SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

PT. PRITHI NATH (P G) COLLEGE, KANPUR

PT. PRITHI NATH (PG) COLLEGE, 96/12, MAHATMA GANDHI MARG, PARADE
208001
www.ppncollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pt. Prithi Nath (PG) College, popularly known as P. P. N. College, is a prestigious institution of Kanpur, established in 1959, recognized under sections 2(f) and 12(B) of UGC Act, and affiliated to CSJM University, Kanpur, Uttar Pradesh, India. The college is proud of imparting the best education in 20 Undergraduate and 13 Postgraduate subjects in Arts, Humanities, Social Science, Science, Commerce, Business Administration, Computer Applications. Here is a brief overview of the history of Pt. Prithi Nath College:

It was established in 1959 by the efforts of a prominent advocate, visionary educationist, and social worker Late Devendra Swaroop Ji (1912-1995) and named after Pandit Prithi Nath Chak (1859-1910) to mark Pandit Ji's centennial of birth, who was a prominent Indian freedom fighter, social reformer, educationist and devoted follower of Mahatma Gandhi. Pandit Prithi Nath Chak played a significant role in the Indian independence movement, and firmly believed that education is the key to societal progress and dedicated his life to promoting education among the masses.

The college was initially affiliated with Agra University. In 1966, Pt. Prithi Nath College got affiliated with the newly established Kanpur University (now known as Chhatrapati Shahu Ji Maharaj University). This affiliation provided the college with more opportunities for growth and collaboration.

Besides good number of classrooms, we also have 23 laboratories in 20 different departments of the college. All the classrooms and laboratories are well equipped with necessary instruments for smooth functioning of the practical classes. All the departments are facilitated with computers having internet facility via LAN and scanners and printers. The entire college campus is Wi-Fi enabled. CCTV cameras are installed in the classrooms for regular monitoring of the classes. The college has a large **central library, digital library and departmental libraries** which together ensures ample availability of standard books for the students and faculty members of the college.The central library has implemented an open public access catalogue **(OPAC)** through a web-based system, enabling users to go through the catalogue.

Apart from academic excellence, the college encourages extracurricular activities, sports, NCC, NSS, Rovers & Rangers and cultural events. It has a vibrant campus life with numerous committees and cells that promote the overall development of the students.

Vision

To empower students by providing them with the knowledge and skills essential for their desired careers while fostering their ability to contribute meaningfully to society.

Mission

- To establish College as a premier institution for higher education, focusing on academic excellence.
- To offer affordable, quality education and research opportunities to all, including marginalized groups such as females and minorities.

- To nurture critical thinking and problem-solving skills in students, equipping them for success in an ever-evolving world.
- To cultivate empathy, environmental consciousness, and ethical values in students, promoting their holistic development as responsible global citizens.
- To prepare students to excel in their careers while promoting unity and fraternity in society.
- To instill a sense of responsibility towards environmental preservation and sustainable development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

P.P.N. College from its very inception has been serious and qualitative teaching oriented which has been our prime strength. Besides this, our happiness index of teachers, employees and students, remained always positive and touched the highest summit. No case of depression, sadness, suicidal attempt or suicide has been reported up till now, which shows our humanitarian approach towards social well-being. **The 'Happiness and Well Being Centre' is one of our strengths and it assists to make the reach of Science of Happiness to future citizens of India through our teachers and students.** We are an institution committed to creation, bearing and fostering noble citizens having all round human traits.

Our teachers and Employees maintain the time discipline constantly. Their regular attendance, their arrival and departure, has been marked on the biometric system since 2014 besides the traditional marking of attendance on register. It goes with our belief that discipline shapes and forms the character.

In order to make the female teachers and employees free from the worry of taking care of their babies we have established a Day Care Centre in the College. So that the work efficiency of female teachers and employees might not be affected and better results can be obtained.

Besides imparting quality education to our students, we have established Placement Cell to* provide them proper guidance and counseling at the time of their need. It caters to the need of the students in applying to other Universities and Institutions for further studies.

The modern competitive world requires smart skills, patterns, and working pace for qualifying various competitive examinations conducted by UPSC of India, State Public Service Commissions and other agencies of job recruitments. To make our students able to qualify such examinations we have established The Competition Cell which work very trustfully in this direction by organizing tests on MCQ Patterns.

Along with teaching and learning of the prescribed academic curriculum and observing the noteworthy discipline cultivating patriotic and humanistic ideology in our students. We insist **on character building to achieve the objective of all round development of human personality.**

Institutional Weakness

The Institution ,being located in a busy market place, which is densely populated since the industrial revolution in the late 19th century, we have got very limited space for our college in the second decade of the 20th century. Therefore, we collaborate with the sport grounds of the other colleges and Nagar Palika Stadium for other sport activities.

At present we are short of teachers in certain departments because Uttar Pradesh Higher Education Commission and UP Directorate of Higher Education have not recommended the names of the selected candidates for appointments in respective departments.

The college is not having Hostel and staff quarters. The students joining our college coming from nearby districts face the problem of accommodation. Similarly, newly appointed teachers and staff members have this problem before them.

Computer sets ratio in proportion to teachers and students is very low.

We have lesser international connectivity modules to invite foreign scholars to deliver a lecture.

Additional classrooms are needed for upgradation of UG department to PG departments and self-finance courses. We need additional smart classrooms. We have shortage of departmental rooms for PG Courses.

Institutional Opportunity

The college is situated in the heart of the city, which has been the Manchester of India. The location benefits the college in getting meritorious students, as well as it provides exposure to multi-dimensions of cultural and economic fronts.The location also benefits the college in regard to the proximity with the railway station which facilitates the students from distant places to reach the college.

We can associate and have collaboration activities with Zonal Centre, Bureau Of Psychology, U.P. State and District hospital, GSVM medical college and District Magistrate office& spastic center on account of our central location.

We can render social services to slums near Gwaltoli/railway station (Bhiksha se shiksha) and help in the traffic management system through our NSS Volunteers and NCC Cadets.

We have opportunities of research enhancement on social institutions, city lifestyle, city traffic, small entrepreneurship. Screenings of important documentaries and movies, book reading sessions by prominent authors, can be conducted in the college auditorium, providing students with an expanded horizon of exposure.

We have installed a solar panel of 5 kW on the roof , which may be expanded to the whole roof area. Since , the college has now registered an alumni association , we have an opportunity to tap the immense database of the alumni to handhold the fresh batches. We have Padma Shri awarded, Shri Ashok Sahu , as our alumnus who with others can support innovation and startups.

Institutional Challenge

Since we are short of teachers and staff, we have the challenge of time . As our teachers and staff have to perform various tasks according to UGC guidelines, The time constraint may affect the prime duty of teaching.

As we are moving to a digital era, we have to meet out the challenges of the transitional phase from non-digital

to the digital aspects. We are to bear the growing pains of the digital divide which appears before us as a heavy challenge.

We have funds constraints and man power constraint which affect the performance of the expected role of an academic institution.

The institution faces the challenges of receptibility of innovative/ new methods and techniques among the older untrained teaching and non-teaching staff.

The institution,having identified the emerging fields of study and introducing relevant academic programs in the form of value-added courses, can attract students seeking specialized education. By diversifying its course offerings to include disciplines such as technology, entrepreneurship, or sustainable development, the college can cater to evolving industry demands and student interests.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated institution of CSJM University, Kanpur, the college is committed to impart effective curriculum while following university guidelines. We meticulously observe the established curriculum and academic calendar. Our teachers play a vital role in ensuring adherence to the curriculum fostering a conducive learning environment.

Extracurricular and social activities are intrinsic to our academic pursuits, including sports, cultural events, and literary programs. We celebrate National and International days, honour National Icons, and organize tree planting initiatives and environmental awareness campaigns. The NSS unit conducts blood donation camps and community outreach programs, instilling a sense of social responsibility in our students.

The master time table, prepared by the Time Table Committee and the departmental time tables prepared by department in-charges ensures conduct of scheduled theory and practical classes.

We provide student support, offering remedial and tutorial classes to assist weaker students, along with revision sessions. Our library provides access to study materials, reference books, and journals, supplemented by online resources like NLIST. Well-equipped science labs meet curriculum requirements.

Interactive teaching techniques, including guest lectures and group discussions enhance and enrich the academic experience. During the pandemic, we seamlessly transitioned to online teaching and assessment. Faculty members contribute to curriculum development and assessment processes, where they emphasise on value-based content.

Along with the prescribed curriculum we provide value-added/Add on courses, such as Phonetics, Astronomy for Beginners, Medicinal and Aromatic plants, Science of Happiness and Well-being, to our students in order to enable them to meet the future prospects of their lives.

Periodic tests and examinations, complemented by experiential and participatory learning opportunities such as industrial visits and field trips deepen the curiosity of our students. The feedback system allows students to raise issues and suggest for improvement in the academic process. Practical-learning projects, internships, and

extracurricular activities enable students to apply their learning in real-world contexts, fostering holistic development.

The IQAC conducts annual internal audits and all departments are encouraged to undertake self-assessment to reflect on their practices. This approach supports the amalgamation of the interests of the stakeholders as well as the Institution.

Teaching-learning and Evaluation

Our college gets meritorious students every year from the catchment area. In the current session, the college has more than 75% enrolment. The college is inclusive of all categories of students which is reflected in the fact that more than 80% seats are filled against seats reserved for various categories. Teacher student ratio of our college is less than 40 for the current academic year. Teachers are highly qualified, and 78% of the staff has PhD degrees. Most of the staff members are engaged in quality research and publications. a few have patents to their credit. The seats sanctioned for full-time teachers are filled up to **80%**.

Due to the regular teaching-learning atmosphere in the college, we have very good learning outcomes. Every year our college bags gold medals for university toppers in many subjects. The overall learning outcome of the last five years is around 99%.

Research, Innovations and Extension

The college received **above 20 lakhs** from various Government and non -government agencies as grants for research projects in **the** last 5 years. The college has an ecosystem for innovation and has mechanisms for transfer of knowledge like patent filed, incubation facilities.We have one patent registered and another faculty already has a patent registered on his name. A number of   you tube channels for knowledge transfer and **11 start ups** registered in various fields. A total of **46 workshops**/ seminars/ conferences including programs conducted on research methodology, IPR and entrepreneurship during the last 5 years from various departments of the college. 70 Care listed/ Scopus listed and 114 peer reviewed articles have been published in various National and international repute journals in last 5 years. A total of 43 book chapters published in National and international level publications in the last 5 years. 15 extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues .12 awards received by the teachers for their special contribution in last 5 years. **58 extension and outreach programs** conducted by the institution through NSS and NCC with involvement of community during the last 5 years.26 MoU 's and linkages and collaborative research from the different reputed institutions and universities during last 5 years.

Infrastructure and Learning Resources

With a steadfast commitment to quality education, we have meticulously equipped our campus with adequate facilities and setups, focusing particularly on classrooms, laboratories, and student access areas. Our physical infrastructure includes 31 spacious, well-lit classrooms, two of which are equipped with LCD projectors, alongside 23 fully-functional laboratories. To uphold security and discipline, CCTV cameras are strategically positioned throughout the campus. Furthermore, UV filtered and cold water facilities are readily available for both staff and students.

Our library, a treasure of knowledge, has about 75,000 books, including reference materials, e-books, and e-journals. Each department is furnished with its own dedicated space, often including a departmental library. Regular maintenance ensures the seamless functionality of these facilities. Additionally, internet connectivity is accessible across college offices, departments, and computer labs. This infrastructure played a pivotal role during the pandemic, facilitating a smooth transition to online classes. Faculty members learnt to utilize technology, crafting computer-aided teaching materials such as lecture notes, PowerPoint presentations, and videos, supplemented by resources from platforms like NPTEL and Virtual Lab.

Our institution has an MOU for Virtual Labs with IIT Kanpur which underscores our commitment to modern teaching methodologies. The physics department has linkage with the famous Indian physicist , Prof H C Verma , whose labs are an asset to the city scholars. These facilities undergo continuous updates to align with technological advancements, ensuring our students receive a contemporary and comprehensive education that prepares them for the challenges of tomorrow.

Student Support and Progression

The college has a strong student support system in the form of teacher mentors, besides the various student redressal committees. We have a student redressal committee of a general nature, an anti-ragging cell, a student redressal regarding examination-related grievances, a counselling cell and ICC-POSH. **Our college was the first institute in the city to start the 'Counselling and Placement' in the year 2002. We are the first college in the state to have started the 'Happiness and Wellbeing Centre'in accordance with the guidelines of NEP 2020.** We also have a cell to guide students for competitive exams like civil services, UGC/NET/SLET, etc. In a small college of around 3200 students, 17 qualified for the Competitive exam in the session 2018-19; 07 in session 2019-20; 17 in session 2020-21; 30 in session 2021-22 and 55 in session 2022-23. A high percentage of our students progress to higher academics. We offer the following scholarships i) Central Sector Scholarship, ii) Post Matric Scholarship of the State Government and iii) Mukhya Mantri Kanya Sumangala.

Governance, Leadership and Management

The institution's governance aligns with its vision, mission, and motto through implementing the NEP, aimed at empowering students with career-relevant knowledge and skills, fostering interdisciplinary studies, and introducing vocational courses for practical skill development. Efforts to achieve this mission include promoting tolerance, leadership, and brotherhood through cultural events, sports, NSS, NCC, and competitions, which are in line with the institution's motto of enlightenment and knowledge. Strategic planning and deployment are informed by analysing current obstacles and future opportunities, emphasising the use of ICT in teaching, learning, and research. The Principal and IQAC drive social outreach initiatives to incrementally develop the college in accordance with UGC guidelines, with various committees contributing to efficient functioning.

E-governance implementation streamlines operations in administration, finance, accounts, student affairs, admissions, and examinations. The institution proactively enhances faculty and staff performance, welfare, and career development. With regular internal and external financial audits conducted, strategies focus on resource mobilisation and optimal fund utilisation. IQAC plays a pivotal role in institutionalising quality assurance and reviewing teaching, learning, and operational methodologies to ensure continuous enhancement for holistic development. Regular IQAC meetings facilitate academic and administrative audits, collaborative quality

initiatives, and follow-up actions.

Institutional Values and Best Practices

The College follows gender equality principles through its well defined gender policy. Any kind of gender discrimination is strictly prohibited in the campus, and if there is any, it can be brought to the counselling cell. The college also has an ICC for POSH related redressal. Gender sensitization initiatives and the establishment of a 'Women's Cell' address campus safety concerns.

We have disabled friendly infrastructure and a website to cater to the differently abled students. As a green initiative, we encourage the use of bicycles not only among our students but also outside the college campus through our NSS volunteers. The college has engaged an e-waste management company so that the e-waste could be recycled/diffused in an environmentally friendly manner. We have also engaged an external body to conduct green audit, energy audit, gender audit and environment audit.

The college fosters an inclusive environment for all sections of the society without any kind of discrimination. We celebrate Eid, Lohri, Diwali, Christmas and Mahavir Jayanti with equal enthusiasm.

The institution has adopted a slum in Gwaltoli, Kanpur, for educational upliftment (BASTI PATHSHALA). Our students and faculty members offer their services for community education in this slum. We can boast of our environmental consciousness in and outside the campus, as it is reflected in the observation of 'NO VEHICLE DAY' and having 'Plant Exchange Club'.

Our college is distinct in having the **first Happiness Centre in the State**, the effect of which can be seen in the happiness index of our faculty and students. During the pandemic, the faculty members offered e-counselling to the city so that the people could endure the uncertainties of the Covid period.(It was published in the leading newspapers). On a regular basis the counselling cell offers counselling to the students so that they may cope up with the stress, anxiety and challenges of modern life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Pt. PRITHI NATH (P G) COLLEGE, KANPUR
Address	Pt. Prithi Nath (PG) College, 96/12, Mahatma Gandhi Marg, Parade
City	Kanpur
State	Uttar pradesh
Pin	208001
Website	www.ppncollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anoop Kumar Singh	0512-9415126765	8707538344	-	ppncollegekanpur @gmail.com
IQAC / CIQA coordinator	Abha Singh	-	9450130802	-	abhappn@yahoo.co .in

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

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	Chatrapati Shahuji Maharaj Kanpur University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-07-1959	[View Document](#)
12B of UGC	02-09-1973	[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](#)	11-01-2013	134	DElEd

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	Pt. Prithi Nath (PG) College, 96/12, Mahatma Gandhi Marg, Parade	Urban	3.343	7392

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics,	36	INTERMEDIATE	English + Hindi	150	133
UG	BA,Geography,	36	INTERMEDIATE	English + Hindi	80	80
UG	BA,History,	36	INTERMEDIATE	English + Hindi	80	79
UG	BA,Physical Education,	36	INTERMEDIATE	English + Hindi	80	68
UG	BA,Political Science,	36	INTERMEDIATE	English + Hindi	150	145
UG	BA,Psychology,	36	INTERMEDIATE	English + Hindi	80	63
UG	BA,Sociology,	36	INTERMEDIATE	English + Hindi	150	147
UG	BA,English,	36	INTERMEDIATE	English	240	186
UG	BA,Hindi,	36	INTERMEDIATE	Hindi	120	94
UG	BA,Sanskrit,	36	INTERMEDIATE	Hindi,Sanskrit	60	9
UG	BCom,Commerce,	36	INTERMEDIATE	English + Hindi	300	254
UG	BSc,Botany,	36	INTERMEDIATE	English + Hindi	240	126
UG	BSc,Chemistry,	36	INTERMEDIATE	English + Hindi	400	244
UG	BCA,Computer Application,	36	INTERMEDIATE	English + Hindi	120	38
UG	BSc,Mathematics,	36	INTERMEDIATE	English + Hindi	240	147
UG	BSc,Physics,	36	INTERMEDI	English +	240	146

			ATE	Hindi		
UG	BSc,Statistics,	36	INTERMEDIATE	English + Hindi	80	29
UG	BSc,Zoology,	36	INTERMEDIATE	English + Hindi	240	126
UG	BBA,Business Administration,	36	INTERMEDIATE	English + Hindi	60	59
UG	BA,Defence And Strategic Studies,	36	INTERMEDIATE	English + Hindi	70	17
PG	MA,Economics,	24	UNDER GRADUATE	English + Hindi	60	38
PG	MA,Geography,	24	UNDER GRADUATE	English + Hindi	60	28
PG	MA,Psychology,	24	UNDER GRADUATE	English + Hindi	60	23
PG	MA,Sociology,	24	UNDER GRADUATE	English + Hindi	60	18
PG	MA,English,	24	UNDER GRADUATE	English	60	37
PG	MA,Hindi,	24	UNDER GRADUATE	Hindi	60	28
PG	MCom,Commerce,	24	UNDER GRADUATE	English + Hindi	60	32
PG	MSc,Botany,	24	UNDER GRADUATE	English + Hindi	15	14
PG	MSc,Chemistry,	24	UNDER GRADUATE	English + Hindi	24	19
PG	MSc,Mathematics,	24	UNDER GRADUATE	English + Hindi	60	48
PG	MSc,Physics,	24	UNDER GRADUATE	English + Hindi	20	6
PG	MSc,Zoology,	24	UNDER GRADUATE	English + Hindi	25	25
PG	MA,Defence	24	UNDER	English +	10	5

	And Strategic Studies,		GRADUATE	Hindi		
Doctoral (Ph.D)	PhD or DPhil ,Economics,	48	POST GRADUATE	English + Hindi	18	11
Doctoral (Ph.D)	PhD or DPhil ,Geography,	48	POST GRADUATE	English + Hindi	20	14
Doctoral (Ph.D)	PhD or DPhil ,Psychology,	48	POST GRADUATE	English + Hindi	16	4
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	48	POST GRADUATE	English + Hindi	16	7
Doctoral (Ph.D)	PhD or DPhil,English,	48	POST GRADUATE	English	32	9
Doctoral (Ph.D)	PhD or DPhil,Hindi,	48	POST GRADUATE	Hindi	20	13
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	48	POST GRADUATE	English + Hindi	16	3
Doctoral (Ph.D)	PhD or DPhil,Botany,	48	POST GRADUATE	English + Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	48	POST GRADUATE	English + Hindi	30	6
Doctoral (Ph.D)	PhD or DPhil ,Mathematics,	48	POST GRADUATE	English + Hindi	18	4
Doctoral (Ph.D)	PhD or DPhil,Physics,	48	POST GRADUATE	English + Hindi	20	4
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	48	POST GRADUATE	English + Hindi	12	1
Doctoral (Ph.D)	PhD or DPhil,Defence And Strategic Studies,	48	POST GRADUATE	English + Hindi	16	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				99			
Recruited	0	0	0	0	0	0	0	0	47	31	0	78
Yet to Recruit	0				0				21			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				80
Recruited	42	9	0	51
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	7	4	0	11
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	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	33	28	0	61
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	3	0	15
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	2	0	0	2
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	8	0	10
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	716	0	0	0	716
	Female	1877	0	0	0	1877
	Others	0	0	0	0	0
PG	Male	132	0	0	0	132
	Female	468	0	0	0	468
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	32	0	0	0	32
	Female	35	0	0	0	35
	Others	0	0	0	0	0
Diploma	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	197	201	179	165
	Female	327	351	337	351
	Others	0	0	0	0
ST	Male	3	2	0	1
	Female	2	6	4	3
	Others	0	0	0	0
OBC	Male	335	354	357	317
	Female	880	836	853	797
	Others	0	0	0	0
General	Male	438	457	464	411
	Female	1066	1170	1074	1066
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3248	3377	3268	3111

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution presented itself prepared for NEP and accepted the pattern designed and developed by the university to which the college is affiliated, in 2021. We abide by the rules and regulations formed by the legislature of Uttar Pradesh and we observe the executive order(GOs) issued by the Government of Uttar Pradesh from time to time. We have accepted the Multidisciplinary/interdisciplinary system of education as developed by UP Government under NEP. We are running an interdisciplinary program 'School Psychology' which contains the elements of Psychology & Sociology.
2. Academic bank of credits (ABC):	Academic bank of credits (ABC) is maintained by

	affiliating university.
3. Skill development:	The College runs vocational and skill development courses as designed by the university for under graduate classes which is mandatory for the first two years (4 semesters). These courses are progressive in two semesters therefore the students have options to select one in one year. The following are the skill development courses run by the college: School Psychology Disaster Management Functional English Physical Education and Sports Srajanatmak Lekhan Hindi Laboratory Techniques in Chemistry Laboratory Techniques in Physics Food Processing and Preservation Office Automation Using MS Office Physical Education and Sports Household Cleaning Agent and Disinfectant
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution having deep sense of reverence to Indian Knowledge System allows local languages for classroom and campus interaction. We have the course contents such as Indian Psychological Thoughts, Indian Political Thoughts, Indian Poetics (Hindi & English) and Indian Social Thinkers, in various UG & PG programs. Besides these one student is pursuing her Ph.D program in the department of Political Science on 'Rajneetiratnakar', a treaty on politics of 13 century AD. Another research scholar is working on 'Bharat ke vi-upniveshikaran me Dharmapal ke vicharon ki bhumika' which is directly related to Indian Knowledge System.
5. Focus on Outcome based education (OBE):	PO's & CO's are well defined and posted on the website. The main objective of NEP is to prepare the future citizens of India to counter the challenges which come in the ways of progress of our country. In an era of glocalization we are supposed to form a system of education that should be outcome oriented. The programs that we run at UG & PG level focus on cultivating and developing overall abilities in our students so that they may provide positive outcome based on their education. For this objective we manage training and workshops for faculty members in order to develop effective teaching and assessment methods, and implement them focusing on all round development of the students. Regular monitoring and evaluation of effectiveness of the implemented OBE practices, gathering feedback from students to identify areas for improvement and adopt

	accordingly. In faculty of Arts and Humanities subjects such as History, Political Science, Economics, Geography and Sociology enable the students to pass various competitive examinations by making an assimilation of contents prescribed to them. In Commerce faculty we develop students able to join various accounts and management services besides general awareness of trade and commerce. Our Science faculty enriches the scientific spirit of our students by providing them in-depth knowledge of various branches of scientific learning. Our students besides joining engineering and medical sectors perform their active role in various research organizations of our country and abroad as well.
6. Distance education/online education:	In the era of growing communication technology, we have begun to apply ICT tools to cope up with the pace of the contemporary world of today. We provide online classes to our students in addition to face-to-face mode of education. During Covid-19 pandemic the online mode helped us in imparting education to our students. Since then, we foster the need of the students by online teachings besides regular classes. Our teachers use the propagation of knowledge by using tools such as You-Tube, Google Meet, Zoom etc. to impart education. Vocational Courses for the skill developments are being run on online mode. Webinars and workshops have also been organized by using online/hybrid mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The establishment of the National Voters' Committee (ELC) at P P.N. (P.G.) College has been initiated as per letter number 4001-04/2016-2017 dated 08.02.2017 from the District Election Officer, Kanpur and Regional Higher Education officer Kanpur.
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?	Session 2017-2018 Members of this committee (ELC) Dr. D.K. Saxena, (Convener) Dr. S.P. Singh, Dr. Jyoti Kumar, Dr. B.D. Pandey, Dr. G. D. Dubey Dr. Sushil Shukla, and Mr. Vimal Kumar Jaiswal. Student Member Rudra Prakash Dixit (M.A. Geography) and Kumari Sandhya Gupta (B.A.) were appointed as Brand Ambassadors is session

	2020-2021 Himanshu Dwivedi, Ratan Kumar Jha, Vipin Shukla, and Saurav Singh Chauhan B.A.III year and Kuldeep B.Com III serving volunteers for voter awareness activities in the college. The Committee members and Brand Ambassadors are changed at regular intervals.
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.	In order to popularize voting awareness various programmers are organized with the assistance of students from NSS and NCC from time to time. In observance of this idea NCC Cadets and NSS Volunteers offered their service to this national cause. The following programmes of voting right awareness were organized as per following schedule from 2018& 2023. In session 2018-2019 letters/No/Date. DEO/1630/EL-29/2017-2018/Regional Director. 15.12.2018. & Chef Election Officer U.P.49/LET/ECI/FUNC/SVEEP-1/NVD/2019.dated 26.12.2019 Chief Guest Regional Director : voter awareness program was organized on 08.10.2018. In Session 2019-2020 Register, letter no C.S.J.M.Uni,Kanpur Roomp/2825/2019 06.12.2019 and Regional Director letter no 2492/CEO34/4 2010 31.12.2019 Swachh Ganga Abhiyan and Voter awareness Program was organized on 08.10.2018. In Session 2020-2021 C.S.J.M.Uni,Kan/R.Cam./ 2901/2020. dated 23.01.2020 DEO/07/EL-29/2019-2020 dated 04.01.2020. & R.D.Kan/3691/2019-20 13.01.2020 3707-08/M.G.2019-2020 16.01.2020 Voter awareness Program was conducted. In Session 2021-2022, letter Chef Election Officer U.P. 1396/CEO-4-33/4-2013 20.10.2021./DEO/1143/EL-29/2021-202230.10.2021. & R.D.Kan/2945-49/Matdata/2021-22. dated 22.11.2021 Voter awareness Program was organized on 25.01.2021 Under leadership of Pro. Anoop Kumar Singh Principal of P.P.N. College Kanpur. In session 2022-2023 Authority letters/No/Date. R.D.Kan/4359-60/ELC/ 2022-2023. dated 24.01.2023.dated Voter awareness Program was conducted. in presence of. Regional Director.
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.	As part of the Sweep scheme, in compliance with the directives of various officials, programs are showcased to various students of the college through audio-video projectors.

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.	In response to from 6 (voter application templates) sent by the Election officer Kanpur Nagar. 173 students submitted their form for registration in the voter list in session 2017-2018 after this the BLOs visited the College and the students filed their voter registration from directly to the concerned BLOs.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3193	3248	3377	3268	3111
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: 88

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	78	73	75	73

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
127.51	123.36	77.35	117.22	118.56
File Description			Document	
Upload Supporting Document			View Document	

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The College holds affiliation with CSJM University, Kanpur. As an affiliated institution, we adhere to the curriculum established by the university. Despite these constraints, we are dedicated to execute well-planned processes and strategies, ensuring effective curriculum delivery through unwavering efforts. Faculty members bear the responsibility of ensuring curriculum compliance, and we successfully achieve this goal. The college strictly follows the university's academic calendar, encompassing the commencement and conclusion dates of the academic session.

When creating the academic calendar of the college, we place great emphasis on conducting extracurricular and social activities including sports, cultural events, and literary programs. These include celebrating various National and International days, commemorating the anniversaries of National Icons, and organizing tree planting initiatives to maintain a green campus and raise awareness about environmental issues. The NSS unit of the college also organizes activities such as blood donation camps and community outreach programs.

Our Prospectus lays out the vision, mission, and objectives of the college, emphasizing the provision of value-based, quality education to foster a passion for creative learning. It also provides information about the courses we offer.

The Time Table Committee for undergraduate classes and respective departments for post-graduate classes prepare the master timetable, which we strictly adhere to for both theory and practical classes. At the beginning of each session, the Heads of the Departments, in consultation with faculty members, establish lesson plans.

Assigning papers is based on the expertise of our faculty members, and we provide new students with syllabi, recommended books, and reading lists. We conduct remedial and tutorial classes to assist weaker students in catching up with their peers. Towards the end of the session, we hold revision and recap classes. Our college offers an environment conducive to the teaching and learning process. We have upgraded our library and acquired course materials, reference books, and journals. Teachers have access to NLIST, Unique user ID, and passwords to help them stay up to date. Our science labs are well-equipped to meet curriculum requirements.

Teachers are encouraged to employ interactive and innovative teaching methods alongside traditional lectures. These methods include guest lectures, group discussions, and PowerPoint presentations to elucidate key points and concepts. During the pandemic, our college teachers continued teaching and assessment through online tools and the college administration developed a very effective procedure to

ensure the same. Faculty members are actively engaged in research work and continually enhance their knowledge through seminars, conferences, and faculty development programs. Many teachers are members of significant academic bodies within the university, contributing to curriculum development, assessment, and evaluation.

To assess learning outcomes, we conduct periodic tests and half-yearly examinations. To enrich the learning process through experiential learning, some departments arrange industrial visits and field trips.

We have implemented a feedback system for students that addresses their concerns and needs, providing guidelines for enhancing the teaching and learning process. Our IQAC maintains a continuous monitoring system to identify any issues in curriculum delivery as part of our broader mission to provide holistic, high-quality education.

File Description	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: 28

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: 23.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	59	0	1867	1767

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:

For the sustenance of human life on this planet, human values, professional skills, ethics, gender, and environment play a vital role. The subjects taught in higher education institutions must go in accordance with these four measures which ensure the holistic progress. This approach ensures that students are also equipped with essential life skills and values that prepare them for responsible citizenship. The curriculum designed by the University has addressed these areas and our faculty members contribute in decision making, as members of BOS.

The following serious considerations are noteworthy in various subjects:

Human Values:

The course contents of Literature and Sociology inculcate human values to the minds of the students which enable them to emerge as noble human beings who can add to the society. English literature covers the concept of human values on global level taking into account the literature in English and translated into English around the world. Hindi Literature takes into its domain the literature from rural to urban area written in Hindi and its various dialects. Sociology studies the emergence growth and

sustenance of a social system in a particular region and examines the value system of people.

Professional Ethics:

Professional ethics and skills spring from the social needs and grow along with human values. The subjects like Political Science, Psychology and Sociology make the students aware of the existing professional ethics and pave their ways to develop new professional ethics. Political Science covers the role of professional ethics in determining the role of parliament along with the issues of policy formation, upholding accountability, collaboration and co-operation for maintaining equality and justice in a democratic world. Psychology enriches the consciousness of the students by making them aware of social behaviour, and develops the pattern of understanding of socio-psychological responses in various spheres of life. Sociology makes the students analyze undercurrents of social changes which become decisive factors of professional ethics.

Gender Sensitization:

Understanding of gender issues is an essential requirement of modern education. In a country like India, so many genders related myths exist even in 21st century. A broad range of topics related to the issues of gender bias and discrimination are covered under Political Science and Sociology. The young inquisitive minds may have various complex questions regarding gender. Their curious queries are answered by these branches of learning.

Environment and Sustainability:

Environment not only provides home but also supplies everything required for sustenance of life. Chemistry, Economics, Political Science and Zoology contribute to the ecosophy of the college. The curriculum of these subjects deal with the various factors and components of environment; economic resources, social factors, climate change, impact of industrialization and urbanization. It makes the students think in terms of sustainable developmental global level.

The integration of these crosscutting issues is not limited to theoretical knowledge but extends to practical experiences and community engagement. P.P.N. P.G. College encourages students to participate in service-learning projects, internships, and extracurricular activities that allow them to apply what they have learned in real-world contexts.

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: 20.64

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

Response: 659

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](#)
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: 74.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1328	1257	1287	1308	1323

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

2022-23	2021-22	2020-21	2019-20	2018-19
1754	1754	1754	1754	1754

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

2.1.2

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

Response: 77.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
700	653	656	705	667

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

2022-23	2021-22	2020-21	2019-20	2018-19
877	877	877	877	877

File Description	Document
Institutional data in the prescribed format	[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: 39.42

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:

Methodology of Learning: Students are given a right blend of traditional (class room learning) and

modern methods (AV facilities for learning) to make learning student-centric and a rewarding experience. Experiential learning, participative learning and problem-solving methodologies are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management. Students are involved in doing practical at their own in the supervision of teachers. Teachers use ICT enabled tools including online resources for effective teaching and learning process. Effective content delivery using ICT tools in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. ICT tools complement the traditional teaching-learning methods, and the institute is highly interested in providing innovative methods for enriching the learning experience. Apart from class room teaching, teachers take online classes after working hours of the college, whenever required for better and life-long learning experiences.

Different Learning Methods: Different methods viz. problem-based, case-based, project-based, inquiry-based, computation-based (Computer practical in Mathematics/Statistics/Commerce etc.), co-operative (Community/ group-based subjects like Physics/Botany/Zoology/Chemistry/Geography/Psychology etc.) are implemented wherever feasible. Students are encouraged to take up innovative projects and mini projects. Students are involved in doing these activities practically. Problem solving methodologies adopted are giving assignments and quizzes at the end of teaching of each unit

The Conventional Lecture Method: This method facilitates the teachers to interpret, explain and revise the content of a topic, only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given specific assignment which enriches their learning. To enhance the effectiveness, lectures are presented as 'learning dialogues' including short intermissions facilitating the students to recapitulate the acquired knowledge by way of answering a few questions or a brief peer group discussion or a think-pair-share activity or any other relevant interactive session. Many teachers have made their own lectures online and students are given links to access those lectures for better understanding and learning experiences later.

Mentoring System: Each department holds mentoring system and students are asked to share their academic problems. If needed, extra classes (remedial classes) are being taken to solve the problems of the students to clear their doubts. Also, each department provides time-table to students regarding schedule of lectures by different teachers.

Experiential Learning: To provide extensive learning experiences on the specific topics, various lectures/ workshops/ talks are conducted by distinguished guest faculties. Various departments (wherever applicable) take on academic tours for 'hand-on training'. Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of different disciplines are facilitated. Communication skills training facility is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills. The case study and the project-based learning methods, which are participatory, discussion & demonstration-based ways of learning, enable students to gain the skills in critical thinking and overall developments. Each student gives PPT presentation on a topic.

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: 76.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	99	99	99	99

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: 75.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	59	56	57	56

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 awaeded 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:

- The college has established a transparent mechanism for handling grievances related to internal/external examinations, ensuring time-bound and efficient resolutions.
- The college follows strictly the guidelines issued by CSJMU while conducting internal and external examinations.
- Students are informed in advance about the continuous assessment process of internal as well as external exams. Schedules for internal examinations are prepared in advance and communicated to students at the beginning of the semester.
- As per the University scheme, the internal theory assessment for the major, minor and elective papers is of 25 marks and the external examination carries 75 marks in each semester.
- Internal theory assessment is subdivided into 10 marks for assignments, 10 marks for tests/projects, and 5 marks for attendance.
- The internal practical assessment is also subdivided into 10 marks for viva, 10 marks for lab tests, and 5 marks for attendance.
- The internal assessment schedule and evaluation parameters for the different papers are informed to students at least 2-3 weeks in advance by the HOD.
- Internal assessments are spread over a semester to ensure continuous evaluation. The weak students are also guided through remedial /tutorial classes to perform better in examinations
- The assessments generally comprise some of the following modes: class presentations, projects, report writing, assignments, viva, group discussions, fieldwork, and class tests.
- To evaluate projects, report writing and assignments, a formal committee is formed by the HOD of the department, wherever applicable.
- Attendance is an integral part of internal assessment. All faculty teachers counsel and motivate students to attend the class regularly. This systematic monitoring of student's attendance has had a positive impact on them regarding the importance of having adequate attendance.

- Students who represent the College in sports, N.C.C., N.S.S. and other extra-curricular activities held in other Universities, are allowed additional time for submission of written assignments, are get the benefit of attendance for Internal Assessments for the classes missed.
- If a student is unable to appear for an internal examination due to medical or any other genuine reason, on submission of proper documents, a re-test for such student is scheduled.
- Medical Certificates are excluded while calculating marks to be awarded for attendance, though such certificates are considered for calculating eligibility to appear for final semester examinations.
- We have enforced the system of academic audit according to the guidelines provided by the NAAC. The faculty members submit the internal assessment award list to the CSJMU.
- To ensure complete transparency, marks obtained by the students about their performance are shared with them. In case of any grievances, the student may asks the concerned teacher, who address the grievances as she/he may deem fit.
- In case of any, unresolved grievances students have the freedom to meet with the HOD to express dissatisfaction with the internal examination or with the link https://ppncollege.org/grievance-redressal-cell/ given on the college website. The Principal is the final authority regarding any examination-related grievances.
- All the internal test papers and answer scripts along with the list of marks are duly maintained by the respective HOD for records.

File Description	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:

Degree programs in various fields aim to provide students with a well-rounded education and prepare them for a wide range of careers. Typical program outcomes and course outcomes for bachelor's and master's degree programs in science, commerce, management, languages, humanities and social sciences are:

Bachelor's Degree Program Outcomes:

Foundational Knowledge: Graduates will have a solid foundational understanding of their chosen field, including key concepts, theories, and methodologies.

Critical Thinking: Students will develop strong critical thinking and problem-solving skills, enabling them to analyze complex issues, make informed decisions, and adapt to new challenges.

Effective Communication: Graduates will be proficient in written and oral communication, allowing them to convey ideas clearly and persuasively, whether in writing, presentations, or discussions.

Research Skills: The program will equip students with research methodologies, including information gathering, data analysis, and literature review, fostering the ability to engage in independent inquiry and contribute to their field.

Ethical and Social Responsibility: Students will understand the ethical implications of their field and the broader societal impacts of their work, demonstrating a commitment to responsible and ethical practice.

Interdisciplinary Awareness: The program may encourage students to connect concepts and approaches from different fields, fostering interdisciplinary problem-solving and a broader perspective.

These program and course outcomes collectively provide a comprehensive education, ensuring that graduates are equipped with the knowledge, skills, and ethical considerations needed for success in their chosen field and a variety of career paths. While these outcomes provide a general framework, specific programs and courses may have unique goals and objectives based on the specific discipline.

Master's Degree Program Outcomes:

Advanced Knowledge: Graduates will demonstrate advanced knowledge and expertise in their chosen field, with a deep understanding of key concepts, theories, and methodologies.

Research Proficiency: Students will develop advanced research skills, enabling them to conduct independent, high-level research, contribute to their field's body of knowledge, and produce a thesis or research project.

Critical Analysis: Graduates will have honed their critical thinking and analytical skills, allowing them to assess complex issues, synthesize information, and make meaningful contributions to their discipline.

Advanced Communication: The program will enhance advanced communication skills, including the ability to present research findings effectively, publish scholarly work, and engage in academic discourse within the field.

*Interdisciplinary Connections (where applicable)***:** Students may explore interdisciplinary connections within their field, applying knowledge and methodologies from related disciplines to address complex problems.

Ethical and Professional Responsibility: Graduates will understand and adhere to the ethical standards and professional responsibilities associated with their field of study, ensuring the highest level of integrity in their work.

These program and course outcomes ensure that master's degree graduates are well-prepared for advanced academic and professional roles in their field, with a strong emphasis on research, critical thinking, and specialization in their area of study. Specific outcomes will vary by program and field of study, reflecting the unique objectives and expectations of each program.

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:

Attainment of program outcomes and course outcomes is a fundamental aspect of education that ensures students gain the knowledge, skills, and competencies necessary to succeed in their chosen field . Program outcomes provide a clear roadmap for graduates' overall preparedness, ensuring they meet industry needs and institutional standards.

Course outcomes, on the other hand, break down the program objectives into manageable steps, allowing students to progress systematically and instructors to assess their progress. The alignment and achievement of both types of outcomes are critical for producing competent, well-prepared graduates who can excel in their chosen careers.

To evaluate attainment of program and course outcomes ,institution employs various techniques/ways

	Ways	links
1	End of annual/semester examination results	https://ppncollege.org/ki-2-6-3/
2	Students progressing to higher education	https://ppncollege.org/students-progression/
3	Students clearing competitive Examinations	https://ppncollege.org/student-progression/
4	Students successfully placed	https://ppncollege.org/students-placement/

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: 98.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
993	1086	1179	1021	976

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

2022-23	2021-22	2020-21	2019-20	2018-19
1005	1100	1195	1047	989

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

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: 20.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.691	4.75	5.14	0.5	5

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:

1. **Institution has created an ecosystem for innovations and incubation of startups**

The college does not have a physical Incubation Center, however we promote innovative concepts through guidance in Startup and Incubation Cell of College

Some noteworthy startups by the college students are mentioned below

- **BHARATTECH TECHECOSYSTEMS PVT. LTD.** is a digital Startup founded by Tushar Trivedi, student of MA Geography of our College. This startup creates software-based products to streamline the operations by connecting on its platform. BharatTech is in the process of creating a digital ecosystem for general consumers that is safe and secure and does not use the user's data inappropriately. For this enterprise, we took help of our affiliating body, CSJMU,

where they run an Incubation Center.

- **Richa Shukla,** MSc(Zoology) student of our College, is the founder of SCARLETBLINKS AROMA THERAPY PVT. LTD. This startup formulates Aroma that heals, crafted with organic, ethically sourced ingredients. Ms. Richa Shukla is also founder of NauseaPlast, a cutting-edge wellness venture specializing in innovative nausea relief solutions. She attended the MDP workshop and BioInspire workshop at IIT Kanpur which gave a kickstart to her Entrepreneurial journey.
- **Durga Yadav** (consultant Clinical Psychologist) has completed her UG and PG in Psychology from the College. She is serving the people with her counselling center. (**DHAIRYA** Psychological Rehabilitation and Diet Counselling Centre, Highrise Apartment, Swaroop Nagar, Kanpur which is registered under RCI.
- **Amit Niranjan**, Research Scholar in Economics Department of our College runs **NIRANJAN Printing and publishing house.** He is also involved in Optium Education (P) Ltd. which is a global education venture.

1. **Indian Knowledge System**

The Institution promotes the spreading of rich heritage of our country and traditional knowledge in field of literature and arts. Some noteworthy contributors of the college are

- **Devi Radhike Ji**, is our student of B A final year with Sanskrit as her major subject. She is a speaker for SPR society, on Shrimad Bhagwat Katha. She is promoting Indian Cultural Values and Indian Knowledge system in the society through her speeches.
- **Sanskaar Singh** is an established painter from our college who excels in Portrait making , following the art form of Raja Ravi Varman. We promoted Sanskaar through poster making opportunities. He was also given a chance to display his paintings during the annual cultural fest, to the audience which included the then V. C., Neelima Gupta.

1. **Intellectual Property Rights**

- The institution has an **Intellectual Property Rights Cell, which** conducts activities to provide clear understanding of the rights and responsibilities regarding IPR.
- Recently a team from the college has **registered a patent with title "Water-Pesticide Irrigation Sprinkler"** (Design No. 389199-001, dated 28.06.2023) by Dr. S. P. Srivastava, Dr. Nidhi Srivastava and Dr. Sudha Agrawal.

1. **Creation and transfer of Knowledge / Technology**

The institution has its **YouTube Channel** that hosts videos of faculty members, related to their respective subjects, co-curricular subjects, etc.

Some students of the college also showcased their skills on their You Tube channels. Link of the channels are given below

https://youtu.be/XyXOvDEB-VQ

https://www.crafttatva.com/artist-sanskaar-singh/

https://www.instagram.com/sarthakmishracreations/?igshid

https://www.facebook.com/raghvendra.prajapati.549?mibextid=LQQJ4d

https://www.youtube.com/@AMITNIRANJANACADEMY

https://www.youtube.com/watch?v=eOViwZfE0vw

https://www.youtube.com/live/sat31nVdoDM?si=DTxfNE4AvXzVht5Y

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	5	4	4	6

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.67

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	21	13	08	00

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: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	7	3	0

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](#)

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:

Year 2018-2019

1. 19th feb Rudra Prakash Dixit was selected as council of representative of world peace community in India, for his social services.
2. On 10th Sep 2018 world suicide prevention day. A helpline was released and OPD was set up with Ursala Hospital Kanpur.

Year 2019-2020

1. On 6th May Dr. Abha singh of Psy. Deptt. gave a counselling session for the benefit of class 11th, 12th Student of "Dr. Virendra Swaroop Education Centre "
2. On 17/08/2019 an extended activity of career testing was conducted by Deptt. of Psychology on K.V Cantt, Kanpur.
3. On 09/09/2019 "A panel discussion on the topic suicide-causes and prevention was organized teacher and student of other colleges were also present.
4. On world mental health Day 10/10/2019 "Psycho-metric Testing and mental health camp was organized the by deptt. of Psychology, 190 students were benefitted by this testing.

Year 2020-2021

1. On 20/01/2020 Dr. Abha Singh Deptt. of Psychology was invited to give a lecture on stress management during examination by A.F.W.W.A Kanpur. Air force wives welfare association was benefitted by the engaging talk.
2. Our College started counselling cell on 12/04/2020 for the help of students/people suffering from mental health stress and anxiety during COVID-19. Principal I.J Singh ensured that people get counseling over phone.
3. On 14/06/2022 a blood donation camp was organized by NSS and NCC, thus collected blood was donated to the govt. Hospital.

4. On 28/06/2022 PPN (P.G) College and IGNOU Lucknow collaboratively organize yoga camp at Atal Ghat. This brought about awareness regarding health.
5. On 10/09/2022 Deptt. of Psychology and NSS Unit carried out a rally on occasion of world suicide prevention day to bring awareness among the general public.
6. On 17/08/2020 a rule was passed for the welfare of students and teachers to check the temperature of people entering in the college, on 25th of the same month order was given to sanitize entire college by the principal I.J. Singh, this saved our college campus from the spread of COVID- 19.

Year 2021 -2022

1. From 15th Feb to 19th feb 2021 Dr. Abha Singh organized a Master trainer programme for kids suffering from Dyslexia and ADHD at Pushpa Khanna Memorial Centre Kanpur.
2. On 2nd March 2021 Dr. Abha Singh was invited by Defence Ministry Govt. of India Ordinance Equipment manufacturing board employee to deliver lecture on "Stress Management".The employees of OEMB were benefitted by this talk.

Year 2022-2023

1. On 14th June 2022 a blood donation camp was organized by NSS and NCC, thus collected blood was donated to the govt. Hospital.
2. On 28th June 2022 PPN (P.G) College and IGNOU Lucknow collaboratively organize yoga camp at Atal Ghat. This brought about awareness regarding health.
3. On 10th Sep 2022 Deptt. of Psychology and NSS Unit carried out a rally on occasion of world suicide prevention day to bring awareness among the general public.
4. In collaboration on 5th Dec 2022 with Sakhi Kendra and P.P.N (P.G) College organized a campaign " Mujhe Bhi Akash Choona Hai" for the Sensitization of gender equality.

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

3.4.2

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

Response:

The following are as it is.

Year 2018-19

1. On 14th May Dr. Meena Gupta was honoured with "Saraswat Samman" by Bhartiya Vicharak Samiti for her views on the topic "Role of Intellectuals in national development."
2. On 25th Nov Dr. Meena Gupta was awarded with "Sanskrit Vachaspati" for her contribution in

the field of social works by Mannu Lal Kanya Mahavidyalaya.

Year 2020-21

1. Kashif Imdad of Geography Deptt. was given the award of appreciation for his contribution in re-structuring the U.G syllabus of Geography to allign with provision of N.E.P 2020, by the Govt. of U.P.
2. In the year 2020 Dr. Arti Vishnoi was given the certificate of appreciation "Arth Shakti and Tabeer foundation respectively."

Year 2021-22

1. Arti Vishoni was honoured by Smt. Anandi Ben Hon'able Governor of U.P for her contribution in the field of education.
2. PPN (P.G) College was awarded certificate of appreciation for contribution for 9 months from March 2020 to Dec 2020 in implementing "I safe U.P Programme" by establishing of "Road Safety Club" in college by Govt. of U.P.
3. Dr. A.K Singh was given certificate of appreciation for his esteem contribution as a faculty coordinator of PPN College in " I safe U.P Programme" by Dheeraj sahu (IAS).
4. Kashif Imdad was honoured on Teachers Day 2021 for his contribution in N.E.P 2020.
5. Kashif Imdad was given a letter of appreciation by CSJM University for his contribution in G.I.S mapping and data base creation.
6. Meena Gupta was honoured by Smt. Anandi Ben Patel for her contribution in the field of education.

Year 2022-23

1. Kashif Imdad was given a letter of appreciation by U.P S.D.M.A for the effect for the report submitted "The efforts of Saturday and Sunday lockdown on cumulative Covid 19 cases in U.P during July to Aug 2020.
2. Dr. S.P Srivastava was given a certificate of appreciation by Indian Science community Lucknow for his contribution as evaluator.

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

3.4.3

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

Response: 50

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	12	8	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](#)

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: 12

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](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The PPN (PG) College, located at the heart of the city, is one of the premier educational institutions of Kanpur Nagar. The college is providing education in 19 courses in 13 postgraduate and 20 undergraduate subjects in different streams viz., Science, Arts, and Commerce. There are total 39 classrooms and 23 laboratories in 18 different departments of the college. The classrooms and laboratories of various departments are spacious and well ventilated. All the laboratories are well equipped with necessary instruments for smooth functioning of the practical classes. All the departments are facilitated with computers having internet facility via LAN and scanners and printers. The entire college campus is Wi-Fi enabled. CCTV cameras are installed in the classrooms for regular monitoring of the classes. The college has a large central library, an e- library and departmental libraries which together ensures ample availability of standard books for almost all the students of the college. The central library has a spacious reading room and the membership of the UGC N-list Programs. The college possess a beautiful botanical garden with different varieties of plants for the purpose of scientific research, conservation, display, and education. The Department of Zoology owns a zoological museum having huge collection of specimens belonging to the different phyla of the animal kingdom.

The college possess 3 semi-smart classrooms for effective learning which help students to develop new skills and improve academic performances. The college owns a central computer laboratory with adequate internet facility, accessible for students and teachers, for teaching learning and research purpose. The various departments of the college e.g. Mathematics, Physics, Chemistry, Zoology, and Botany are facilitated with LCD Projectors and Panaboards for interactive and effective teaching learning purpose. The Department of Psychology & Geography have their own LCD projectors and BBA & BCA have Panaboards for the above mentioned purpose.

The college provides ample sports facilities viz., large green playground, Basketball court, Volleyball court, Badminton court and Table-Tennis court to the students. The college playground is used to conduct many outdoor games like Cricket, Football, Kabaddi, Kho-Kho etc. The Department of Physical Education also provides the facility for various indoor games like Taekwondo, Judo, Chess and Table tennis. The college also utilizes playground of nearby colleges for organizing various tournaments occasionally. To conduct seminar, symposia, cultural programs and extracurricular activities such as organizing quiz, poster, speech competition the college possess a well maintained air-conditioned auditorium. A medical cell is operational in the college to provide first aid to the students and staff in case of any medical emergency. The college possesses a Happiness and Well-being centre which aids in

providing healthy atmosphere, necessary for personality developments of the students. In addition to this, the college campus also keeps a branch of Development Co-operative Bank to provide banking facilities to the students and college staff.

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: 1.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.26148	1.36993	1.21623	0.34923	1.08468

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Libraries are referred to as the heart of colleges and universities, as well as the soul of civilization.

Libraries serve as repositories of knowledge, society, culture, and the accumulated wisdom of scholars, educators, thinkers, scientists, and philosophers across various disciplines. It is essential for a library to not only possess relevant books but also employ trained and knowledgeable personnel who understand the value of books as legacies and heritage of previous knowledge.

The Central library of PPN College was established on August 1, 1959, alongside the inception of the college. Initially starting in a small room with limited books and shelves, it has grown into an impressive collection of 74986 books covering diverse subjects. The library also subscribes to annual Journals, 08 daily Newspapers, and 07 Magazines encompassing various fields of interest.

The College is highly regarded for its extensive collection of books and study materials catering to undergraduate, postgraduate, and research-level students. With approximately **74,986** titles, including reference books, textbooks, journals, and magazines, the library offers a wide range of resources. Additionally it provides free internet access and reprographic services for both staff and students.

The book borrowing privileges vary between undergraduate and postgraduate students. Undergraduates can borrow up to two books at a time using their library cards, while postgraduates can utilize this service through their respective departmental libraries. A dedicated reading room is also available where students can study during their free hours.

Since 2006, department libraries have been established for undergraduate departments, enabling students to borrow books from both the central library and their respective department libraries. The current management of the central library consists of Dr. D. K. Saxena as Librarian and Mr. Satyendra Shankar Shukla as Cataloguer. The library's operations are overseen by a committee comprising Prof. Anoop Kumar Singh (Principal), Prof. A. K. Gupta (Convener), and department library in-charges of postgraduate departments.

Since 2008 the college library has membership of N-List by INFLIBNET under the scheme of U.G.C. It provides 20 Login IDs the libraries which are given to Incharges of the P.G. Departments. By this resource of N-List Teachers and Research scholars can have access to 01 lakhs e-books and more than 10000 e-journals.

The facilities offered by the library include a spacious reading room, segregated for boys and girls, accommodating around 100 students. An e-library has been established to facilitate access to scholastic materials and provide 15 seating spaces for students. The e-library is connected to various other libraries and academic vendors. High-speed broadband internet has been available since 2005, initially through the National Mission of Education through Information and Communication Technology. However, due to declining internet speed quality, the college switched to a private internet service provider, now offering 100 Mbps speed. The library has also implemented an open public access catalogue (OPAC) through a web-based system, enabling users to go through the catalogue.

Future plans include implementing inter-library loan facilities and providing audio-visual study resources to students. Additionally, 10 postgraduate departments have been equipped with broadband internet connectivity.

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:

The infusion of Information and Communication Technology (ICT) into the educational landscape of the college has ushered in a multitude of benefits for students. Academically, students have gained access to a wealth of online resources, interactive learning platforms, and digital libraries, enhancing their research capabilities and academic performance. The availability of high-speed internet connectivity has facilitated seamless online learning, enabling students to engage in virtual classrooms, webinars, and collaborative projects.

The National Mission on Education through Information and Communication Technology (NMEICT) scheme, initiated by the GoI, ensures continuous Internet in the country. The scheme offers a 75% subsidy from the Indian government, with the remaining 25% to be borne by universities opting for this facility. This scheme has benefited students, teachers, and staff at PPN College Kanpur.

In 2010, PPN College Kanpur implemented the scheme, providing 10 Internet connections distributed among college departments. These connections facilitated faculty, undergraduate, and postgraduate students, proving internet for study materials and research. Subsequently, 10 more connections were added, contributing to the effective functioning of the program.

From 2010 to 2019, the scheme operated smoothly. However, in 2020, due to discrepancies, the college discontinued services under the scheme. On August 25, 2020, two internet connections were obtained from a local vendor to resume broadband services, restoring connectivity across all 20 departments and supporting the college's continuous progress.

Recognizing the need for high-speed connectivity, Den Broadband Company consistently provides internet services to most college departments. Efforts are underway to convert this connectivity to leased lines in the future. The college's commitment to embracing ICT has enriched the academic experience, empowering students to navigate the evolving education and employment landscape confidently.

The PPN College in Kanpur initiated the BSNL Internet Data Home Plan 256 Kbps date 22.7.2005 with DD number 052927, amounting to INR 8816.For the year 2007, renewal was done through cheque number 13123034, amounting to INR 8818, dated 28.2.2007 which continued till February 2009. The

details are given in the table.

On 21 August 2009, through letter number 110nof16_3 16/2009, the Joint Secretary, Lucknow, informed about the installation of 10 internet connections of 512 kbps each in the state's degree colleges under

On 3.1.2011, payment of INR 12,409 was made for 20 internet connections in the college and payment for these 20 internet connections, with cheque numbers 329943 and 329944 dated 3.1.2011, amounted to INR 24,818 which continued till 2017.

On 23.11.2017, it was revealed through a letter from BSNL New Delhi, Lr No 72-084 /14 – BB that the 25% subsidy provided by the central government to the college under the above scheme was discontinued. Therefore, in 2018, out of 20 connections, only 6 were renewed with cheque number 52556 dated 10.1.2018, amounting to INR 35,400.

Currently various departments of the college are operating four internet connections at a speed of 100 Mbps each through the local provider Mahaveer Cable Operator Kanpur. The details of the expenses are given in the table.

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: 61.4

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

Response: 52

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
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: 2.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.28	1.66	1.82	1.94	2.64

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
994	906	972	965	800

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](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 32.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
1277	547	384	1414	1573

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](#)

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: 19.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
276	210	191	198	152

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

2022-23	2021-22	2020-21	2019-20	2018-19
993	1086	1179	1021	976

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](#)

5.2.2

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

Response: 2.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	30	17	7	17

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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	2	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	18	21

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:

Alumni assist in numerous valuable roles; they support, build and produce an institute's brand through their work-strength and word of mouth about the institute. An alumni group or alumni association is an association of former students (alumni). The older groups frequently assist recent graduates and offer a platform for forming new friendships and business connections with others from like backgrounds.

The Mission of P.P.N College has always considered its alumni as a source of strength, ideas, innovation and support in fueling and propelling the college's commitment and drive towards higher education. A proactive alumni committee has been trying to create a strong alumni base that greatly contributes to the institution's growth. By assisting our current students in following their chosen career path, our alumni have maintained a close relationship with them. To achieve the objectives, it is necessary to reframe & reconstitute the Society and get it registered with the Registrar of Society & Chit Funds.

The **Alumni Association P.P.N. College** located at **15/96 civil lines**, **Kanpur, Uttar Pradesh, Kanpur Nagar, 208001** got registered under the **Societies Registration Act 1860 (Act No. 21, 1860) Uttar Pradesh** bearing the Registration No: **KAP/06783/2023-2024. Alumni Association** was working since 2011 and held various functions of the Alumni but, same was not registered under the Societies Registration Act, at that time. The College has been organizing its alumni meet regularly. In order to foster a warm relationship, the College maintains regular contact with the alumni and former faculty through various email groups and social networking sites such as Facebook.

Independently, Departments like Psychology, Economics, Geography, English etc. of the College have taken initiatives to organize Departmental Alumni Meets which have facilitated the strengthening and widening of Alumni Association P.P.N College family.

Objectives of Alumni Association, P.P.N. College, Kanpur

1. To provide an avenue for members of the P.P.N. College, Alumni in good standing to continue its affiliation with the College.
2. To provide a forum for the members of the Association for exchange of experience, information and views.
3. To assist P.P.N. College students to find jobs, higher education opportunities in India and the world.
4. To encourage and support contributions, financial and otherwise from the alumni to assist P.P.N. College, Kanpur, in its pursuit towards achieving its aims and purposes for which the College is set up.
5. To strengthen the resources and organizational framework of the Society.

Team Members:

Patron	Chairman	Convener	Co-Convener	Treasurer
Shri Yogendra Swaroop	Prof. Anoop Kumar Singh (Principal)	Dr. Abha Singh	Dr. Anoop Kumar Gupta	Shri Rajendra Kumar Kureel

Executive Committee Members:

Dr. B.D. Pandey	Dr. Arti Vishnoi	Ms. Shrasty Katiyar	Dr. S.S.S Kushwaha	Dr. S.P. Singh	Dr. I.J. Singh

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

The vision of PPN PG College is to empower students by providing them with the knowledge and skills essential for their desired careers while fostering their ability to contribute meaningfully to society.

Mission:

- To establish PPN PG College as a premier institution for higher education, focusing on academic excellence.
- To offer affordable, quality education and research opportunities to all, including marginalized groups such as females and minorities.
- To nurture critical thinking and problem-solving skills in students, equipping them for success in an ever-evolving world.
- To cultivate empathy, environmental consciousness, and ethical values in students, promoting their holistic development as responsible global citizens.
- To prepare students to excel in their careers while promoting unity and fraternity in society.
- To instill a sense of responsibility towards environmental preservation and sustainable development.

Motto:

The motto of our college, **'TAMSO MA JYOTIRGAMAY'** (Lead us from darkness to light), encapsulates our commitment to guiding individuals towards enlightenment and knowledge.

Efforts Towards Achieving Mission:

- Encouraging tolerance, leadership, and brotherhood through cultural events, sports, NSS, NCC, and various competitions.
- Ensuring quality education by employing competent faculty and optimizing limited resources for academic excellence.
- Facilitating faculty development through seminars, conferences, and skill enhancement programs.
- Admitting students solely based on merit to maintain educational standards.
- Following reservation policies to provide opportunities for the marginalized sections of society.
- Ensuring transparency in admissions by displaying merit lists online and offline.
- Initiatives towards environmental conservation such as rainwater harvesting, solar energy

adoption, and promoting a vehicle-free day.
- Raising awareness about environmental issues through NSS, Rover Ranger, and NCC programs.

Implementation of NEP 2020:

- Progressive implementation of NEP 2020 in UG courses since 2021.
- Promoting interdisciplinary studies and introducing vocational courses to impart practical skills.
- Encouraging faculty participation in development programs, workshops, and research activities.

Administrative Structure:

- Upholding decentralization principles in administrative and academic functions.
- Committees overseeing decisions to ensure efficient institutional performance.
- President, Management Committee, Principal, Departmental In-charge, faculty, non-teaching staff, and students collectively managing and overseeing institutional activities.
- The principal provides guidance and coordination among academic and administrative departments.
- Department In-charge exercising operational autonomy for smooth academic and administrative functioning.

Participative Management:

- Granting decision-making power to department In-charge and faculty members for effective leadership.
- Committees with faculty and administrative staff fostering participative decision-making.
- Encouraging a contribution culture, where all stakeholders' ideas and suggestions are valued.
- Regular meetings and collaboration among stakeholders to achieve institutional objectives.

At PPN PG College, our core principles of inclusivity, academic excellence, environmental consciousness, and participative governance guide our efforts towards nurturing well-rounded individuals ready to face the challenges of a dynamic world.

File Description	Document
Upload 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:

in aided colleges affiliated with various state Universities in Uttar Pradesh. is the appointing authority for the commission (Official Website of Uttar Pradesh Higher Education Services Commission (uphesc.org). The recruitment process is advertized online, and the selection is based on a written exam and an interview. Service rule and procedure of selection follow U.G.C. regulation-2018 (5323630_New_Draft_UGCRegulation-2018-9-2.pdf).

Directorate of Higher Education (Uttar Pradesh Government):

The Directorate of Higher Education, under the Uttar Pradesh Government, plays a crucial role in the college's administration. Key functions include grant allocation for staff salaries, creation of new posts, pay fixation, pension approval, and audits. The Directorate collaborates with the Uttar Pradesh Higher Education Service Commission for faculty recruitment, ensuring a streamlined process from vacancy reporting to candidate placement.

The college is affiliated with Chhatrapati Shahu Ji Maharaj University, Kanpur, offering diverse undergraduate and postgraduate programs. The academic framework aligns with the university's syllabus and examination pattern. Governance involves a Governing Body, including representatives from the college, elected members, and the Principal. The Principal oversees academic and administrative plans through sub-committees, promoting democratic and decentralized decision-making.

Various committees contribute to the college's efficient functioning:

1. **Principal's Advisory Committee:** Offers advice on policies and programs.
2. **Admission Committee:** Manages student admissions.
3. **Time Table Committee:** Develops the master timetable.
4. **Proctorial & Anti-Ragging Board:** Monitors campus security and student conduct.
5. **Students' Grievance Redressal Committee:** Resolves student complaints.
6. **Library Committee:** Manages the college library.
7. **Counselling and Placement Cell:** Guides students in career choices and provides placement services.
8. **Co-Curricular Programs Committee:** Organizes college co-curricular activities.
9. **Games and Sports Committee:** Conducts sports events and trains students for tournaments.
10. **Internal Complaints Committee:** Implements policies related to the prevention of sexual harassment.
11. **Women Cell:** Works for the welfare of female students through various activities.
12. **Environmental Protection Cell:** Ensures a clean and green campus, promoting environmental awareness.

This comprehensive administrative structure, coupled with adherence to UGC regulations, emphasises the commitment to academic excellence, faculty welfare, and overall campus well-being. The college's affiliation with a reputable university ensures the delivery of quality education in accordance with established standards.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The faculty and non-teaching staff are the foundation of the college and the institution works proactively by setting up their performance, welfare measures and career development such as:

Institution has performance appraisal system for teaching staff:

The institution has performance-based appraisal system for the assessment of faculty members as per the revised guidelines of UGC dated 18 July 2018, Uttar Pradesh government order. The appraisal report is based on the performance of the employee on the basis of API (Academic Performance Indicators) scores. The appraisal report is filled by the employee in a given prescribed proforma. It is one of the mandatory assessments for his/her performance appraised, through implementation of:

1. Teaching related activities
2. Domain knowledge
3. Participation in examination and evaluation
4. Contribution to innovative teaching, new courses etc. and finalized by the Screening/Selection committee.

Performance appraisal system for non-teaching staff:

The appraisal of the non-teaching staff includes the following technical contributions:

- Subject knowledge
- Awareness
- Productivity
- Quality
- Punctuality
- Diligence

Effective welfare measures for teaching and non-teaching staff:

The institution arranges consultants on matters relating to tax savings, and other financial matters for ensuring social security, such as:

- **GPF** (General Provident Fund)
- **CPF** (Central Provident Fund)
- **GI** (Group Insurance)
- **Pension:** retired faculty and non-teaching receive pension as per the norms.

Medical Facility:

The college has a medical cell which ensures medical aid to the staff and non-teaching staff through health checkups. It provides first-aid whenever required. The medical cell also organizes dental checkups, awareness programme for tobacco free campus.

COVID-19 Pandemic: during the pandemic the institution developed a Covid cell which ensured the availability of sanitizers and masks for faculty and non-teaching staff. Regular thermal screening was done. Vaccination camps were organized in college.

Day care center: there is a daycare center which looks after the young kids of staff members.

POSH (Prevention of Sexual Harassment): The institution has an internal complaint committee registered under POSH Act which deals with complaints at the workplace.

Career development/progression: Career development offers a sense of purpose, motivation and personal growth and acquires new skills, knowledge and experience, so the institution encourages the staff members to enhance their career by attending several training programs that provide the necessary field knowledge, a better understanding and confidence in areas of specialization. Following is a list of activities under career development/progression:

- Seminars
- Conferences
- Refresher courses
- Professional programs
- Faculty development programs
- Administrative training programs
- Management development programs
- Extracurricular activities
- Training and development
- Workshops
- Vocational training and mentoring

File Description	Document
Upload 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**

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

File Description	Document
Institutional data in the prescribed format	[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: 50.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	38	15	44

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Report on mobilization and optimal utilization of resources and funds from various sources

The institution's funding primarily stems from the Directorate of Higher Education U.P., UGC Grant

Schemes, and student fees, supplemented by returns from prudent investments and remunerations such as interest on savings accounts and fixed deposits. Additionally, it benefits from examination fees, University funds for NSS and sports, and fostering strategies to mobilize and optimize resources from both governmental and non-governmental sources.

The faculty members actively engage in research, securing major and minor projects from diverse organizations. From 2018 to 2023, 10 research projects/endowments have been completed, while 6 are underway, as detailed in Key Indicator 3.1.1. Notably, the institution received Rs. 2 Lakhs under the ICSSR scheme for a national seminar on Psychology in 2022-23.

Multiple committees oversee diverse expenditure domains to ensure judicious resource allocation, warranting optimal utilization through stringent checks. Financial discipline is maintained through periodic audits, adhering rigorously to stipulated norms. Internal audits, conducted by Bedi Saxena & Company, Kanpur, follow accepted Indian auditing standards, presenting reports to the institution's governing body regularly.

Financial records comply with statutory guidelines, with external audits executed by the Local Fund Audit Department U.P. Regular examinations of financial records by the Accountant General Office of the State Grant uphold financial transparency and integrity.

Moreover, the institution offers Professional & Self-Financed courses contributing to its overall development. These courses rely primarily on student fees and form sales as revenue sources. The college management committee oversees expenditure heads, ensuring meticulous accounting practices and regular audits.

The institution diligently harnesses funds from diverse sources, including governmental grants, student fees, investments, and research projects. Stringent financial oversight mechanisms, internal and external audits, and robust management practices ensure transparency, fiscal discipline, and the sustainable utilization of resources for the institution's advancement.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell (IQAC) Contribution Report

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing our institution's quality assurance strategies and processes, steering a concerted effort towards academic excellence. Established in 2011, the IQAC has consistently undertaken various activities to enhance the quality of education and administration.

Vision and Mission: The IQAC's vision is to elevate the standard of education by evaluating, fostering, and sustaining academic and administrative activities. Its mission revolves around inspiring improvement in teaching, research, extension activities, and administrative functions. It actively participates in defining performance indicators for faculty members, conducts regular meetings for faculty and students to discuss quality parameters, and diligently gathers and acts upon feedback from students and parents. Additionally, it encourages the adoption of green practices and promotes a research-centric environment, aiming for impactful publications and collaboration with stakeholders.

Role in Teaching-Learning Process and Operational Methodologies: The IQAC takes a proactive role in reviewing teaching, learning, and operational methodologies to ensure continuous enhancement. It scrutinizes curriculum, teaching methods, assessment strategies, and various facets of the learning process. Noteworthy initiatives include:

- Implementation of diverse pedagogical methods like active learning, problem-based learning, and project execution to enrich students' learning experiences.
- Constantly adopt new technologies and facilities enhancement, closely monitoring funded projects and infrastructure development.
- Analyzing faculty feedback, implementing innovative teaching methodologies, and organizing sponsored conferences, workshops, seminars, and Faculty Development Programs (FDPs).
- Offering comprehensive student support services, including career counselling and mental health support.
- Establishing a robust mentorship system for each student, ensuring regular monitoring.
- Forging collaborations with alumni and industries and signing MOUs for internship activities and industrial visits.
- Contributing actively to curriculum development and skill enhancement programs.

Incremental Improvements: The continual advancements in these areas signify our commitment to elevating the quality of education. The IQAC's efforts aim to secure a prosperous future for our students, equipping them with the skills and experiences vital for their careers.

By meticulously tracing and improving upon these facets, our institution steadily progresses towards realizing its commitment to quality education and holistic development.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

All children and teenagers, especially females from socially and economically disadvantaged backgrounds, will receive an equitable and inclusive education, according to the National Education Policy 2020. A complete framework from primary education to higher education as well as vocational training in both rural and urban India is provided by the policy, which aims to usher in a new era in women's education. We also provide counselling facilities to the girl students from time to time so that we can understand the problems going on in their college life and could suggest appropriate solution to resolve them. With the objective of ensuring safety, respect, and self-reliance of women, under the initiative taken by the Government of Uttar Pradesh, our organization has constituted Mission Shakti Yojana Committee, which implements the programs directed by the government from time to time. To ensure that girls have access to safe and secure facilities, we have renovated and maintained women's restrooms in the campus. CCTV cameras have been installed in various parts of the college to ensure women's safety. We have implemented clear and confidential reporting mechanisms for cases of harassment or discrimination, providing women with the means to report incidents without fear of reprisal. Meritorious students who are economically disadvantaged might apply for scholarships to receive financial support. The college maintains inclusivity in its infrastructure. Our Institution has also inducted several women NCC cadets to its NCC unit who are regularly recognized for their outstanding contributions. Through the organization of seminars, awareness campaigns, and other efforts that foster discussion and understanding of gender-related topics, NSS plays a crucial role in fostering gender sensitization in our institution. It creates a welcoming atmosphere, instructs students on gender equity, and gives them the confidence to dispel prejudices and encourage respect among their classmates. Department of Psychology's research and course offerings that explore the nuances of gender issues play a significant role in developing gender sensitization. In 2022, a national seminar was organized by Department of Psychology on "Empowering Indian Women Through Resilience: Process and Potential". By providing courses that examine the social dimensions of gender, the Department of Sociology actively promotes gender sensitization. It gives students a deep understanding of gender dynamics in society through study and thought-provoking debates. The curricular, co-curricular, and facility-related facets of our institution are all devoted to gender equity and sensitization. Together, these programs have made our academic community a more welcoming and encouraging place where everyone is encouraged to succeed, and diversity is respected. This includes all genders of members. Our commitment to implementing these initiatives to build a more just future for everybody does not waver.

File Description	Document
Upload 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: B. 3 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](#)

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](#)

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:

The lively community at our campus is built on the foundation of inclusion and acceptance of difference. Through a wide range of institutional initiatives, we actively foster acceptance of diversity, tolerance, and a culture where each person is respected. This commitment encompasses a range of characteristics, including social, linguistic, cultural, socioeconomic, and regional varieties.

Our inclusive approach is based on the core tenet of cultural diversity. The college hosts a wide range of events, including festivals, art exhibitions, and themed weeks, to highlight the diverse range of customs present in our campus community. These gatherings give students a chance to enjoy and talk about their distinctive backgrounds, which promotes tolerance and understanding amongst people from different cultural backgrounds. The end effect is a peaceful atmosphere that fosters harmony and embraces the diversity of cultures that characterizes our organization.

Another example of our commitment to fostering a friendly environment is our solidarity across religious boundaries. Various religious practices and beliefs mingle mixed together on our campus. Events such as shared festival celebrations, interfaith discussions, and religious holiday observance let people of diverse religious origins live in harmony with one another. For instance, during significant religious holidays like Diwali, Eid, Christmas, and more, the campus comes alive with colour and enthusiasm. These events provide students a platform to share their traditions while also acting as instructional forums where others can learn about the significance of various religious rites.

Apart from being inclusive in terms of culture and religion, our college also prioritizes linguistic variety. In academic and social settings, the institution aggressively promotes the use of vernacular languages in addition to English. Teachers encourage bilingual talks in the classroom. This method lowers language barriers and creates a more inclusive and friendly learning environment while also giving non-native

English speakers a sense of community.

Another aspect that our college strongly supports is regional diversity. Mentorship programs, cultural exchange programs, and regional groups serve as means of fostering connections between students from diverse locations. Through these programs, people who are away from home can feel supported and at home, creating a sense of familiarity.

Our college places a high value on socioeconomic and neighbourhood inclusivity, making itself financially accessible through work-study and scholarship opportunities. The goal of these programs is to give children from different socioeconomic backgrounds equal opportunities. Constitutional sensitization seminars mold people's views, rights, and obligations on campus, encouraging candid discussion and moral comprehension. To impart moral and ethical underpinnings, the curriculum goes beyond regular courses and includes justice, equality, and fundamental rights. The institution's all-encompassing strategy, which includes diversity programs, bilingual education, religious harmony, and cultural events, develops socially conscious people who are prepared to contribute to a multicultural global society. In both personal and professional spheres, awareness and moral decision-making are ensured by emphasizing constitutional duties.

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

7.2 Best Practices

7.2.1

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

Response:

1.Title of the Practice 1: Slum School

1.Objectives of the Practice:

- **Education Accessibility**
- **Community Involvement and Issue Sharing**
- **Holistic Development**
- **Inclusive Support and Participation**
- **Community Empowerment and Vibrancy**

2.The Context:

Slum School was started after considerable thought was given to the difficult problems and contextual elements that were present in the neighbourhood. The population of Gwaltoli, particularly the youngsters, faced considerable challenges due to the economic inequality and restricted educational opportunities.

Because children in this community were not able to attend formal schooling because of socioeconomic circumstances, there was an urgent need for an alternate type of education.

In order to tackle these problems, the College launched an interactive drive with the assistance of Prof. Krishna Kumar, and the respected principal, Prof. Anoop Kumar Singh. The objective was to establish a welcoming environment where inhabitants could confide in one another and develop a feeling of community engagement and trust.

3.The Practice:

Under the inspirational direction of Principal Prof. Anoop Kumar Singh and Prof. Krishna Kumar, the College is spearheading the Slum School program. This method deviates from conventional educational norms and adopts a holistic, community-driven approach to address the complex issues faced by underprivileged groups. It began on October 14, 2022, in the Gwaltoli.

The practice actively involves parents in the educational process as part of its commitment to inclusivity, which goes beyond the kids. Acknowledging the importance of parental support, the program guarantees participation and permission, promoting a cooperative atmosphere. In addition to helping the kids succeed academically, this family involvement builds a bridge between the community and the school and encourages a lifelong dedication to learning.

4. Evidence of Success:

Since its launch, on October 14, 2022, the Slum School is demonstrating its effectiveness in closing educational disparities and promoting community development. The regular enrolment and involvement of kids in Slum School is a crucial sign of success. The initiative exceeded its ambition of including 70 to 75 children in its educational activities, in addition to meeting its original goal.

5. Notes:

Institutions should consider the Slum School initiative's significant effects beyond basic education before implementing it. Highlight how the program helps children acquire a sense of social responsibility, breaks down socioeconomic barriers, and builds community. It is imperative to actively involve parents, foster trust, and engage the local community through honest communication to successfully adopt this best practice.

1.Title of the Practice 2: Environmental Consciousness

2. Objectives of the Practice:

- To provide the campus community with information on environmental issues such as pollution, resource depletion, and climate change.

- Resource conservation refers to putting policies in place to lower trash production, water use, and energy consumption on campus. In order to reduce our ecological impact, this entails implementing energy-efficient technologies, water conservation measures, and garbage recycling

programs.
- Green infrastructure refers to the implementation of sustainable practices, such as the use of eco-friendly materials, energy-efficient structures, and green spaces into campus infrastructure. The creation of a physical environment that adheres to the concepts of environmental consciousness is the goal of this objective.
- Community engagement refers to take an active role in environmental projects, forming alliances with nearby communities to carry out cooperative initiatives that advance environmental sustainability and enhance the ecosystem.

3. The Context:

Our college launched an Environmental Consciousness Initiative as a transformative response to the growing environmental concerns facing the world. The present environmental conditions emphasizes how urgent it is that we embrace sustainable practices in every aspect of our lives. The goal of the Environmental Consciousness Initiative is to make our campus a living laboratory for sustainability by incorporating sustainable practices into its culture.

This effort recognizes that educational institutions have a unique role in shaping social attitudes and habits, and it is in line with both local environmental priorities and larger global sustainability goals.

4. The Practice:

Carpooling Initiative:

The faculty carpooling project is a trailblazing approach that tackles important issues including traffic congestion, environmental sustainability, and community engagement. A mutual understanding signed by faculty members who understood the urgent need to lessen the negative effects of individual commuter habits, served as the catalyst for this innovative project.

Go Green, Go Cycling Campaign:

Bicycling on campus is encouraged via the "Go Green Go Cycle" campaign, which supports environmentally responsible transportation. Cycling lanes with markings, bike-sharing stations, and awareness campaigns all promote cycling as a sustainable form of transportation.

Plant Exchange Initiative:

Our dedication to biodiversity and community involvement is personified by the Plant Exchange Club. By exchanging plants, staff and students make the campus more lively and environmentally diverse. Deepening one's relationship to nature is encouraged through workshops on plant care and environmental sustainability.

Program for Energy Conservation:

Our college has a thorough Power Conservation Program in place to actively promote energy saving. This initiative's key components are energy-efficient appliances, smart lighting systems, and frequent

awareness efforts. The campus community actively participates in reducing energy use by turning off lights and other devices when not in use.

5. Evidence of Success:

There was a noticeable decline in single-occupancy cars when the Carpooling Initiative took off. As more people chose to travel together, carbon emissions significantly decreased, and parking spots were used more effectively.

6. Notes:

With the help of a number of best practices, our college has led a revolutionary project called the Environmental Consciousness Program that has completely changed the culture of our campus. The "Go Green Go Cycle" program, which promotes cycling as a sustainable form of transportation, balances this out.

The founding of the Plant Exchange Club has fostered a lively environmental consciousness. Our Power Conservation Program has promoted energy efficiency throughout the campus in addition to these.

Together, these best practices highlight our commitment to environmental stewardship and promote a comprehensive understanding of sustainability among our college community's members.

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:

The Happiness and Well-being Centre: Activities performed

1. **Online Workshop on Self-Awareness and Happiness**: The Happiness and Well Being Center organized an online workshop at PPN PG College focusing on self-awareness and happiness. Professor Manas Mandal of Pennsylvania University emphasized the importance of self-knowledge in understanding happiness and overcoming challenges.Principal Prof. Anoop Kumar Singh, Coordinator Prof. Abha Singh, Dr. Rashmi Mishra, and 80 students actively participated in the workshop.

Outcome: Increased awareness among participants about the significance of self-awareness in achieving happiness and facing life's challenges.

1. **Workshop on Stress Management and Self-Awareness:** Principal Prof. Anoop Singh highlighted the role of self-awareness as the initial step to attain happiness during an online workshop organized by the Happiness and Well- Being Center at PPN (P.G.)College.

Outcome: Participants gained insights into the correlation between self-awareness and happiness, empowering them to strive for personal growth and fulfillment.

1. **In-depth Discussion on Self-Knowledge:** Prof. Manas Mandal reiterated the importance of self-knowledge for understanding happiness and addressing future challenges. Coordinator Prof. Abha Singh, and members Dr. Rashmi Mishra, Dr. Krishna Kumar, Dr. Anita Rai, Alka Rani, Dr. Rizwana, and Dr. Manu Chauhan were present during the discussion.

Outcome: Enhanced understanding among attendees regarding the pivotal role of self-awareness in navigating life's complexities and fostering well-being.

1. **Practical Training on Stress Relief Techniques:** Workshops and programs focused on providing practical tools for stress management and relaxation techniques. Trainers like Ashish Pandey imparted valuable knowledge on stress relief methods, benefiting more than 70 students.

Outcome: Participants equipped with effective strategies to alleviate stress, contributing to improved mental health and overall well-being.

1. **Emphasis on Work-Life Balance**: Principal Prof. Anoop Kumar Singh emphasized the importance of adopting a balanced approach to life for effective stress management. Workshops organized under the Happiness and Balance Center underscored the significance of maintaining equilibrium in life.

Outcome: Increased awareness among participants about the necessity of balancing personal and professional responsibilities for holistic well-being.

1. **Collaborative Efforts for Student Well-Being:** The Happiness and Wellness Center collaborated with the Psychology Department to organize workshops aimed at enhancing student well-being. Dr. Rashmi Mishra and other members have actively participated, contributing to the success of the programs. **Outcome:** Strengthened collaboration between departments to address student mental health needs effectively.
2. **Happiness and Well-being Center of Psychology Department of PPN College organised a workshop on relaxation techniques:** The workshop on relaxation techniques underscored the importance of maintaining balance in life. Principal Prof. Anoop Kumar Singh emphasized this aspect during the event. Trainer Ashish Pandey's guidance on stress relief techniques reinforced the significance of achieving equilibrium in personal and professional spheres.

Outcome: In conclusion, the activities by the Happiness and Well- Being Center, with the Psychology Department at P.P.N.(P.G.) College, have significantly contributed to raising awareness about self-awareness, stress management, and holistic well-being among students and faculty members. These initiatives underscore a collective commitment towards fostering a supportive and nurturing environment

conducive to personal growth and fulfillment.

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

5. CONCLUSION

Additional Information :

The college has to its credit activities on variety of platforms such as:

The faculty members extend their expert services to other associated institutions as done by Dr. Kashif Imdad and Dr. Satish Chandra by preparing GIS mapping methods for all affiliated colleges of CSJM University, Kanpur.

Dr. Kashif Imdad has been a significant asset to the Government of Uttar Pradesh, particularly in disaster management. He spearheaded a ground breaking research initiative in collaboration with scholars from the University of Manchester, UK, and the Indian Institute of Population Studies, Mumbai.

The study, titled 'Effects of Saturday and Sunday Lockdown on Cumulative COVID-19 Cases in Uttar Pradesh During 1st July to 31st August 2020,' in July 2020. The findings of this study have wielded significant influence over various policy decisions within the state. Dr. Imdad was appointed as an advisor to the Uttar Pradesh State Disaster Management Authority in 2022 under Section 17(1) of Disaster Management Act, 2005. In this capacity, he continues to provide strategic guidance and support to enhance disaster preparedness and response efforts.

Furthermore, Dr. Imdad holds a position as a Member of the Expert Panel for Smart Cities/Urban Transport within the Government of Uttar Pradesh.

State Disaster Management Plan SDMP- 2023 state level Heat wave action plan-2024 are designed by Dr. Kasif Imdad, and SOP Snake Bite is prepared by Dr. Neeraj Verma and Dr. Kasif Imdad.

Dr. Satish Chandra was the Academic State Co- Ordinator National Children's Science Congress (NCSC). He is still providing his expert services as a Resource person to NCSC.

Concluding Remarks :

In conclusion, Pt. Prithi Nath (PG) College, known fondly as P. P. N. College, is a beacon of academic excellence and holistic development in Kanpur City. Established in 1959 with a vision to impart quality education and foster societal progress, the college has evolved into a prestigious institution recognised under sections 2(f) and 12(B) of the UGC Act. Affiliated to CSJM University, the college offers a diverse array of courses across various streams, catering to students' educational aspirations. Rooted in a rich history and guided by visionary leaders like Late Devendra Swaroop Ji and Pandit Prithi Nath Chak, the college has witnessed significant growth and development over the years. From its humble beginnings to its current stature, the college has remained committed to empowering students with knowledge and skills essential for their desired careers while nurturing their ability to contribute meaningfully to society. The college's infrastructure speaks volumes about its dedication to providing a conducive learning environment. With well-equipped classrooms, laboratories, libraries, and modern amenities such as Wi-Fi connectivity and CCTV surveillance, the college ensures students access to resources necessary for their academic pursuits.

Beyond academics, the college fosters extracurricular activities, sports, and cultural events, promoting the

overall development of students. Initiatives like the Happiness and Well-Being Centre underscore the college's commitment to holistic student welfare and happiness. Despite its strengths, the college faces challenges, including faculty shortages, resource constraints, and the need to adapt to the digital era. However, these challenges present opportunities for growth and innovation. The college can further elevate its academic stature and societal impact by leveraging its central location, establishing collaborations with local institutions, and enhancing research and extension activities. In essence, Pt. Prithi Nath College continues to uphold its excellence, resilience, and inclusive legacy, paving the way for a brighter future for its students and the community it serves. As the college embarks on its journey forward, it remains steadfast in its commitment to academic excellence, student welfare, and societal progress.

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 : Answer After DVV Verification :28 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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* 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 Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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152	59	0	2062	1865 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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152	59	0	1867	1767	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
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702	657	656	705	676 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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700	653	656	705	667	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
877	877	877	877	877

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
877	877	877	877	877

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	74	68	70	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	59	56	57	56

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	4	5	8

Answer After DVV Verification :

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

14	5	4	4	6

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	15	24	18	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	21	13	08	00

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	15	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	7	3	0

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

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

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

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	14	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	12	8	10

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

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :12 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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 : 87 Answer after DVV Verification: 52 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.5009	2.7980	2.5378	3.3970	4.3460

Answer After DVV Verification :

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

4.28	1.66	1.82	1.94	2.64

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

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	30	17	7	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	30	17	7	17

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

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

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

Answer before DVV Verification:

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

3	0	1	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	2	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	29	16	51	59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	10	18	21

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
78	77	36	18	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	76	38	15	44

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

Answer before DVV Verification:

14-06-2024 02:05:52

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

Answer After DVV Verification :

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

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

7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 90 Answer after DVV Verification : 88