of both the undergraduate and postgraduate curricula in Swami Shukdevanand College. The Institution ensures the participation in these activities by students taking it as the first step in gaining in-depth understanding of life at the grass-roots level. Swami Shukdevanand focuses on the rural background students who are obliged to participate in social initiatives such as teaching children from disadvantaged or disadvantaged areas of society, providing services in primary schools of the villages and in the public.

In order to accomplish this, the teachers as well as the students at our college have frequently organized campaigns in the neighbourhood communities that are located in close proximity to it (like villages namely Lalpur, Akarra Rasoolpur, Dadraul, Kashiram Awas, Azizganj, Navada Indeypur etc.). The faculty members and the students have also engaged in social work, which includes but is not limited to the following activities:

- Voter Awareness campaign on National Voters Day for Educating the Voters and Increasing Participation in Elections
- Nari Shiksha Abhiyaan and Save Girl Child Campaign
- Sanitation and Hygiene
- Tree Plantation Drive for Safe Environment,
- Various Health Awareness Campaign
- Regulations for Traffic & Safety on the Roads
- A greater emphasis on cleanliness and sanitary practices among the locals.
- Children from disadvantaged backgrounds who need assistance receiving donations of clothing, food, and treats.
- Awareness of water saving practices and river cleaning drives.
- River (Garra river) cleaning drives by NCC volunteers

Outcomes of the Extension Activities: Besides the college has made ample of efforts to raise people's awareness of the need of education. In fulfilling these purposes, the students have been grouped into awareness campaigns. Students of various departments educate the villagers on the need of giving female education the highest priority possible since it is a necessity for the country and should be treated as such. The cleaning drives in the river *Garra* and *Khannaut* and have also made the local inhabitants the importance of clean river and environment. Extension activities carried out by students sanitized them about social issues like health and hygiene, environmental protection Women Education and their Legal Rights, Nasha Mukti, Voting Awareness, Road Safety and Covid-19 Awareness etc. these activities motivated students to become responsible citizen of the country and to contribute towards nation building. Extension activities conducted by the various departments over the years have provided community members with new information, skills, and perspectives that can help improve their lives and promote healthy behaviors, such as physical activity, healthy eating, and stress management and bring people together and foster a sense of community. This way the college has helped build trust and cooperation among neighbors, which can lead to more effective problem-solving and collective action.

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:

Swami Shukdevanand College has received several awards and recognition for extension activities from the Government of India and state government as well as renowned government recognised bodies. The college has been contributing to the community and government bodies and these efforts have made a significant impact on the lives of many individuals and have greatly contributed to the well-being of our society. Our staff and students have been active both on college and society level and have been conducting the cultural and artistic programs for the sake of the betterment of the community. The events organised by these people have brought people together and provided opportunities for cultural exchange and growth. A few of the notable achievements are hereunder:

- For the sake of conservation and protection of the environment the faculty members of Zoology Botany have got awards in this field.
- For the sake of promotion of Research Methodology and active participation in research fields the faculty members have attained fellow awards.
- The NCC program officer has received Certificate of Recognition from NCC cell of Higher Education of India for the outstanding work as Mental Health Counsellor in the mental well-being under *Muskurayega* India movement.
- A few of the faculty members have been awarded Life memberships of various professional and government recognised bodies.

- A few faculty members have received 'Best Teacher Awards' from local government administration.
- A few faculty members have received fellow awards and letters of recognition for the promotion in the fields of Archaeology, language and literature, sports training, and awareness campaigns.

Hence, the effort done by the faculty members of the college have been recognised both by the government and government recognised agencies over the years and it is expected that college will attain newer heights in the years to come.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 43

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	12	9	10

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: 18

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](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[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:

Infrastructure: The infrastructure of Swami Shukdevanand College, Shahjahanpur is well-equipped and modern. The campus spans over an area of **25400 Sq meters** and comprises **three storey buildings** in **four blocks**. Besides the usual courses of Humanities, Languages, Commerce and Science, the college has the rare distinction of running some professional courses like B.Ed., M.Ed. and B.Com. (Computer), B.Com (Finance), BBA, BCA etc.

Classrooms: including **54 classrooms** (most of which are equipped with ICT facility), **6 Smart classes**, 01 Lecture Theatre, **20 laboratories**, libraries, and administrative office. The classrooms of the College are spacious and well-lit, providing a comfortable learning environment. Many classrooms are equipped with audio-visual aids, including projectors and screens, making lectures more interactive and engaging.

Seminar Rooms: The colleges possess **03 ICT enabled seminar rooms**, **03 computer labs** fully equipped with the latest software and hardware, enabling students to stay updated with the latest advancements in technology, **01 Music room & Lab**, **01 Cultural Activity Room**, **01 Fine Arts room** and Lab. The college also has an auditorium and seminar halls that are regularly used for guest lectures and workshops

Laboratories: The college boasts of its total **20 laboratories** in the departments of Physics, Chemistry, Zoology, Botany, Home Science, Fine Arts, Geography, Psychology, Military Studies equipped with the latest equipment and technology, enabling students to carry out experiments and research in various fields.

Library: The central library has a vast collection of books, journals, and research papers, covering a wide range of subjects. The library also has digital resources, including e-books and online databases, which students can access from anywhere on campus. Besides, the Department of Teacher Education, and Commerce have separate libraries. Besides, various PG Departments are developing its own libraries. The library is open to students and faculty alike, and the staff is always available to assist with any queries.

Sports, Gymnasium, Solar and Water Facility: The college has a well-equipped gymnasium,

playground, Badminton Hall, Changing Room, a sports complex with facilities for outdoor and indoor games, and a canteen that serves healthy and hygienic food. The college also possesses common room for the girls along with fresh and purified **RO water system** in the college. The college has ramps, rails and lift facilities for especially abled students. The Institution also owns **105 KV** solar plant which generates sufficient power to the college.

The faculty of college is dedicated to providing quality education to students and works tirelessly to ensure that students receive the best possible guidance and support. The college also invites guest lecturers and experts from various industries to interact with students, providing them with a broader perspective on their subjects.

In conclusion, Swami Shukdevanand College, Shahjahanpur, is a premier institution for higher education, with excellent infrastructure and learning resources. The college provides an enriching learning experience, with a focus on both academics and personal growth. The college's commitment to providing quality education is reflected in its faculty and facilities, making it a top choice for students seeking higher education in Uttar Pradesh.

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: 45.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	102	18	33

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:

- The Central Library of SS College Shahjahanpur is integrated knowledge resource centre comprising, a Central Library in an area of 34.43 sq. m., with nearly 45 thousand books, periodicals, references, national and international journals and even few rare books. The **daily walk**-in the library is **138 visitors** per day.
- The Library proudly possesses total **45087** books and **26** Journals at present. And this number increasing day by day.
- It is automated using Integrated Library Management System named SOUL 2.0. The library is almost fully automated from year 2014.
- The library has access to more than thousands of e-journals under the N-List program of INFLIBNET. Under this service online access to full text and databases from different reputed Journals' publishers through N-List viz American Institute of Physics, Economic and Political Weekly, Indian Journals, Institute of Physics, JSTOR, RSC, H. W. Wilson, IP, Cambridge University Press, and access to eBooks from E-brary, E-BSCO Host-Net Library, Oxford, Project Muse, RSC, Springer, Taylor & Francis, McGraw Hill, Hindustan Book Agency, Sage Pub. eBooks, Institute of South East Asian Studies(ISEAS) Books and Wiley.
- The Central library has also developed eBooks library from self-resources. All e-resources are accessible locally within the campus as well as remotely both by students and college faculty members.
- The college has provided adequate space for browsing and relaxed reading. It subscribes to 22 offline journals of national and international repute, along with magazines and newspapers for general reading.
- The Central library also houses rich reference Collection viz., Encyclopaedia Britannica, various reputed histories of Literature, arts and culture. Vast compendium, Specific Subject Encyclopaedia, Year Books, Atlases, and other reference material available on the demand of the Scholars and Researchers.

- The college library committee plays an advisory and advocacy role to enhance the services of the library to the students, faculty members and research scholars of the MJP Rohilkhand University, Bareilly. The Library Committee serves in an advisory capacity to the central library on matters of general policy, planning, programs, goals, and objectives. There is one senior representative from various faculties in the Committee. Appointments are for a period of one year and renewable. The Committee meets a number of times in each academic year to discuss about the various issues concerned with library development.
- The Central library also provides access to Internet to the students and the researchers who consult eBooks and ejournals in the library. The library has adequate number of terminals to facilitate searching/accessing e-resources, web browsing and for other academic work. Provision has also been made to allow downloading/printing of material from these resources. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet.
- The library has the following facilities:

1. Free WI-FI, internet access, download and printout facility.

2. Preservation of rare books.

3. Organizing several activities of Student exchange under which Library visit is hosted for the students of various local colleges of linkage.

4. Proper system of feedback from users to improve library services.

5. System of recommendation for purchase of books through Departments.

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:

Swami Shukdevanand College updates the IT facilities on regular basis. Also, new IT equipment has been purchased as per the requirements from time to time. At present the Institution possesses 04 smart classrooms that are well-equipped with AC/Inverter and adequate light facilities. The Institution

possesses high speed internet connection and lease line connection. The various IT facilities available in the college can be summarised below:

Admission and Administration and Student support: The college avails various IT facilities for admission and employ University Login portal for admission being the affiliating institution.

Examination (Quizzes etc.): For midterm assessment, various departments evaluate the student through several OER like Google classroom, Teach mint, Kahoot, Quizzes, Hot potatoes along with YouTube channels.

Library: The college has obtained N-List membership for availing the facilities of browsing books and research journals. The LMS employed by the central library is SOUL 2.0 which has been almost fully completed automation.

Language lab: The Institution has a well-equipped language lab in which 25 computers sets are arranged to help students improve their language skills by providing a platform for listening, speaking, reading, and writing practice.

Manav Sampada: to streamline the entire process of human resource management, from recruitment to retirement of government employees, the Manav Sampada portal of college helps in creating a centralized database of all government employees and enables the automation of various HR processes such as employee attendance, leave management, and pay fixation. The Sampada Portal also provides various modules for different HR functions, including recruitment, promotion, transfers, performance appraisal, and training. The portal also provides a self-service module for employees, where they can access their personal information, apply for leave, and view their salary details.

ABACUS: The UP-ABACUS portal of UP aims to make the college management process in the state more efficient, transparent, and accountable by enabling colleges to manage their processes and services online. The ABACUS portal for colleges in UP provides a centralized database of all colleges and their details, making it easier for the government to monitor and regulate the functioning of colleges in the state.

Zoom: During lockdown and after that the Institution has obtained connection of Zoom for organizing conferences and webinars.

Internet bandwidth: The Institution has availed eight high speed Internet WI-FI connections. Recently the institution has upgraded the plan to 250mbps UL.

IT Infrastructure: The Institution has sound Internet bandwidth, two Interactive Digital Board, Five Smart Classrooms, three well equipped Seminar rooms, three computer laboratories, and seven projectors and five televisions available for the students.

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: 50.1

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

Response: 125

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 53.07

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
83	53	25	13	16

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 34.51

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1348	2148	2505	2072	1311

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: 6.52

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**

2021-22	2020-21	2019-20	2018-19	2017-18
522	36	267	495	452

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: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	111	226	193	153

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

2021-22	2020-21	2019-20	2018-19	2017-18
1767	1716	1216	1555	1725

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: 0.11

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	3	3

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: 0

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*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[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](#)

5.3.2

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: 16.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	15	26	15

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:

In the bustling city of Shahjahanpur, nestled within its heart, stands Swami Shukdevanand College—a beacon of education and growth. Over the years, this esteemed institution has produced numerous graduates who have gone on to make their mark in various fields. Recognizing the importance of maintaining a strong connection with its alumni, the college established the registered Alumni Association, Puratan Chhaatra Society (Regd. no SHA/01907/2022-23). Led by the dynamic President, Shri Manvendra Singh, and dedicated Secretary, Prof Naeem Uddin Siddiqui, the society strives to contribute significantly to the development of the institution through financial and other support services.

The Puratan Chhaatra Society holds dear a set of core objectives that drive its purpose and activities. First and foremost, it aims to foster a continuous interaction, communication, and relationship between the alumni and the college. By providing a platform for alumni to connect with their alma mater, the society facilitates a seamless exchange of knowledge, experiences, and ideas among the former students.

One of the society's key objectives is to encourage mutual understanding and cooperation between past and present students. By bridging the gap between generations, the Puratan Chhaatra Society promotes a sense of unity and shared purpose within the college community. It actively supports the college in providing financial assistance, scholarships, study materials, and other forms of aid to deserving students who face economic challenges. Through these efforts, the society ensures that no talented individual is deprived of quality education due to financial constraints.

Recognizing the importance of career guidance and support, the society extends its hand to assist current students in training, counseling, employment, and placement. Alumni, with their wealth of experience, act as mentors and guides, imparting valuable insights and advice to shape the professional journeys of the aspiring students. By fostering this symbiotic relationship between alumni and students, the society facilitates a seamless transition from academia to the workforce.

The Puratan Chhaatra Society also undertakes initiatives to spread awareness and knowledge among the college community. It endeavors to publish books, magazines, periodicals, and other literary resources that benefit the institution. Through these publications, the society shares the stories, achievements, and

expertise of its alumni, inspiring and motivating the current students to strive for excellence.

The Society plays a pivotal role in the development and expansion of the college. Through its active participation and cooperation in various programs and functions organized by the college, the society fosters a sense of unity and collective progress.

A testament to the enduring bond between the college and its alumni, the Puratan Chhaatra Society celebrates and participates in many programs of the college.

The Puratan Chhaatra Society serves as a pillar of support for Swami Shukdevanand College, Shahjahanpur. With its visionary leadership, dedicated members, and unwavering commitment, the society fulfills its objectives of fostering alumni engagement, supporting current students, and contributing to the college's growth. It stands as a shining example of the profound impact alumni can have on their alma mater, creating a legacy of excellence for generations to come.

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:

Swami Shukdevanand College established in the year 1964 in Shahjahanpur, Uttar Pradesh, is run by Swami Shukdevanand Trust (regd) an institution that reflects effective leadership and governance. The governance of the college is as per the vision and mission statement of the college which runs as follows:

Vision

To be a dynamic organization contributing to a transformed, equitable, and quality higher education and training system in India

Mission

- Initiate critical discourse on contemporary higher education issues.
- Lead and manages quality assurance in higher education.
- Research and monitor trends and developments in education.
- Deliver quality education to socially and economically disadvantaged groups.
- Promote rural population educational and cultural development.
- Offer standard hostel facilities, physical education, and value education.
- Bring about societal change through education.
- Develop and utilize resources for ordinary people's educational advancement.
- Support societal intellectual, ethical, and cultural development.
- Improve employability and economic development by providing technical and professional education.
- Build a broad educational network to encourage widespread engagement in education.

For the sake of fulfilment of vision and mission statement the college plans the activity through perspective plan and formation of different statutory and non-statutory (Institutional level) committees. The purpose of the formation of these committees is decentralization and participation of all the stakeholders in Institutional governance.

The statutory committees like Managing Committees, CDC, SC/ST/OBC Cell, Grievance Committee, ICC, RTI Committees and IQAC etc. with the role and responsibility of these committees is to contribute to college to run smoothly and transparently and add on to the decentralization and maximum participation of the various stakeholders in the smooth functioning of the Institution.

Besides, the college has several non-statutory (Intuitional Committees) like Admission Committee, ID Card Committee, Gardening Committee, Maintenance Cell, Sports Committee, Library Committee, etc. The above Statutory and Non-statutory Committees arrange meetings monthly, and quarterly as per the requirements to frequently cater to the needs of the requirements emerging from stakeholders. All the designation is clearly identified and hierarchy in administration is also identified through organogram. The roles and responsibility of each designation is also predefined which also flows as per the organogram. (The organogram is also attached) The College Development Committee (CDC) has the participation of nearly all the major stakeholders, senior and junior faculty members, non-teaching staff, student and alumni of different categories and gender. These committees help in participatory management and contribute to the decision-making process to help in translation the vision and mission statement into reality. The decentralization is applied in all the committees of the Institution. For example, the role of admission committee is to sign and admit the students on behalf of principal and take judicious action in any case. Similarly, Library Committee also decides the purchase and maintenance of the books on its own for the sake of smooth functioning. Hence all the task is complete as per the vision and mission statement of the college.

Swami Shukdevanand College in Shahjahanpur is an institution that reflects effective leadership and governance.

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:

Swami Shukdevanand College in Shahjahanpur has well-defined structure for smooth functioning which is evident in a range of policies, administrative setup, appointment and service rules, procedures, and deployment of institutional strategic/perspective/development plans.

Institutional Policies

Institution for the smooth functioning the College has prepared different policies and procedures for the optimal utilization of resources, One of the ways that the effectiveness and efficiency of the institutional bodies at Swami Shukdevanand College is visible is in the development and implementation of policies. A range of policies like utilisation of resources, policies and procedure for research and development, maintenance of physical facilities and infrastructure, gender sensitization and awareness are well

prepared. The roles and responsibilities are predefined, and roles have also been assigned and reviews regarding that are taken from time to time. All the institutional activities take place according to the policies and procedures in tune with vision and mission statement.

Administrative setup

The College is run by Swami Shukdevanand Trust (regd.) has an administrative structure that promotes efficiency and effectiveness, and staff are well trained and equipped to carry out their duties. The flow of information is predefined, and the hierarchy of the college administration is predefined and the flow of information is predefined, all the roles and responsibility have also been identified. And accordingly, the flow of decision-making process is complete. In addition, staff are provided with adequate support, including resources and facilities, to carry out their duties effectively.

Appointment and Service Rules

The college is affiliated to MJP Rohilkhand University, Bareilly and runs according to the Higher Education Department of Govt. Of UP. The rules and regulations for the appointment of teachers according to UGC and Govt of UP. The appointment of teachers is as per the 7th Pay guidelines of Govt of India. For the appointment of Non-teaching staff, the norms and rules are followed as per the Department of Higher Education Govt of UP. The workload is fixed according to the rules and regulations of UGC and Govt of UP. The posts in self-financing are also filled as per the rules and regulations of UGC and Govt of UP. Also, the teachers are promoted from to various levels time to time.

Procedures

The procedures of all the activities from appointment to service are followed as per the orders and guidelines issued from Govt of Uttar Pradesh, MJP Rohilkhand University, Bareilly and UGC Procedures are another area where the effectiveness and efficiency of institutional bodies is visible at Swami Shukdevanand College. The College ensures that procedures are designed to promote efficiency and effectiveness, and that they are regularly reviewed and updated to reflect changing circumstances and needs.

Deployment of Institutional Perspective Plans

The Institutional perspective plan is prepared for the whole year. The plan discusses, Value added courses, feedback from stakeholders, curriculum delivery mechanism, teaching learning delivery and research and development activities planned before the commencement of the session. The deployment of institutional strategic/perspective/development plan is ensured as it is a critical factor in the functioning of institution.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution offers effective career development opportunities as swell as welfare programmes for both teaching and non-teaching staff.

The institute makes sure that all of the welfare measures it has adopted are distributed to its workers in

the following ways:

Training

- Access to higher education
- Promotion
- Quality enhancement
- Financial assistance
- Appreciation

The college has created a favourable atmosphere for the general growth of its personnel as a result of the institution's tireless efforts to provide all forms of assistance to its workers as a family.

.

Institutional Assistance Program:

- Casual, medical, duty, Maternity and Paternity leave for employees
- Government Health Insurance Scheme which covers the family members of the staff.
- Festival Advance for the staff

Education:

- discount in the tuition fees for employees during admission of their wards
- Free-ship
- Waiver in admission tuition fees to economically weaker students
- Special concession in the fees to the students who excel in sports and games and cultural events. Financial assistance to students excelling in academics
- Support to staff to pursue higher education

Medical

- Practice of Yoga in campus on regular basis
- Facility of health and fitness club

Other Benefits

- Celebration of festivals and National days
- Free wi-fi facilities
- Academic amenities like full fledge computer lab, library resource with online databases for the academic development of the staff
- Ergonomic staff cabins
- Gymnasium
- Avenues for career development/ progression
- Clear policy for the career progression of the staff
- Training and development programmes for staff to develop professional competency

Teaching Staff

- CAS Committee to ensure timely promotion of teachers in the three levels of teaching cadre which are - Assistant Professor, Associate Professor, and Professor
- Promotion from each grade to another is subject to fulfilment of the qualifying conditions and the API based PBAS requirements
- Performance appraisal also becomes a key factor in the assessment of the career progression of the faculty

Non-teaching employees

- Cadres clearly defined as per state rules and regulation for services.
- All promotions are carried out in time as per the rule offering complete benefits to non-teaching staff.

File Description	Document
Upload Additional information	[View Document]()
Provide Link for Additional information	[View Document]()

6.3.2

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

Response: 0

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[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: 37.29

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**

2021-22	2020-21	2019-20	2018-19	2017-18
94	9	69	53	67

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	53	63	55	64

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

Swami Shukdevanand College has designed and developed strategies for mobilization and optimal utilization of resources and funds from various sources. To achieve its goals, the college has put in place several strategies for mobilizing funds and optimizing the use of resources. The major source of **resource generation** of the college is Tuition fee from the students. The resource expenditure of the institution is in the heads of salaries and benefits for faculty and staff, building and infrastructure maintenance, research and development initiatives, library and IT resources, financial aid for students and student activities and organizations.

Financial Audits: SS College Shahjahanpur has a robust auditing system in place to ensure that its financial management practices are transparent, accountable, and in compliance with relevant laws and regulations. The college conducts regular financial audits, both internal and external, to monitor its financial activities and ensure that all financial transactions are properly recorded, verified, and reported.

The *internal audits* are carried out by the college's internal auditors who are independent of the financial management team. The internal auditors review the financial transactions, records, and reports of the college to ensure that they are accurate and reliable. They also assess the adequacy and effectiveness of the college's internal controls and risk management processes.

The *external audits* are conducted by independent auditors who are hired by the college to review the financial statements and reports of the college. The external auditors are typically certified public accounting firms who are authorized to provide auditing and accounting service. To optimize the use of its resources, Swami Shukdevanand College also regularly monitors and evaluates its financial management practices. The college has established performance metrics and targets to measure its progress toward achieving its objectives. The metrics are regularly reviewed and reported to enable the college to identify areas for improvement and optimize the use of resources.

Another critical aspect of the college's financial management strategy is transparency and accountability. The college gets the regular financial reports to its stakeholders, including students, faculty, staff, donors, and government agencies. The reports include detailed information on the college's financial performance, including its income, expenditures, and financial position.

Swami Shukdevanand College has implemented several effective strategies for mobilizing funds and optimizing the use of resources. These strategies include diversifying funding sources, conducting regular financial audits, implementing a comprehensive financial management system, monitoring and evaluating financial management practices, establishing performance metrics and targets, and prioritizing transparency and accountability. These strategies have enabled the college to achieve its objectives, meet the needs of its stakeholders, and sustain its operations over time.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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 of the college was established on 10th January 2007 with the vision to streamline the quality initiatives of the institution. The institution's IQAC is constituted as per the norms of NAAC. It has representatives of various departments and an amalgam of senior and junior teachers. The cell regularly arranges a meeting every quarter of the session to evaluate and assess the quality assurance activities.   The main focus of IQAC is-

- *Realization of the vision and mission statement of the Constitution*
- *Defining the POs, PSOs, COs*
- *Documenting the quality assurance strategies.*
- *Continuous review of the strategies after evaluation of attainment*
- *Setting up new goals and evaluation of attainment level*
- *Promoting measures for quality enhancement*

Review of Teaching-Learning Process: The IQAC of the institute consistently formulates strategies to bring about effective, cohesive, and mutually beneficial networking between the members of alumni to improve the teaching-learning process through the utilization of ICT-based methodologies, expanding the scope of the libraries, skill development of value-added courses and add-on courses, arranging the industrial visits, training of students, assisting in placements, and keeping students up to date with the latest technology and happenings with the help of the institute's alumni.

Structures and Methodologies of Operations: In addition, IQAC promotes various committees and college cells to organize awareness, extension, and service initiatives for the benefit of the student body. Learner-centric approaches and a participative approach to the teaching and learning process can both be facilitated by IQAC. IQAC is responsible for the maintenance of the institutional database, the analysis of the feedback acquired from various stakeholders, and the periodic conduct of academic and administrative audits as well as follow-up procedures. IQAC is responsible for preparing and submitting an Annual Quality Assurance report in accordance with the standards of the NAAC. IQAC is also accountable for motivating teaching and non-teaching staff members to participate in the quality assessment accreditation process.

Assessment of Learning Outcome:

Recording Incremental Improvements in Various Activities: IQAC regularly does meeting has designed policy and procedure The IQAC also works for incremental improvement in the institution. *Regular conduction of Academic and Administrative audits, Gender Audits, Green audits, Energy audits, Environmental audits, and ISO certifications are some examples.*

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: B. Any 3 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

At the College level, *gender is typically taught in various courses of graduation and postgraduation in Sociology, Political science, Teacher Education, Literature, psychology etc. as a social construct that shapes individual and collective identities, experiences, and relationships.* The concept of gender at UG and PG level courses of Hindi, Philosophy, Sociology, Economics, and English Literature encompasses the cultural and social meanings attached to masculinity and femininity, as well as the ways in which these meanings intersect with other forms of identity and social hierarchies, such as race, class, sexuality, and ability. Gender equality is one of the key challenges facing Society today. Some of the key topics and themes that are often covered in gender studies curricula include:

- *The history and development of feminist and gender theories*
- *Intersectionality and the ways in which gender intersects with other social categories.*
- *The social construction of gender and the role of language, media, and cultural norms in shaping gender identities and expectations.*
- *Gender-based violence, including sexual harassment, assault, and domestic violence.*

The College Conducts regular gender equity promotion Programmes. For instance, Guest speakers from prominent fields are invited to speak on the topics which highlight the importance and contribution of women in the society. Activities like legal Awareness, Empowerment, Prevention of Exploitation, and Access to justice, Mental Health enhancement activities, and academic enhancement activities are organised time to time.

Outcome: These activities have left a significant impact on girls' well-being and overall development and they contribute to a positive outcome of the above activities. Some of the potential outcomes of these areas are: safety, Security, Gender Equality and well being of woman staff and students, Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighbouring community. These programs -

- Increased awareness and understanding of gender-based discrimination and biases
- Improved communication and cooperation between people of different genders
- Enhanced the level of understanding of gender and issues related to gender.
- Reduced stereotypes and biases.
- Reduced discrimination

- Develop a better understanding of the experiences of individuals from diverse genders and develop empathy towards them.

The Institution celebrated several activities on the eve of Independence Day and Republic Day and National and International commemorative days that *developed National Unity, Patriotism, and remembrance of glorious past, educational value and promoting unity and harmony among the youth. Promotion of National Unity, Development of Patriotism and students could learn about important historical events, cultural traditions, and other topics related to the country's history and heritage.* The activities organized by the Institution are in line with its mission and vision. This demonstrates the Institution's commitment to its goals and objectives and can help to build a strong sense of purpose among its students and staff.

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: A. All of the above

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

7.1.4

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

Response:

Response-

Swami shukedevanand College believes in providing inclusive environment that promotes students all around personality development. The institution also committed to upholding harmony with regard to cultural, regional, linguistic, communal, socioeconomic and other diversities among students, faculty and staff.

The institution strongly believes "Unity in Diversity" and very much concerned in providing an inclusive environment that promote tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversity.

Commemorative days like 'Women's Day', 'Ahinsa Diwas', Rashtriya Ekta Diwas', Independence

Day, International Literacy Day, Hindi Diwas, Republic Day are celebrated regularly to create harmony tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. These celebrations establishes positive interaction among people of different racial and cultural backgrounds.

The orientation and induction programmes are organized every year for the newly admitted students to sensitize them about the importance of tolerance, empathy, human values etc. The students are also asked to enroll themselves in various working committees and cells such as NCC, NSS, Rover-Rangers and so on. These cells/clubs serve as a platform for the students to interact and communicate with other students. The extension activities and camps organized by NCC/NSS help the students to understand and experience different cultures and traditions.

To strengthen mutual respect and to promote solidarity among the students and staff, the college for provide code of conduct for both staff and students, which explains exactly what conduct is expected from the both ends. This also helps in reducing the likelihood of display the disrespectful behavior or the breach of the code.

The institution supports the idea that every person can make a unique and positive contribution to the large society, inspite of their differences. Our institution is a place where diversity is recognized and respected various cultural ideas are acknowledged and valued, contributions from all groups are encouraged, and people are empowered to achieve their full potential. To cater the above tenets, the institution encourages the celebrations Like 'Basant Panchami' Holi, Dipawali etc. By participating these activities students understand the cultural, regional, linguistic, communal, socioeconomic diversities.

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 Practice-01

1. **Title of the practice**: *Environment sustainability through Celebration of Environment Week*
2. **Objective of the Practice:**

- To inform pupils about trees' ecological role.

- To motivate pupils to conserve.
- Encourage campus tree planting by students.
- To decorate the college with trees and plants.

- Reduce air pollution and increase local greenery.

- Teach tree-planting and conservation.
- Promote student plantation drive teamwork.
- To encourage young social responsibility through community gardening.

1. **The context**:

The best practice "Celebration of Environment Week" in Swami Shukdevanand College, Shahjahanpur, promotes environmental sustainability. The college hosts a variety of programs and campaigns to engage students, professors, and staff in environmental conservation during this week-long celebration.The institution encourages students, professors, and staff to participate in environmental programs, promoting environmental responsibility and improving the earth.

1. **The practice:**

"Celebration of Environment Week" in Swami Shukdevanand College, Shahjahanpur is a model environmental sustainability and awareness program. This weeklong event celebrates World Environment Day on June 5th. This effort promotes college community responsibility and sustainable living. The week includes tree-planting efforts, garbage management campaigns, environmental quizzes, poster-making contests, and awareness workshops. These programs educate college students about environmental challenges, promote sustainable behavior, and inspire them to act for a greener future. The tree-planting drives green the college campus and nearby surroundings. Waste management initiatives also encourage environmentally friendly waste management. Environmental quizzes and poster contests teach kids about climate change, pollution, and deforestation. Environmental and sustainability professionals lead awareness activities. Renewable energy, sustainable living, and environmental effect are discussed in the lectures.

This best practice shows Swami Shukdevanand College's commitment to sustainability and environmental conservation. The institution encourages students, professors, and staff to participate in environmental programs, promoting environmental responsibility and improving the earth.

1. **Evidence of Success:**

Swami Shukdevanand College's "Celebration of Environment Week" enhanced environmental awareness and engagement. The weeklong activities and events have inspired good lifestyle changes and promoted sustainable living outside the college campus.

- Every year, students, professors, and staff participate in Environment Week activities and events, showing a growing interest in environmental issues and a dedication to sustainability.
- Solar panels, composting, and rainwater collection reduce the college's carbon footprint.

- Students, instructors, and staff have praised the effort for raising environmental awareness and behavior.
- The MGNCRE awarded the initiative for its environmental conservation and sustainability efforts.
- Swami Shukdevanand College's "Celebration of Environment Week" has raised environmental awareness, fostered a culture of environmental responsibility, and helped the world.

Problems Encountered & Resources required:

Problems Encountered:

- Lack of funds
- Limited participation.
- Difficulty in measuring the impact of the initiative on the environment and community.

Resources Required:

- Financial resources to support the various activities and campaigns.
- Volunteers to organize and facilitate the events.
- Access to experts in environmental science and sustainability to conduct awareness seminars and provide guidance.
- Adequate resources for waste management, such as recycling bins and waste disposal equipment.
- Media and marketing resources to promote the initiative and increase participation.
- Tools for measuring the impact of the initiative, such as surveys and data collection methods.

Best Practice-02

1. **Title of the practice**: **Women Empowerment drive titled "SECURE".**
2. **Objective of the Practice:**

- To protect students and staff from assault, bullying, and harassment.
- To Promote educational success:
- To provide Care and support:
- To empower marginalised communities. Empowering women, minorities, and disabled people.
- To encourage respect and generate empathy, which improves student-staff relations and college community.

1. **The Context:**

Due to a variety of circumstances, the SECURE initiative was launched by college to better protect

students and personnel in educational institutions. This initiative was influenced by:

Safety concerns: High-profile school and college violence, bullying, and harassment haveshown the necessity for a safe learning environment for students and staff.

Educational needs: The SECURE programme emphasises holistic education to meet these demands.

Care for individuals: Promote mental health and well-being, provide health and counselling services, and address social and economic injustice.

Upliftment: the upliftment of the downtrodden through

Empowerment: The SECURE initiative empowers women, minorities, and individuals with disabilities. This comprises fostering equality and social justice in educational institutions and ensuring equitable learning and success for all.

1. **The practice:**

The Women Development Cell at Swami Shukdevanand College has been actively organizing programs and events under the SECURE initiative to promote the safety, education, care, upliftment, respect, and empathy of women in the educational institution. Students attended and learned from these events, with 74 participants in the Mentorship Programme on Personal Development, 60 in the Legal Rights of Girls programme, 52 in the Gender Equality and Women Empowerment panel discussion, and 62 in the Public Speaking Workshop.

These events and programs organized by the Women Development Cell under the SECURE initiative have been successful in promoting the well-being and empowerment of women in the college community. The SECURE initiative aims to continue organizing such programs and events to create a safe and inclusive environment for all students and staff at the institution.

1. **The Evidence of Success:**

The Women Development Cell at Swami Shukdevanand College has successfully organized programs and events under the SECURE initiative to promote women's well-being and empowerment. These programs have raised awareness on personal hygiene, stress management, legal awareness, and empowering girls. The success of these programs demonstrates the college's commitment to creating a

safe and inclusive environment for all students and staff, particularly women.

1. **Problems Encountered & Resources required:**

The Women Development Cell at Swami Shukdevanand College faced challenges in organizing programs and events under the SECURE initiative. To ensure maximum participation, the Cell developed strategies to encourage participation and raise awareness among female students. They coordinated with other departments and organizations to arrange expert speakers and trainers, and sought support from college administration, faculty members, and external organizations. The required resources included funding, venue, equipment, expert speakers, and trainers.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

To cater to the need of Sarv Bhoot hite ratah and the vision statement of the college "*To be a dynamic organization contributing to a transformed, equitable, and quality higher education and training system in India*". The college has attempted to remain "dynamic organization" in the standstill hour of Covid-19 and created host of e-content that is specific to the institution's vision, mission, and objectives. Apart from creating YouTube channel video lectures, PDFs, and quizzes, faculties and departments focused on creating e-content that is unique to their discipline and institution.

Swami Shukdevanand College, located in Shahjahanpur, Uttar Pradesh, has recently taken an innovative step towards providing quality education to its students by preparing e-content through various departments. This e-content is available on the website: https://sscollegespn.org/node/133/

Besides the college has a YouTube channel which is: https://www.youtube.com/@swamishukdevanandcollege9200

Faculty of Science, Languages, Commerce, and Education have posted ample of study material on the

website which is being checked out by thousands of scholars. The report of the same is as follows:

Faculty of Science:

The Departments of Computer Science and Business Administration worked on BCA and BBA e-content. Interactive modules, video lectures, and presentations cover every semester's course in the e-content. Students can access this e-content anytime, anyplace. BCA e-content encompasses Java, C++, Python, database management systems, operating systems, and computer networks.

Other E-content includes Science Faculty resources. M.Sc. Final students can study Boolean Algebra & Basic Gates, Universal Gates, and Combinational Logic Circuits with Mr. Shishir Shukla. Dr. Adarsh Pandey has prepared econtent on DNA Fingerprinting, Gene Transfer, Mineral Nutrition, Sphagnales, Protonema, and Crossing Over for M.Sc. students and Botany students. Lower Botany, Genetics, and Polymerase Chain Reaction have Kahoot Quizzes. Dr. Shikha Saxena gave an M.Sc. Final Meristem talk. Dr. Ramesh Chandra's resources on reptiles, human circulation, nervous system, and endocrine for B.Sc. and M.Sc. students are also available. Mr. Keshav Shukla wrote on Pedigree, Chargaff's Rule, and Ramchandran Plot, whereas Dr. Nidhi Tripathi wrote about Brain Development and Dentition. Google Classroom, Kahoot Quiz, and YouTube Channel offer materials. Students have lectures, notes, quizzes, and videos to study.

Faculty of Languages

The e-content repository developed by the Faculty of Languages of Swami Shukdevanand College includes various topics related to Hindi and English literature. The Faculty of Languages at Swami Shukdevanand College, Shahjahanpur has been actively involved in preparing e-content for their students. Dr. Arun Kumar Yadav has contributed with notes on BA English Literature and discussed the concept of Junk Fiction. Dr. Barkha Saxena has provided Important Notes and Some Important Questions for BA Part-I English Literature. She has also created a Quiz on T.S. Eliot for the students to test their knowledge.

Dr. Gitanjely has prepared a Question Bank for MA Previous English Literature and conducted a Quiz for the students. Dr. Shaleen Kumar Singh has shared Tips for good English and Important Literary Terms with the students. He has also explained the concept of Homonyms and provided a quiz on the same. The Faculty of Languages is constantly striving to provide high-quality e-content to their students. They have created a Google Classroom for the students to join and have shared various resources like Video PPT on Major Genres of Literature to enhance the learning experience of their students.

Faculty of Humanities

The college has recently introduced eContent prepared by the faculty of humanities, covering various departments like Home Science, Political Science, Economics, Sociology, Sanskrit, Music, Drawing and Painting, and Physical Education. The eContent provided by the college is comprehensive and user-friendly. It is designed to help students learn in a self-paced environment, allowing them to access the material at any time and from anywhere. The eContent is also visually appealing and engaging, making it an effective learning tool for students. The e-content for annual courses covers subjects such as Physics, Chemistry, Mathematics, English, Hindi, History, Political Science, Economics, Sociology, Sanskrit, Music, Drawing and Painting, Physical Education, Commerce, Home Science, and Education. The study material for annual courses is created by professors in their respective fields, ensuring that the content is

of high quality and up-to-date. The e-content for annual courses includes study material, videos, presentations, and interactive modules, making it easier for students to understand complex concepts.

Faculty of Commerce:

The Faculty of Commerce at Swami Shukdevanand College has been actively involved in creating e-content to enhance the learning experience of students. The e-content developed by the faculty of commerce at Swami Shukdevanand College is aimed at providing a comprehensive understanding of various commerce-related subjects. These resources are designed to help students learn at their own pace and convenience. Dr. K.K. Verma, an experienced faculty member, has created e-content on the introduction of e-commerce, types of banks, rules of journal (rules of debit and credit), and inventory management for B.Com Fin students. Ms. Jagriti Gupta, another faculty member, has developed e-content on Indian financial markets and dividend decisions. Dr. Manish Kumar, yet another experienced faculty member, has developed a question bank and e-content on advertising management and sales promotion. This content is available for both general B.Com students and those pursuing B.Com in advertising management and sales promotion.

Faculty of Education

The Faculty of Education at Swami Shukdevanand College, Shahjahanpur has created an impressive collection of e-content covering a wide range of topics in education. The e-content has been prepared by experienced and knowledgeable faculty members who have a deep understanding of the subject matter. Dr. Meena Sharma has contributed several lessons on various aspects of teaching. Dr. Ratna Gupta has shared her insights on the types of curriculum in B.Ed. programs and the concept of cultural lag in B.Ed. and M.Ed. programs. Dr. Shailja Mishra has delved into Freud's psychoanalytic theory of personality, while Dr. Vineet Srivastava has discussed the M.Ed. syllabus and Erikson's theory of psychosocial development while Dr. Prabhat Shukla has provided teaching tips. The e-content prepared by the Faculty of Education at Swami Shukdevanand College is informative, relevant, and practical. It will undoubtedly prove to be a valuable resource for students pursuing degrees in education.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

Concluding Remarks :

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 83 Answer After DVV Verification :73
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 247 Answer after DVV Verification: 247
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: table1 Answer After DVV Verification : table2 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: table3 Answer After DVV Verification : table4 Remark : Revision asper supporting data attached
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years**

table1:

2021-22	2020-21	2019-20	2018-19	2017-18
1065	875	983	988	811

table2:

2021-22	2020-21	2019-20	2018-19	2017-18
1065	875	983	988	811

table3:

2021-22	2020-21	2019-20	2018-19	2017-18
1632	1603	1577	1577	1577

table4:

2021-22	2020-21	2019-20	2018-19	2017-18
1620	1603	1577	1577	1577

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	106	100	99	94

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
108	106	100	99	94

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:

2021-22	2020-21	2019-20	2018-19	2017-18
88	84	79	77	72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
88	84	79	77	72

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:

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	10	11	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	10	11	12

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:

2021-22	2020-21	2019-20	2018-19	2017-18
68	30	31	46	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	31	46	50

Remark : Revised values considering calendar year publication excluding publication in 2022

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:

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	12	9	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	12	9	10

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 : 18 Answer After DVV Verification :18
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 : 125 Answer after DVV Verification: 125
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:

2021-22	2020-21	2019-20	2018-19	2017-18
522	36	267	495	452

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
522	36	267	495	452

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: A. All 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:

2021-22	2020-21	2019-20	2018-19	2017-18
195	111	226	193	153

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
195	111	226	193	153

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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:

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	5	10	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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:

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	15	23	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	15	26	15

Remark : Revision as per data template

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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:

2021-22	2020-21	2019-20	2018-19	2017-18
94	9	69	53	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
94	9	69	53	67

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
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: A. All of the above

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations