

The National Policy on Higher Education (1986) developed five main goals for higher education.<sup>(1)</sup>

- Access: Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education.
- Equity: Equity involves fair access of the poor and the socially disadvantaged groups to higher education.
- Quality and Excellence: involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities.
- Relevance: involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and
- Value Based Education: involves inculcating basic moral values among the youth.

According to a report by E&Y and FICCI (2014) while the Indian higher education system has made considerable progress in terms of capacity creation and enrolment especially in the last decade, it lags significantly in terms of “global relevance and competitiveness”. The gaps are as follows, <sup>(2)</sup>

- Low employability of graduates, driven by several factors including outdated curricula, shortage of quality faculty, high student-teacher ratios, lack of institutional and industry linkages, and lack of autonomy to introduce new and innovative courses.
- Low impact research output and patents filed given relatively low government and corporate spending on research, insufficient doctoral students, missing research focus and culture in most institutions, and lack of international research collaborations
- Limited focus on entrepreneurship on campus as reflected in the fact that there are few institutes that offer programs in entrepreneurship and have active incubation / entrepreneurship cells

**In light of the above the four focus areas of RUSA namely, access, equity, excellence and employability gain significance.**

### **1.0 Access**

While India’s GER has increased substantially during the last 5 years, it is far below those of most developed countries and below that of the other BRIC nations (Brazil, Russia and China). The GER in

Madhya Pradesh is 19.4% (lower than the country's average, though close to it). However the GER in many disadvantaged groups are lower and a cause for concern. <sup>(15)</sup>

“Access to higher learning should be made possible to all regardless of race, ethnicity, gender, economic or social class, age, language, religion, location or [dis]abilities. Equitable access and academic excellence are essential and compatible aspects of a quality higher education.” IAU <sup>(3)</sup>

Various international reports specifically International Association of Universities mention that, to improve access to higher education, admission criteria must move away from a primary focus on each learner's achievements. Entry requirements must move from achievement towards the recognition of his/her potential, without the latter becoming the sole criterion for admission.

Targeted strategies and policies designed specifically to elicit the students' full potential are required so as to increase access to higher education by individuals who are traditionally under-represented because of their social background, economic status, gender, ethnic origins, disabilities, low quality of prior schooling or for other reasons.

Higher education policies developed for access should be sound (sensitive to local conditions, etc.) and adequate public funding should be available for institutions and students.

### **Higher Education Institutions strategies for developing access.**<sup>(3)</sup>

- Develop or strengthen admission policies and practices that emphasize the potential of each applicant and address equity of access and successful participation by offering a variety of flexible learning pathways for entry and exit.
- Provide students with a comprehensive academic, financial and social support system paying particular attention to the specific needs of learners from under-represented groups and/or those who experience difficulties.
- Reward quality teaching, curricular innovation and responsiveness to learner diversity in the academic career structure of faculty members.
- Provide faculty with pedagogical training based on a culture of student-centered learning and with a focus on learning outcomes.
- Facilitate access to learning, respond to diverse learning needs and increase outreach by the appropriate and effective use of a variety of delivery modes.
- Mainstream the assessment of prior and experiential learning (e.g. learning through work schemes, accreditation of work placements) as well as blended, distance and e-learning into the admission and credit accumulation processes.
- Ensure that all institutional policies for international mobility, academic exchanges as well as other cross-border educational activities take into consideration the challenges of equitable access and broadening participation at home and abroad.
- Provide reliable and timely information on access, successful retention and graduation rates to students, the general public, employers and governments in a proactive manner.

## 2.0 Equity:

“**Educational equity**, also referred to as **equity in education**, is a measure of achievement, fairness, and opportunity in education. The growing importance of education equity is based on the premise that an individual’s level of education directly correlates to future quality of life. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability.”OECD <sup>(4)</sup>

Equity recognizes the uneven playing field and aims to take extra measures by giving those who are in need more than others who are not. Equity aims at making sure that everyone's lifestyle is equal even if it may come at the cost of unequal distribution of access and goods.

American education system have developed the following tasks for equity. <sup>(5)(6)</sup>

- For Teachers: “The greater the variation of the student population, the richer the learning experiences for all and the more assets upon which teachers may draw.” This being the case it is imperative for teachers to read between the lines of published standards, recognize them as flawed, and move beyond them widening the scope of knowledge and inclusion within the classrooms.
- James D. Likens articulates the importance of improving teachers in order to promote a quality and equitable education. “Whatever reforms government may attempt, the teacher remains the single most important ingredient in quality education.” The two factors accountable for incompetent and short-term teachers are “poor pay and low morale.” Teaching programs need to reform their standards for teachers in order for the teachers to be successful in the classroom.
- For Governments: One of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating education policies and practices that hinder equity; and targeting low performing disadvantaged schools. But education policies need to be aligned with other government policies, such as housing or welfare, to ensure student success.
- For Society: Whilst no one individual can act alone, changes in society can be achieved if we all work together. Discrimination is not limited to [skin colour](#), however. The [experiences](#), expectations and opportunities open to an individual can be as much dependent on their [gender](#), age, [sexual orientation](#), [disability](#), or the national, cultural and religious traditions into which they were born.

## 3.0 Employability:

It must be recognized that while education is useful to help us understand and deal with the environment and challenges in the society, one of the expectations of a college degree is that it will open up employment opportunities and help in achieving a better standard of living. This however is possible only if employers value the degrees awarded by universities and colleges. A recent World Bank study, ‘Making Engineering Graduates in India Employable (2015)’ quoted by Business Standard finds that employers are most likely to reject newly graduated engineers for insufficient technical skills. Across India (except MP), 74.5 % employers stated that insufficient technical skills was the most important reason for rejecting a job applicant; in MP the 77.5% employers stated the same.

Employability can be increased through: <sup>(7)</sup>

- Predicting demand for different types of graduate degrees
- Skills forecasting
- Using graduate tracking data
- Embedding work-based learning in higher education
- Developing transversal skills
- Counselling students at the entry stage or at school
- Aligning course offerings with needs of the industry

#### **4.0 Excellence** <sup>(8)(9)</sup>

Excellence is generally defined as outstanding, or as a quality that surpasses a defined threshold in a particular field.

In education, quality has often been seen equal with the maintenance and improvement of standards with the exceptionality. Thus, within the vertically differentiated systems of higher education, excellence is being equated to 'being better' which could mean the following<sup>(10)</sup>

- Excellence in research
- Excellence in teaching
- Top quality professors
- Adequate facilities
- Adequate funding, including predictability year-to-year
- Academic freedom and an atmosphere of intellectual excitement
- Faculty self-governance
- Committed faculty
- Achievement oriented students
- Wide exposure to students

- Access to developmental activities for students
- Access to mentoring
- Favourable working conditions
- Job security and good salary and benefits
- High standards of evaluation

Some patterns of excellence in teaching and learning were pointed out by Gibbs<sup>(10,11,12)</sup>

- A focus on the student, student learning and personal support, rather than on formal teaching;
- A macro focus on the wider learning environment and on the development of the curriculum or programme, rather than a micro focus on teaching;
- Focus on the teachers themselves, and student feedback ratings of the teacher, on the teachers' research record and subject knowledge, and on external recognition of the teacher;
- An emphasis on efforts to develop teaching, especially through innovation, through influencing others and through leadership of teaching;
- An emphasis on the 'scholarship of teaching', as a particularly high valued form of the development of teaching;
- At a system level, excellence is being used in a performative sense – increasing the efficiency of the systems and using teaching and learning to meet national economic goals.

Also, Sherman et al. indicate five characteristics that have been regularly and consistently attributed to teachers classified as excellent: enthusiasm, clarity, preparation and organization, stimulating, and love of knowledge<sup>(13,14)</sup>

An institution (or department, or programme team) that makes a claim to be excellent would be expected to provide evidence that it meets the following criteria<sup>(9)</sup>

- Robust and progressive strategic governance and management.
- High standards of academic achievement.
- A strong track record in student destinations.
- An exceptional student experience.
- Positive stakeholder satisfaction.
- High levels of student satisfaction.
- Commitment to research and academic development.

- Recognition of the social benefit of education. Support for social, economic and cultural development.
  - Recognition of the social benefit of education.
  - Commitment to internationalization.
  - Promotion of equity and academic freedom.
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  2. Higher education in India: Moving towards global relevance and competitiveness FICCI Higher Education Summit 2014.
  3. Equitable access , success and quality in higher education : A Policy Statement by the International Association of UniversitiesIAU 13th General Conference, Utrecht, July 2008
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  - 6a. Business Standard, (March 12, 2016).
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  11. Gibbs, G. (1992) Improving the Quality of Student Learning (Bristol: Technical and Educational Services).
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  14. Sherman, T. M., Armistead, L. P., Fowler, F., Barksdale, M. A., &Reif, G. (1987). The quest for excellence in university teaching. The Journal of Higher Education, 58 (1), 66-84.
  15. All India survey on higher education AISHE 2016.

**Dear Principal,**

**As you are aware, a programme on Strategic Planning and preparation of the Institutional Development Plans(IDPs)under the World Bank supported**

**MPHEQIP are scheduled at IIM Indore. We will be happy to receive you here and discuss with you the process. To help us in the analysis required for developing a good plan, we request you to kindly email the following information to us at least one day before the commencement of the programme. This information is in addition to the annual report format (annexure 5 and annexure 5a) which the Department of Higher Education would have sent you.**

**We also request you to bring with you a soft copy and a hard copy of the following formats, duly filled in, when you come here for the training.**

**Annexure 3**

**Annexure 5**

**Annexure 5a**

**Wherever required the rows and columns in the word documents may be expanded or new rows and columns may be added.**

**Thanking you,**

**Prof.D.L.Sunder and Prof. Prashant Salwan**

# Govt. Venkat Snskrit College Rewa(M.P)

- **Admission details(2017):** Wherever necessary expand the tables by adding rows.

- **Programme wise details - Prachya Sanskrit (UG):** (An example of a programme is Shastri )

	<b>No. of Students applying for the programme</b>	<b>No. of students selected for the programme</b>
Programme 1 Ist Year	22	22
Programme 2 III/ IV Sem.	10	10
Programme 3 V/ VI Sem.	07	07
<b>Total</b>	39	39

- **Programme wise details - Prachya Sanskrit (PG):**(An example of a programme is Acharya)

	<b>No. of Students applying for the programme</b>	<b>No. of students selected for the programme</b>
Programme 1 I/II Sem.	03	03
Programme 2 III/IV	14	14
<b>Total</b>	17	17

- **Programme wise details - Prachya Sanskrit (10+2):**(An example of a programme is Prac Shastri )

	<b>No. of Students applying for the programme</b>	<b>No. of students selected for the programme</b>
Programme 1 Prvamadyama Ist Year	05	05
Programme 2 Prvamadyama Ist Year	23	23
Programme 3 Uttarmadyama Ist Year	11	11
Programme 4 Prvamadyama Ist Year	08	08
<b>Total</b>	47	47

- **Total enrolment of students in First year during the following years (Programme Wise)**

		<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>UG</b>	Programme 1	15	03	11	16	22
	Programme 2	13	05	04	08	10



	Programme 3	12	10	04	03	07
	<b>Total (UG)</b>	<b>37</b>	<b>39</b>	<b>36</b>	<b>22</b>	<b>27</b>
<b>PG</b>	Programme 1	13	11	06	15	03
	Programme 2	01	13	10	04	14
	<b>Total (PG)</b>	30	14	13	27	36
<b>Madhya ma Star</b>	Programme 1	05	08	05	08	05
	Programme 2	08	15	05	06	23
	Programme 3	12	02	15	14	11
	Programme 3	15	05	0	12	08
	<b>Total (Madhyama Star)</b>	30	30	25	40	47

➤ **What the following financial support is available in your college for disadvantaged students in addition to scholarships?**

- Loans (Please provide details such as the name of the bank, scheme and the number of students who avail such loans).

N./A
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- Opportunity to work and earn (Please provide details)

N/A
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➤ **Course wise failures in (2016)**

	UG			PG	
	In 1 <sup>st</sup> Year	In 2 <sup>nd</sup> Year	In 3 <sup>rd</sup> Year	In 1 <sup>st</sup> Year	In 2 <sup>nd</sup> Year
Number of students who failed in only one subject Sanskrit	22	10	07	13	01
Number of students who failed in 2 subjects	-	-	-	-	-
Number of students who have failed in more than 2 subjects	NIL	NIL	NIL	NIL	NIL
<b>Total</b>	22	10	07	13	01

- List three subjects (Programme wise) which have the maximum failures.

<b>UG</b>	<b>Subjects</b>	<b>PG</b>	<b>Subjects</b>
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Ist year	Adhar pathyakram K varg Kha varg	Ist year	VED Vyakaran Sahitya Joytish
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➤ **Infrastructure details(2016)**

Infrastructure	Existing		Required for present student strength	
	Number	Area(in sq. mts)	Number	Area(in sq. mts)
Building	-	-	-	-
Class rooms	<b>05</b>	<b>400</b>	<b>103</b>	<b>600</b>
Computer Lab	-	-	-	-
Communication lab	-	-	-	-
Other labs (for ex. Chemistry lab)	-	-	-	-
1.Laibrari	-	-	-	-
2.	-	-	-	-
3.	-	-	-	-
Faculty rooms	-	-	-	-
Student meeting rooms	-	-	-	-
Conference hall	<b>01</b>	-	-	-
Auditorium	-	-	-	-
Administrative building	-	-	-	-
Library	<b>01</b>	<b>225</b>	<b>01</b>	<b>500</b>
Sports complex	-	-	-	-
Play grounds	-	-	-	-
1.	-	-	-	-
2.	-	-	-	-
3.	-	-	-	-

**Note:- This college has not own building and Land. It runs in the building of govt. music college Gwalior commonly.**

➤ **Librarydetails (2016)**

- Is reading room facility available?

**Yes**

**No - No**

	<b>Existing</b>	<b>Required for present student strength</b>
Books	<b>8550</b>	<b>15000</b>
Magazines	<b>Nil</b>	<b>05</b>
Newspapers	<b>01</b>	<b>03</b>
Academic Journals	<b>Nil</b>	<b>01</b>
<b>Total</b>		

➤ **Infrastructure for Student Engagement Activities (2016)**

	<b>Existing</b>	<b>If not, provide reasons why these cannot be provided.</b>
NCC NSS Others	<i>Yes /No (If yes provide details like no. of students participating)</i>  No	Affi Liating Univearsity have No Facility
Clubs like literary club /Music club/Movie club/Marketing club	<i>Yes /No (If yes provide details like no. of students participating)</i>  No	Not From
Personal Development/ Personality Development programmes	<i>Yes /No (If yes provide details like no. of students participating)</i>  No	
Facilities to help students prepare for competitive exams.	<i>Yes /No (If yes provide details like no. of students participating)</i>  No	

➤ **Industries present in the region**

**Cement Factories**

➤ **No. of industries with linkages to the college (for factory visits, placements, guest talk, etc.)**

**College courses are not similar to industries.**

➤ **Gap analysis in terms of your student competencies and the requirement of employers.**

The courses are related to oriental Sanskrit faculty.

➤ **No. of students desirous of pursuing higher studies.**

- Number of students applying  - 03
- Number of students who are successful  03
- Reasons for students for not getting admitted to PG.(please tick the applicable options)
  - Poor percentage of marks in Graduation. N/A
  - Poor performance in competitive exams. N/A
  - Not able to face interviews successfully. N/A

- **Do you conduct Entrepreneurship Training Programmes? (please provide details)**

**No**

## **Annual Report 2016-17\_**

This format outlines the annual reports to be published by all colleges in the Madhya Pradesh on their websites, by October 31<sup>st</sup> of each year. Part I is intended as a guide and colleges are free to alter the contents and format as they see fit. Part II, the Appendix (Institutional Performance Data and Financial Reports), is mandatory and colleges are required to report all data as per the attached format and instructions.

Important Information -

- Name of the college - **Govt Venkat Sanskrit College Rewa**
- Place of the college - **Rewa**
- District - **Rewa**
- Division - **Rewa**
- Year of establishment of college - **1935 A.D.**
- Name and Contact details( Mail id , Phone ) of Principal - **Dr. V. P. Mishra**  
07762-225617 Email - hegvscrew@mp.gov.in
- Name , Post and Contact details of ( mail id, Phone no.) of Reporting In  
\ charge - **Dr. A. K. Pandey**
- Date of report submission - **January 2018**

Note- Annual report is attached.

### Part I

**1. The Principal's Report (2 pages)-** Highlights the key activities, events, and successes of the past year and briefly describes major new initiatives to be undertaken over the next year.

N/A

### 2. Overview (1 page)

(i) Vision, Mission and Objectives of the college

To make popular oriental Sanskrit in public The Sanskrit Language is as popular as it once Was. It is Still Utilized in a Variety of different Was The Classical Sanskrit Becoming mor Popular as Usegng by Many of The Strong Political & Social Institutions Howerer its Importance is Highly Mgarded Amongst citijens that consider Sanskrit to be One of the Precursor Language the Sanskrit Language Has Alarays Lauded as it is considered to be The Language of Divenine Even the Word Sanskrit Means Put together Well. Classical Sanskrit is the oldest Language of the Incrodible India. The language that Consists of Hymns Discussions of a Theological And Religiousn basi. The Sanskrit is Geared Toarards The age of the Hindu Epics is the Significart Development of Poetic Thought. Sharing and

(ii) Brief introduction of the college (including the status (Govt. / Lead/ Constituent/ Affiliated/ Private), Parent University, UGC recognition, CPE status, etc), location & campus area

Govt. affiliated by Maharshi Panini Sanskri Evam Vaidik Vishvavidyalaya Ujjain (M.P.)

The college has been established in 1935 cristian era and is olded Sanskrit college in Rewa Region MP.

(iv) Faculties and major disciplines

No. of Gazzeted faculties - 06  
Non gazetted faculties - 03  
Disciplines- 04 disiplines and theare - VED, VYAKARAN, SAHITYA, & JYOTISH

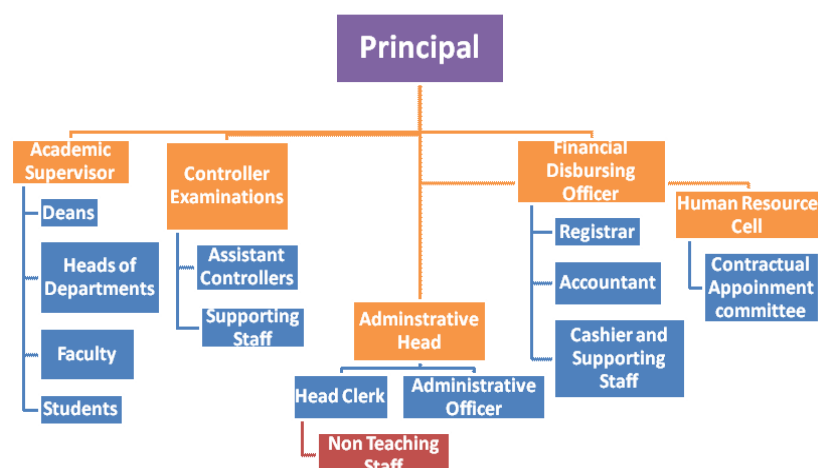
### 3. Senior Management Team and Board of Governors (1 page)

Lists the members of the senior management team (Principal, Registrar, Deans etc.) and members of the Board of Governors including their designations and professional backgrounds.

- 1- Principal
- 2- Teachers -09
- 3- Gust Faculty - 04
- 4- Asst. Librarian-01
- 5- Office staff- 04
- 6- IV Class - 09

### Administrative Hierarchy

For example -:



**List of Chairperson/members of Statutory Bodies like Board of Governors/ Executive Committee/ Academic Council/ Janbhagidari Samiti, etc**

#### 4. Admission Statistics (1 page)

- The number of applicants at the Prac-Shastri (10+2), Shastri (UG) and Acharya (PG) level who ranked the college as their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> preference, the number of applications received for PhD courses, and the number of students admitted at each level as per the following format.

Applications	Prac-Shastri	UG Shastri	PG Acharya	PhD
Applications that ranked the college as the 1 <sup>st</sup> preference				NA
Applications that ranked the college as the 2 <sup>nd</sup> preference				
Applications that ranked the college as the 3 <sup>rd</sup> preference				
Total number of applications received				
Number of students admitted	49	39	17	

Data Source: E-pravesh portal, records of the affiliating university

- A brief demographic profile of students admitted (in terms of gender, caste, whether from MP etc.)

Name of the Course	Gender		Category				% of students from the State	% of students from other states
	M	F	S. C.	S. T.	O.B. C.	Gen.		
Prac- Shastri (10+2)	41	08	0	0	06	43	100%	N/A
Shastri (UG)	28	11	02	0	01	36	100%	N/A
Acharya (PG)	12	08	0	0	0	20	100%	N/A

#### 5. Academic Programs: Core Programs - UG & PG

##### Core programs at UG level

Stream	Name of the Core Program	Eligibility	Optional subjects
Oriental Sanskrit	Shastri	10+02	Foundation course comp. Sanskrit+ a group of 3 optional subjects




### Core Options at PG level

Faculty	Name of the Core Program	Eligibility	Subject Options
<i>Oriental Sanskrit</i>	<i>Acharya</i>	<i>Shastri /UG</i>	<i>04</i>

### M.Phil/ Ph.D. Programs

S.no.	Subject	Eligibility	No. of scholars registered
1	VED	Acharya/PG	03
2	Vyakaran	--''--	02
3	Jyotish	--''--	01
4	Sanskrit Sahitya	--''--	01

### PG Diploma/ Diploma/ Certificate/ Self-financed/ Skill based Vocational/

#### Short term courses

Name of the Course	Department	Durati on	Fees	Seats

### 6. Academic Calendar 20 - The Academic calander of higher education applied.

<b>Academic Work</b>	<b>First/ Third/ Fifth Semester</b>	<b>Second/ Fourth/ Sixth Semester</b>
Orientation Classes/Zero Classes/SWOT analysis	01 July To 08 July 2017 (07 Warkindeg)	26 Des. 2017 (01 Warkindeg)
Teaching and Continuous Comprehensive Evaluation	10 July To 02 Nov. 2017 (93 Warkindeg)	27 Des. 2017 To 18 April 2018 (92 Warkindeg)
CCE Schedule	Sep. III Week	March II Week
Preparation Leave	02 Nov. To 09 Nov. 2017 (Total - 07 Warkindeg)	19 April To 21 April 2018 (Total - 03 Warkindeg)
Practical Exams (Graduation/Post Graduation)	23 Oct. to 09 Nov.2017	02 april to 18 April 2018
Semester and ATKT Exams	10 Nov. To 14 Des. 2017	23 April To 26 May 2018
Declaration of Examination Results	31 Des. 2017	15 June 2018
Semester Break (for students)	15 Des. To 23 Des. 2017 (09 Warkindeg)	28 May To 30 June 2018 (34 Warkindeg)
Semester Break (for teachers)	15 Des. To 23 Des. 2017 (09 Warkindeg)	28 May To 15 June 2018 (19 Warkindeg)

## **7. The Student Experience (4 pages)**

Briefly describes student life in the college:

- Infrastructural facilities available to students - Classrooms, Smart classrooms, laboratories and equipment, Common Research Lab, Hostel; Canteen; Garden; Students common room, Auditorium, Sports Complex & other facilities

NIL.

- Library as a learning resource- advisory committee, its composition, facilities & services (e & print), annual improvement initiatives

NIL

- Student support services:
  - ✓ IT enabled services

NIL

- ✓ Financial assistance (scholarships/ schemes for SC/ST/OBC/ minority, Group & Health Insurance Schemes)

Postmatric Scholarship for SC/ST/OBC  
Sanskrit Scholarship for Chosen Student For all Categories Gaon ki Beti.  
Vikramaditya Yojana.

- ✓ Personal enhancement & development schemes- NCC, NSS, Facilities for physically challenged & slow learners; Tutor-Guardian Scheme, Grievance Redressal Cell, Entrepreneurship Cell, Remedial classes, Career Guidance Cell.

Vivekanand Career Guidance cell.

- ✓ Extracurricular activities: Calendar of activities (Sports, Youth Festival, cultural and literary events), Achievements, Awards

NIL

- ✓ Major student welfare initiatives over the past year

NIL

- Extension Activities

NIL

## 8. Student Achievements (5 pages)

Highlights the most significant academic and non-academic achievements of students over the past year. This can include major academic awards and scholarships received student research, and sports and other extracurricular activities. Focusses, in particular, on profiling top achievers and describing how resources provided by the college helped these students succeed.

### ACADEMIC - N/A

- Merit

S.no	Name of the award/ medal/ meritorious scholarship	Name of the recipient	Class	Area of achievement
	NIL	NIL	NIL	NIL

- Research scholarship/ award- N/A

S.no	Name of the scholarship award/	Name of the recipient	Class	Area of research
	NIL	NIL	NIL	NIL

### CULTURAL

- Participation

S.no	Name of the event	District Level	State Level	University	National Level
01	Ekatma Yatra	03	-	-	-


• **Awards and Achievements**

<b>Name of the student</b>	<b>Class</b>	<b>Event</b>	<b>Award/Achievement</b>
1. Satish kumar Mishra	Acharya II Sem.	Speech	1 <sup>st</sup> : Rs- 10000/-
2. Ram Krishna Pandey	Acharya II Sem.	Shlok Paath	1 <sup>st</sup> : Rs- 10000/-
3. Umla Dwivedi	Acharya IV Sem.	Shlok Paath	2 <sup>st</sup> : Rs- 5000/-
4. Vedanshu Gautam	Shastri IV Sem.	Speech	2 <sup>st</sup> : Rs- 5000/-
5. Umla Dwivedi	Acharya IV Sem.	Speech	2 <sup>st</sup> : Rs- 3000/-

**SPORTS**

• **Participation**

<b>S.no</b>	<b>Name of the event</b>	<b>Division Level</b>	<b>State Level</b>	<b>University/ National Level</b>	<b>International Level</b>
	NIL	NIL	NIL	NIL	NIL

• **Awards and Achievements**

<b>Name of the student</b>	<b>Class</b>	<b>Sport</b>	<b>Award/Achievement</b>
NIL	NIL	NIL	NIL

**9. Research Activities (4 pages)**

Identifies major research themes, places these themes in their social and economic context, highlights major research achievements (publications, collaborations, intellectual property produced, external funding received etc.), and

profiles top researchers. Lays out the research agenda and identifies themes for the coming year.

- **Major research themes**

<b>S. No.</b>	<b>Department</b>	<b>Prioritized research area and expertise</b>	<b>Social/ economic context</b>
1.	NIL	NIL	NIL

- **Major/Minor research projects**

<b>S. No</b>	<b>Name of the Faculty</b>	<b>Year</b>	<b>Title of the project</b>	<b>Name of funding Agency/ Industry</b>	<b>Total grant received</b>
1.	NIL	NIL	NIL	NIL	NIL
	NIL	NIL	NIL	NIL	NIL

- **Papers presented in regional, national and international seminars/ conferences**

<b>S. No.</b>	<b>Name of the faculty</b>	<b>Regional/ State</b>	<b>National</b>	<b>International</b>
1.	NIL	NIL	NIL	NIL
	NIL	NIL	NIL	NIL

- **Publications in national/ international journals**

<b>S.No.</b>	<b>Name of the faculty</b>	<b>Name of the journal</b>	<b>Title of the paper</b>	<b>ISSN/ ISBN number /Impact factor</b>
1.	NIL	NIL	NIL	NIL
	NIL	NIL	NIL	NIL

- **List of linkages/ Collaborations/ MOUs**

NIL
-----

- **College Publications: Research Journal, Magazine, Newsletter**

NIL
-----

## 10. Human Resources (2 pages)

Highlights senior faculty and administrative appointments. Describes what new areas of activity (new courses, research areas, extracurricular activities etc.) and administrative improvements are enabled by these appointments.

### 1. Faculty and Administrative appointments: Teaching and Non-teaching

Positions	Teaching Faculty					Non Teaching Faculty	Technical Staff
	Prof	Promoted Prof-03	Assistant Prof-01	Lecturers- 02	03non gazetted		
Sanctioned by UGC/ University/ State Govt						13	-
<i>Filled</i>							
Sanctioned by Management/ Janbhagidari Samiti/ Other authority							
<i>Filled</i>							

### 2. Guest Faculty: subject-wise appointments

S.no.	Name of the Guest Faculty	Qualification	Subject
1.	Dr. Anurag Mishra	M.A. Ph.D.	English
2.	Dr. Ramakant Tripathi	Acharya, Ph.D.,	Sahitya

		Net.	
3.	Dr. Buddhiman Prasad Dwivedi	Acharya, Ph.D.	Ved
4.	Dr. Harish Kumar Dwivedi	Acharya, Ph.D.	Falit Jyotish/ved

### 3. Annual improvement in academic, research & administrative Initiatives

NIL
-----

Describes major events including seminars, conferences, competitions, student study trips etc. Focuses on what was achieved and learned, and how the college will follow up.

Describes significant academic, administrative, student support, fundraising, and other initiatives over the past year. The description of each initiative will be structured around the need for the initiative, how it was designed, what resources were used, what results were achieved, and which features of the initiative drove success.

NIL
-----

### 12. Institutional Development plan (4 pages)

Describes the college's activities over the past year under different schemes, discusses performance against strategic/institutional development plans and commitments over the previous year.

Indicator*	Baseline Value	Target for [current year]	Value as on 30 <sup>th</sup> September [current year]
NIL	NIL	NIL	NIL



## Role of Internal Quality Assurance Cell (IQAC) in academic audit and initiating quality assurance strategies and processes

NIL
-----

### 13. Placement Report (3 pages)

Describes the college's placement cell activities, placement rate and salary statistics, and lists major employers and sectors of employment (disaggregated by gender and course studied). Profiles successful alumni and identifies emerging placement trends.

#### Activities of Placement Cell

S.no	Name of the activity	Name of the Resource Person/ agency	Date & Duration
1.	NIL	NIL	NIL

#### Placement Details

S.no	No. of Students Selected	List of employers/companies	Salary Package
1.	NIL	NIL	NIL

#### Alumni Profile

S.no	Name of Alumni	Employment status	Name of the organisation
1.	NIL	NIL	NIL

## 14. Innovations and Best Practices

NIL
-----

## 15. SWOC Analysis (strength , weaknesses, Opportunity and Challenges

NIL
-----

## 16. Looking Ahead (3 pages) Future Plans

Lays out the college's priorities and goals over the coming year. Describes key initiatives planned, what each initiative is expected to achieve, and how it will contribute to the college's long term development.

### Key Initiatives Planned/ implemented

S. No	Head (administrative/ academic, etc)	Nature of proposal	Expected Outcome
1.	Reg. Insti. Head	Centre for Excellence	Awareness for Subject
2.		Student Strength	Good Quality
3.		Good Faculty	For Improne Methad
4.		Facilities	Attraction
5.		Professional Initiative	For good Future

## 17. Appendix: Institutional Performance Data and Financial Reports

Provides key data on the institution and its performance, including achievement against strategic plan targets and financial reports. This section is mandatory. All data fields must be completed, in the format and as per the instructions attached.

## Part II

Appendix: Institutional Performance Data and Financial Reports (all part II data kindly fill in attached excel sheet )

### 1. Sanctioned seats and enrolment

<b>(a) Sanctioned Seats</b>					
	<b>SC</b>	<b>ST</b>	<b>Other Reserved Categories</b>	<b>General</b>	<b>Total</b>
<b>Madhyma Star (10+2)</b>	10%	10%	NIL	80%	100%
<b>Undergraduate</b>	10%	10%	NIL	80%	100%
<b>Postgraduate</b>	10%	10%	NIL	80%	100%
<b>PhD</b>	NIL	NIL	NIL	16%	NIL

Data Source: AISHE

<b>(b) Enrolment :- 2016-17</b>											
		<b>Madhyma Star (10+2)</b>				<b>Undergraduate</b>			<b>Postgraduate</b>		<b>PhD</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	
<b>SC</b>	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	02	0	0	0	0
<b>ST</b>	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
<b>Other Reserved Categories</b>	Male	0	02	01	01	0	0	0	0	0	0
	Female	0	02	0	0	02	0	0	0	0	0
<b>General</b>	Male	05	14	09	07	19	04	05	03	06	05
	Female	0	05	01	0	0	04	02	0	08	02
<b>Total</b>	Male	05	16	10	08	19	04	05	03	06	05
	Female	0	07	01	0	02	06	02	0	08	02

Data Source: AISHE

<b>Number of sanctioned seats by discipline group and enrolment in the 1<sup>st</sup> year as on September 30<sup>th</sup> [current year]</b>						
<b>Discipline Group</b>	<b>Madhyama Star (10+2)</b>		<b>Undergraduate</b>		<b>Postgraduate</b>	
	<b>Sanctioned Seats</b>	<b>Enrolment</b>	<b>Sanctioned Seats</b>	<b>Enrolment</b>	<b>Sanctioned Seats</b>	<b>Enrolment</b>
Arts ( Prachya Sanskrit)	200	45	200	39	120	19
Commerce	0	0	0	0	0	0
Criminology and Forensic Science	0	0	0	0	0	0
Cultural Studies	0	0	0	0	0	0
Defence Studies	0	0	0	0	0	0
Design	0	0	0	0	0	0
Disability Studies	0	0	0	0	0	0
Education	0	0	0	0	0	0
Fashion Technology	0	0	0	0	0	0
Fine Arts	0	0	0	0	0	0
Fisheries Science	0	0	0	0	0	0
Foreign Languages	0	0	0	0	0	0
Gandhian Studies	0	0	0	0	0	0
Home Science	0	0	0	0	0	0
Indian Languages	0	0	0	0	0	0
IT & Computer	0	0	0	0	0	0
Journalism and Mass Communication	0	0	0	0	0	0
Law	0	0	0	0	0	0
Library and Information Science	0	0	0	0	0	0
Linguistics	0	0	0	0	0	0
Management	0	0	0	0	0	0
Marine Science and Oceanography	0	0	0	0	0	0
Oriental Learning	0	0	0	0	0	0
Physical Education	0	0	0	0	0	0
Religious Studies	0	0	0	0	0	0
Science	0	0	0	0	0	0
Social Science	0	0	0	0	0	0
Social Work	0	0	0	0	0	0
Women Studies	0	0	0	0	0	0

Data Source: AISHE

2. Transition and on-time graduation

<b>(a) Transition from the 1<sup>st</sup> year to the 2<sup>nd</sup> year (Undergraduate) 2016-17</b>				
		<b>Number of students admitted to the 1<sup>st</sup> year in [the previous academic year] (*)</b>	<b>Of (*), the number of students currently enrolled in the 2<sup>nd</sup> year who:</b>	
			<b>Passed all subjects in the 1<sup>st</sup> year</b>	<b>Were Allowed to Keep Terms</b>
<b>SC</b>	Male	0	0	0
	Female	0	0	0

<b>ST</b>	Male	0	0	0
	Female	0	0	0
<b>Other Reserved Categories</b>	Male	0	0	0
	Female	01	01	0
<b>General</b>	Male	19	19	0
	Female	02	02	0
<b>Total</b>	Male	19	19	0
	Female	02	02	0

Data Source: AISHE, examination results declared by [affiliating university/autonomous college]

<b>(a) Transition from the 1<sup>st</sup> year to the 2<sup>nd</sup> year (Postgraduate)</b>				
		Number of students admitted to the 1 <sup>st</sup> year in [the previous academic year] (*)	Of (*), the number of students currently enrolled in the 2 <sup>nd</sup> year who:	
			Passed all subjects in the 1 <sup>st</sup> year	Were Allowed to Keep Terms
<b>SC</b>	Male	0	0	0
	Female	0	0	0
<b>ST</b>	Male	0	0	0
	Female	0	0	0
<b>Other Reserved Categories</b>	Male	0	0	0
	Female	0	0	0
<b>General</b>	Male	03	03	0
	Female	0	0	0
<b>Total</b>	Male	03	03	0
	Female			

Data Source: AISHE, examination results declared by [affiliating university/autonomous college]

<b>(b) On-time graduation (Undergraduate) 2016-17</b>			
Shastri		Number of students admitted to the 1 <sup>st</sup> year in [year t-3] (*)	Of (*), the number of students who passed all final year examinations for the previous academic year
<b>SC</b>	Male	0	0
	Female	2	2
<b>ST</b>	Male	0	0
	Female	0	0
<b>Other Reserved Categories</b>	Male	0	0
	Female	02	02
<b>General</b>	Male	19	19
	Female	01	01
<b>Total</b>	Male	19	19
	Female	03	03

Data Source: AISHE, examination results declared by [affiliating university/autonomous college]

<b>(b) On-time graduation (Postgraduate)</b>			
--	--	--	--

Acharya		Number of students admitted to the 1 <sup>st</sup> year in [year t-2] (*)	Of (*), the number of students who passed all final year examinations in the current year
<b>SC</b>	Male	NIL	NIL
	Female	NIL	NIL
<b>ST</b>	Male	NIL	NIL
	Female	NIL	NIL
<b>Other Reserved Categories</b>	Male	NIL	NIL
	Female	NIL	NIL
<b>General</b>	Male	03	03
	Female	0	0
<b>Total</b>	Male	03	03
	Female	0	0

Data Source: AISHE, examination results declared by [affiliating university/autonomous college]

<b>(b) On-time graduation (Postgraduate)</b>			
Madhyama Star (10+2)		Number of students admitted to the 1 <sup>st</sup> year in [year t-2] (*)	Of (*), the number of students who passed all final year examinations in the current year
<b>SC</b>	Male	NIL	NIL
	Female	NIL	NIL
<b>ST</b>	Male	NIL	NIL
	Female	NIL	NIL
<b>Other Reserved Categories</b>	Male	02	02
	Female	02	02
<b>General</b>	Male	35	35
	Female	06	06
<b>Total</b>	Male	39	39
	Female	08	08

Data Source: AISHE, examination results declared by [affiliating university/autonomous college]

### 3. Faculty and administrative staff in position and training

<b>(a) Faculty and administrative staff in position as on 30<sup>th</sup> September, [current year]</b>						
	Reserved					Unreserved
	SC	ST	MP Residents	Females	Others	

<b>Assistant Professor</b>	Sanctioned	0	0	07	0	07	07
	Filled (Regular)	0	0	0	0	0	0
	Filled (Contract)	0	0	0	0	0	0
	Guest Lecturers	0	0	03	0	03	03
<b>Associate Professor</b>	Sanctioned	0	0	0	0	0	0
	Filled (Regular)	0	0	01	01	0	01
	Filled (Contract)	0	0	0	0	0	0
	Guest Lecturers	0	0	0	0	0	0
<b>Professor</b>	Sanctioned	0	0	01	0	0	01
	Filled (Regular)	0	0	0	0	0	0
	Filled (Contract)	0	0	0	0	0	0
	Guest Lecturers	0	0	01	0	01	01
<b>Lecturers</b>	Sanctioned	0	0	03	0	0	03
	Filled (Regular)	0	0	02	0	02	02
	Filled (Contract)	0	0	0	0	0	0
	Guest Lecturers	0	0	0	0	0	0
<b>Admin. Staff (all)</b>	Sanctioned	0	0	0	0	0	0
	Filled (Regular)	0	0	0	0	0	0
	Filled (Contract)	0	0	0	0	0	0
<b>Accountant</b>	Sanctioned	0	0	01	0	01	01
	Filled (Regular)	0	0	01	0	01	01
	Filled (Contract)	0	0	0	0	0	0

Data Source: AISHE

<b>(b) Training of faculty and administrative staff between October 1<sup>st</sup> [previous year] to September 30<sup>th</sup> [current year]</b>				
		<b>Leadership and management training</b>	<b>Training in the area of academic specialisation</b>	<b>Other training</b>
<b>Assistant Professor</b>	Number trained		N/A	
	Avg. number of days		N/A	
<b>Associate Professor</b>	Number trained		N/A	
	Avg. number of days		N/A	
<b>Professor</b>	Number trained		N/A	
	Avg. number of days		N/A	
<b>Lecturers</b>	Number trained		N/A	
	Avg. number of days		N/A	
<b>Administrative Staff (all)</b>	Number trained		N/A	
	Avg. number of days		N/A	
<b>Accountant</b>	Number trained		N/A	
	Avg. number of		N/A	

	days			
--	------	--	--	--

Data Source: Compiled from training certificates submitted by faculty/administrative staff

<b>(c) Faculty qualifications as on 30<sup>th</sup> September, [Current Year]</b>					
		<b>PhD</b>	<b>Postgraduate</b>	<b>Undergraduate</b>	<b>Others</b>
<b>Assistant Professor</b>	Regular	NIL	NIL	NIL	NIL
	Contract	NIL	NIL	NIL	NIL
	Guest Lecturers	04	04	04	-
<b>Associate Professor</b>	Regular	01	01	01	-
	Contract	NIL	NIL	NIL	NIL
	Guest Lecturers	NIL	NIL	NIL	NIL
<b>Professor</b>	Regular	03	03	03	-
	Contract	NIL	NIL	NIL	NIL
	Guest Lecturers	NIL	NIL	NIL	NIL
<b>Lecturers</b>	Regular	02	02	02	-
	Contract	NIL	NIL	NIL	NIL
	Guest Lecturers	NIL	NIL	NIL	NIL

Data Source: AISHE

#### 4. Student support services

<b>(a) Financial support received (from all sources) by students in the college between October 1<sup>st</sup> [previous year] to September 30<sup>th</sup> [current year]</b>									
		<b>Madhyama Star (10+2)</b>		<b>Undergraduate</b>		<b>Postgraduate</b>		<b>PhD</b>	
		<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>
<b>SC</b>	Male	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	Female	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
<b>ST</b>	Male	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	Female	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
<b>General</b>	Male	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	Female	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
<b>Total</b>	Male	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	Female	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Data Source: AISHE

<b>(a) Financial support received, from the DHE, by students in the college between October 1<sup>st</sup> [previous year] to September 30<sup>th</sup> [current year]</b>									
		<b>Madhyama Star (10+2)</b>		<b>Undergraduate</b>		<b>Postgraduate</b>		<b>PhD</b>	
		<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>	<b>Number</b>	<b>Average Value (Rs.)</b>
<b>SC</b>	Male	NIL	00	NIL	00	NIL	00	NIL	00
	Female	NIL	00	NIL	00	NIL	00	NIL	00
<b>ST</b>	Male	NIL	00	NIL	00	NIL	00	NIL	00
	Female	NIL	00	NIL	00	NIL	00	NIL	00



	le								
<b>General</b>	Male	NIL	00	NIL	00	NIL	00	NIL	00
	Female	NIL	00	NIL	00	NIL	00	NIL	00
<b>Total</b>	Male	NIL	00	NIL	00	NIL	00	NIL	00
	Female	NIL	00	NIL	00	NIL	00	NIL	00

Data Source: College records, DH

<b>(b) Hostel occupancy as on 30<sup>th</sup> September, [Current Year] (all hostels)</b>		
<b>Capacity</b> Males: NIL Females: NIL		<b>Number of residents</b>
<b>SC</b>	Male	NIL
	Female	NIL
<b>ST</b>	Male	NIL
	Female	NIL
<b>General</b>	Male	NIL
	Female	NIL
<b>Total</b>	Male	NIL
	Female	NIL

Data Source: Hostel register verified against fee receipts on record

<b>(c) Hostel occupancy as on 30<sup>th</sup> September, [Current Year] (girls only hostels opened after _____)</b>	
<b>Capacity</b>	<b>Number of residents</b>
<b>SC</b>	NIL
<b>ST</b>	NIL
<b>General</b>	NIL
<b>Total</b>	NIL

Data Source: Hostel register verified against fee receipts on record

**Note:-College has been granted by higher education MP Government.**

## 5. Examination Results

<b>(a) Examination results for [previous academic year] (undergraduate)</b>					
	<b>SC</b>	<b>ST</b>	<b>Other Reserved Categories</b>	<b>General</b>	<b>Total</b>

		M	F	M	F	M	F	M	F	M	F
<b>1<sup>st</sup> year</b>	Appeared	-	02	-	-	-	-	04	04	04	06
	1 <sup>st</sup> division							01	-	01	-
	2 <sup>nd</sup> Division	-	02	-	-	-	-	03	04	03	04
	3 <sup>rd</sup> Division	-	-	-	-	-	-	-	-	-	-
<b>2<sup>nd</sup> year</b>	Appeared							05	02	05	02
	1 <sup>st</sup> division							-	02	-	02
	2 <sup>nd</sup> Division							05	-	-	05
	3 <sup>rd</sup> Division							-	-	-	-
<b>3<sup>rd</sup> year</b>	Appeared							01	0	01	0
	1 <sup>st</sup> division							0	0	0	0
	2 <sup>nd</sup> Division							01	-	01	-
	3 <sup>rd</sup> Division							-	-	-	-

Data Source: AISHE, Examination results declared by [affiliating university/autonomous college]

<b>(B) Examination results for [previous academic year] (postgraduate)</b>											
		SC		ST		Other Reserved Categories		General		Total	
		M	F	M	F	M	F	M	F	M	F
<b>1<sup>st</sup> year</b>	Appeared	NIL	NIL	NIL	NIL	NIL	NIL	05	08	05	08
	1 <sup>st</sup> division	NIL	NIL	NIL	NIL	NIL	NIL	02	02	02	02
	2 <sup>nd</sup> Division	NIL	NIL	NIL	NIL	NIL	NIL	03	06	03	06
	3 <sup>rd</sup> Division	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
<b>2<sup>nd</sup> year</b>	Appeared	NIL	NIL	NIL	NIL	NIL	NIL	02	0	02	0
	1 <sup>st</sup> division	NIL	NIL	NIL	NIL	NIL	NIL	02	0	02	0
	2 <sup>nd</sup> Division	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	3 <sup>rd</sup> Division	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Data Source: AISHE, Examination results declared by [affiliating university/autonomous college]

<b>(C) Examination results for [previous academic year] (PRAC Shastri (Mdhyama))</b>											
		SC		ST		Other Reserved Categories		General		Total	
		M	F	M	F	M	F	M	F	M	F
<b>PURVA MADH</b>	Appeared	-	-	-	-	-	-	07	02	07	02
	1 <sup>st</sup> division							03	-	03	-

<b>yama</b> <b>1<sup>st</sup></b>	2 <sup>nd</sup> Division							02	01	02	01
	3 <sup>rd</sup> Division							02	01	02	01
<b>PURva</b> <b>madh</b> <b>yama</b> <b>2<sup>nd</sup></b> <b>year</b>	Appeared				01	-		09	02	05	02
	1 <sup>st</sup> division										
	2 <sup>nd</sup> Division										
<b>Uttar</b> <b>madh</b> <b>yama</b> <b>1<sup>st</sup></b> <b>year</b>	3 <sup>rd</sup> Division				01	-		09	02	09	02
	Appeared							07	-	07	-
	1 <sup>st</sup> division							02	-	-	-
	2 <sup>nd</sup> Division							05	-	-	-
<b>Uttar</b> <b>madh</b> <b>yama</b> <b>2<sup>st</sup></b> <b>year</b>	3 <sup>rd</sup> Division							-	-	-	-
	Appeared				-	02		11	0	11	02
	1 <sup>st</sup> division				-			-	-	-	-
	2 <sup>nd</sup> Division							05	-	05	-
	3 <sup>rd</sup> Division					02		06	-	06	02

Data Source: AISHE, Examination results declared by [affiliating university/autonomous college]

(C)Placement and student tracking- N/A

<b>(a) Placement and Tracking of Students who graduated in [previous academic year] (Undergraduate)</b>						
		Number of students who graduated in [the previous academic year] (*)	Of (*), the number of students who were successfully tracked and are:			
			Employed/ Self-employed	In education/ training	Unemployed	Not in the labour force
<b>SC</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>ST</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>General</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>Total</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0

Data Source: Records of the college placement cell

<b>(b) Placement and Tracking of Students who graduated in [previous academic year] (Postgraduate)</b>			
		Number of students	Of (*), the number of students who were successfully tracked and are:

		who graduated in [the previous academic year] (*)	Employed/ Self-employed	In education/ training	Unemployed	Not in the labour force
<b>SC</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>ST</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>General</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0
<b>Total</b>	Male	0	0	0	0	0
	Female	0	0	0	0	0

Data Source: Records of the college placement cell

(D) PhDs Awarded- N/A

<b>Number of PhDs awarded between October 1<sup>st</sup> [previous year] to September 30<sup>th</sup> [current year]</b>	
<b>Discipline Group</b>	<b>Number</b>
Arts (Prachya Sanskrit)	04
Commerce	N/A
Criminology and Forensic Science	N/A
Cultural Studies	N/A
Defence Studies	N/A
Design	N/A
Disability Studies	N/A
Education	N/A
Fashion Technology	N/A
Fine Arts	N/A
Fisheries Science	N/A
Foreign Languages	N/A
Gandhian Studies	N/A
Home Science	N/A
Indian Languages	N/A
IT & Computer	N/A
Journalism and Mass Communication	N/A
Law	N/A
Library and Information Science	N/A
Linguistics	N/A
Management	N/A
Marine Science and Oceanography	N/A
Oriental Learning	N/A
Physical Education	N/A
Religious Studies	N/A
Science	N/A
Social Science	N/A
Social Work	N/A
Women Studies	N/A
Literature	N/A
Other	N/A
<b>All disciplines</b>	N/A

Data Source: AISHE

8. Research and consultancy- N/A

<b>Revenue generated through externally funded research and consultancies over [previous financial year]</b>
--

<b>Discipline Group</b>	<b>Number of active projects</b>	<b>Total Revenue Generated (Rs. lakhs)</b>
Arts (Prachya Sanskrit)	NIL	00
Commerce	N/A	00
Criminology and Forensic Science	N/A	00
Cultural Studies	N/A	00
Defence Studies	N/A	00
Design	N/A	00
Disability Studies	N/A	00
Education	N/A	00
Fashion Technology	N/A	00
Fine Arts	N/A	00
Fisheries Science	N/A	00
Foreign Languages	N/A	00
Gandhian Studies	N/A	00
Home Science	N/A	00
Indian Languages	N/A	00
IT & Computer	N/A	00
Journalism and Mass Communication	N/A	00
Law	N/A	00
Library and Information Science	N/A	00
Linguistics	N/A	00
Management	N/A	00
Marine Science and Oceanography	N/A	00
Oriental Learning	N/A	00
Others / Inter-disciplinary	N/A	00
Physical Education	N/A	00
Religious Studies	N/A	00
Science	N/A	00
Social Science	N/A	00
Social Work	N/A	00
Veterinary and Animal Sciences	N/A	00
Women Studies	N/A	00
<b>All disciplines</b>	N/A	00

Data Source: College/university records- N/A

<b>Number of papers published in peer-reviewed journals between October 1<sup>st</sup> [previous year] to September 30<sup>th</sup> [current year]</b>			
<b>Discipline Group</b>	<b>Number of papers published</b>		<b>Number of published papers through cross-institute research collaboration</b>
	<b>International Journals</b>	<b>National Journals</b>	
Arts (Prachya Sanskrit)	03	NIL	NIL
Commerce	N/A	N/A	N/A
Criminology and Forensic Science	N/A	N/A	N/A
Cultural Studies	N/A	N/A	N/A
Defence Studies	N/A	N/A	N/A
Design	N/A	N/A	N/A
Disability Studies	N/A	N/A	N/A
Education	N/A	N/A	N/A
Fashion Technology	N/A	N/A	N/A
Fine Arts	N/A	N/A	N/A
Fisheries Science	N/A	N/A	N/A
Foreign Languages	N/A	N/A	N/A
Gandhian Studies	N/A	N/A	N/A
Home Science	N/A	N/A	N/A
Indian Languages	N/A	N/A	N/A

IT & Computer	N/A	N/A	N/A
Journalism and Mass Communication	N/A	N/A	N/A
Law	N/A	N/A	N/A
Library and Information Science	N/A	N/A	N/A
Linguistics	N/A	N/A	N/A
Management	N/A	N/A	N/A
Marine Science and Oceanography	N/A	N/A	N/A
Oriental Learning	N/A	N/A	N/A
Others / Inter-disciplinary	N/A	N/A	N/A
Physical Education	N/A	N/A	N/A
Religious Studies	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Science	N/A	N/A	N/A
Social Work	N/A	N/A	N/A
Women Studies	N/A	N/A	N/A
<b>All disciplines</b>	N/A	N/A	N/A

Date Source: College records based on published papers submitted by faculty

9. NAAC accreditation and UGC autonomy- N/A

	<b>Date of Application (LOI &amp; SSR submitted)</b>	<b>Date on which accreditation was received</b>	<b>Grade</b>	<b>Valid till</b>
<b>1<sup>st</sup> Cycle</b>	06/11/2017	06/11/2017	-	-
<b>2<sup>nd</sup> Cycle</b>				
<b>3<sup>rd</sup> Cycle</b>				

Date of submission of the Annual Quality Assurance Report for the current year: **2017**.

Does the college have currently valid UGC autonomy? **2F-12B** . If yes, by order number- **101029**, dated **22.02.2000**

10. Institutional Trends

<b>Variable</b>	<b>Baseline Value</b>	<b>[Year 1]</b>	<b>[Year 2]</b>	<b>[Year 3]</b>	<b>[Year 4]</b>	<b>Current Year</b>
Percentage of sanctioned seats in the 1 <sup>st</sup> year filled (undergraduate, all categories)	NIL	200	200	200	-	-
Percentage of sanctioned seats in the 1 <sup>st</sup> year filled (postgraduate, all categories)	-	22	10	07	-	-
Transition rate from the 1 <sup>st</sup> year to the 2 <sup>nd</sup> year (undergraduate, all categories)	-	-	-	-	-	-
On-time graduation rate (undergraduate, all categories)	-	-	-	-	-	-
Transition rate from the 1 <sup>st</sup> year to the 2 <sup>nd</sup> year (post graduate, all categories)	-	03	14	-	-	-

On-time graduation rate (postgraduate, all categories)	-	-	-	-	-	-
Regular faculty in position rate (all levels, reserved categories)	-	-	-	-	-	-
Regular faculty in position rate (all levels, unreserved categories)	-	-	-	-	-	-
Percentage of regular faculty with PhDs (all levels)	-	07	-	-	-	-
Employment rate of graduates from the previous academic year (undergraduate, all categories)	-	-	-	-	--	-
Employment rate of graduates from the previous academic year (postgraduate, all categories)	-	-	-	-	-	-
Percentage of total revenue generated through externally funded research	-	-	-	-	-	-
Number of papers published in peer-reviewed, international journals	-	02	-	-	-	-

Source: Tables under section 1-8.

### 11. Financial Reports

Name and registration number of the auditor -111342\_.

Number of audit observations recorded by the auditor- 01/04/2011 To 31-03-2017 (07 Year).

Number of audit responses found satisfactory, as certified by the project directorate Yes.

Certified audit reports as per the standard Chart of Accounts to be attached.

### 12. All India Survey of Higher Education

Date on which all applicable fields of the Data Collection Format for the All India Survey of Higher Education were completed and submitted 11/03/2017 Re/No.6605-2016

#### Instructions

- All data is to be reported as on 30<sup>th</sup> September of the current year.
- Postgraduate courses refer to courses at the Masters and MPhil level.
- The number of sanctioned seats is the number of students the college is authorized, by the UGC/DHE/affiliating University, to admit in the first year of its degree programs.
- The number of sanctioned faculty posts is the number of faculty the college is authorized, by the UGC/DHE/affiliating University, to recruit on a full-time basis.
- Enrolment is defined as the number of students who have paid their admission fees for joining a degree program by September 30 of the respective academic year.
- Admission is defined as the number of students who have paid their admission fees for joining a degree program, in the first year, by September 30 of the respective academic year and who have never been enrolled in that degree program previously.
- Other Reserved Categories include all categories of students (for e.g. sports quota, extracurricular quota, residents of Jammu and Kashmir etc.) for whom a fixed percentage of sanctioned seats are reserved.
- Examination results are to be reported for examinations held in the previous academic year, and the results for which were declared by 30<sup>th</sup> September of the current year.

- Allowed to keep terms refers to students who did not pass all subjects in the previous year but were allowed to transition to the next year of their respective degree programs.
- Regular faculty refers to faculty employed on open-ended, full-time contracts as per UGC norms.
- Contract faculty refers to faculty employed on fixed term, full-time contracts as per UGC norms.
- Guest Lecturers refers to faculty employed on a per lecture or per day basis as per UGC norms.
- Data on scholarships is to be reported on all scholarships awarded between 1<sup>st</sup> October of the previous year and 30<sup>th</sup> September of the current year.
- A hostel seat is considered occupied if a student has been allotted a seat in the hostel and the student, to whom the seat was allotted, has paid the hostel fee for the current academic year.
- Examination results refers to the average score obtained by a student, in the respective academic year, across all exams that are used to assess whether the student has met the requirement of the degree program in which he/she is enrolled.
- Student tracking refers to having up to date contact information (mobile phone and/or email address) and status (employment, unemployed, in formal education or training, not in the labour market/other) for each student for up to six from the end of the academic year when the student passed out (graduated).
- Externally funded research and consultancies refer to research and/or development funded through consultancy contracts or partnerships with a sponsor or purchaser who is external to the institution.
- A peer-reviewed journal is one that subjects an author's research to review and evaluation by others who are experts in the same field, before the research is published.
- An international journal is one that has an International Standard Serial Number (ISSN) issued by the ISSN International Centre.
- A paper is said to be published through cross-institute research collaboration if the primary affiliation of at least two authors is to different colleges/institutions.
- The institutional performance indicators common across all institutions can be found in the PIP. Institution-specific performance indicators can be found in the MOU signed between the Institution and the Department of Higher Education.
- The standard Chart of Accounts refers to the standard format for audit reports as notified by the Department of Higher Education through its orders.

PRINCIPAL