SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BAISWARA DEGREE COLLEGE

NEAR OLD BUS STATION, LALGANJ
229206
www.baiswarapgcollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Baiswara Degree College, Raebareli has the glorious distinction of being one of the oldest colleges in the city. It has completed 57 years of supreme educational service and standards. Baiswara region, situated in between the west of Raebareli and the east of Unnao, is a renowned land of north India. It has the privilege to produce the great patriots, poets and litterateurs. The sapling that was planted by the Baiswara Education Trust in 1946 took the shape of a huge tree in the form of Baiswara Degree College on 5th August, 1966 with late Shree Lal Rajendra Bahadur Singh (Lal Saheb) its being the first Manager and late Shree Ram Nath Singh its first principal. After getting the permanent affiliation from Agra University on 30th June, 1969, Baiswara Degree College started its journey with 49 students and 05 teachers. Now At present, the college has Art Faculty and Science faculty. There are post graduate classes in several disciplines, viz English, Hindi, Geography, Political Science, Sociology etc. The college comprises of Principal, 27 permanent posts for teachers, 10 class III employees and 13 class IV employees. More than 1000 students are studying in the college. The college has the credit in imparting quality education. As a result many of its students have achieved great success in various fields.The college has achieved several gold medals in games and sports. Departments of NCC, NSS and Physical Education offer integrated services for the multi –facetted developments of our students. Our teachers strive to teach not only academic programmes but also life skills needed for students' self development with highly resourceful faculty.

Since 2021 it has been associated with University of Lucknow, Lucknow. From 1966 to 2020, the college was affiliated to Chhatrapati Shahu Ji Maharaj University, kanpur. UGC, MHRD, has approved grant for the college. The College Library has more than 20,000 updated to current syllabus books. Committed to the national unity and integrity, the college is on the path of emerging as a centre of excellence.

Vision

The Vision of the College is concerned with social obligation, utilizing the resources for the benefit of society as a whole. The desired targets are achieved by coordinating human efforts in the right direction. The college strives to create a centre of excellence through the formation of young people empowered to create a bright future for themselves and others, irrespective of caste, creed, religion or language through dissemination of knowledge, skills and noble values.

Mission

The Mission of the College is encapsulated in its motto " Vidhaiv Parma Jyoti " (Knowledge is the supreme light). The College follows a philosophy of holistic education which connects an individual's material existence with the spiritual and helps students to grow as integrated human beings. It assists the students in developing a sense of personal worth, social consciousness, emotional maturity, loyal citizenship, respect of labour and proactive leadership. Students are instilled with values, wisdom, ethics, knowledge and skills to dispel darkness and ignorance and illuminate the world with their light.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Strength, Weakness, Opportunity and Challenges (SWOC)**

Baiswara Degree College is being acknowledged as one of the premier institution in this region. It is at the forefront of imparting outstanding academic excellence in major streams like Arts and Sciences. The college has grown over time, with well developed Under Graduate and Post Graduate programmes in various streams. The college can boast of following the academic calendar and curriculum strictly as per the norm. It strives for developing an inclusive and enabling environment by going beyond the normal classroom teaching and learning module.

Institutional Strength

-Excellent track record of 57 years of glorious contribution in the higher educational sector.

-Efficient, effective and committed management.

-Well qualified, skilled and sincere faculty.

-Service minded supporting staff.

-Modernized infrastructure.

-Clean and peaceful campus giving a perfect ambience for learning and research.

-Student representations from all sections of the society and all regions of the state.

-Admitting all applicants belonging to SC/ST/OBC and Minority groups.

-The College, being associated with University of Lucknow , implemented NEP 2020 from the academic year 2021-22.NEP emphasizes developing students' intellectual, cognitive, creative, and social skills.

-The important information and updates are put on the college website.

-Many students get scholarships under different schemes.

-Career oriented add-on courses and soft skill development programmes.

-Remedial support to weak students.

-Active and supportive alumni and parent teacher association.

-Organizing special talks, lectures and events.

-Active career guidance and placement cell.

-Many JRF/NET/ and other competitive exam winners.

-Well-stocked, spacious automated library with more than 20,000 books, scholarly journals and major Hindi and English newspapers.

-Hostel facility for students.

-The College Canteen has been functioning efficiently. The canteen is located inside the College.

-Solar Power Energy 20 KVA

-Spacious playgrounds and training facilities.

-A variety of Invited Talks by eminent scholars.

-Use of technology and innovative practices in teaching and learning.

-Well placed and eminent alumni in the field of politics, academics and administration.

-An effective system for collecting feedback.

-Mentoring and formation.

-Community Interaction.

-Guidance, counseling and value based education.

-Vocational programmes.

-Very active NCC / Rover, Ranger/ NSS/units.

Institutional Weakness

-We are in need of administrative and research block.

-Area is surrounded by Self-finance Colleges using all unfair means to grab students, which is leading to tremendous drop in number of students every year

-Situated in a rural milieu, connectivity with city is limited.

-Lack of a proper finishing school facility.

-Government restrictions on filling regular staff positions.

-Hectic semester schedule limits students' opportunity for co/extra-curricular activities.

-Being an associated college, there is lack of effective academic autonomy.

Institutional Opportunity

-Emerging priority to basic science and research.

-Inter disciplinary research and collaboration among the faculty.

-Vocational programmes as part of industry-acdemia interface.

-Increased interest among the students for science, social science, literature, commerce etc.

-Collaborations with educational institutions and Universities.

-Campus placement opportunities.

Institutional Challenge

-Ever increasing running cost of the institution.

-Delayed conduct of university examinations and publication of exam results.

-Disposal of electronic and chemical waste is a serious issue.

-Continued budget reductions by govt. agencies for education.

-Covering Syllabus in limited semester schedule.

-Documentation supersedes pedagogy.

-University Examinations are not taking place in stipulated time.

-Inadequate time allotted to complete the syllabus.

-Mobilization of adequate fund to organize various co-curricular events.

-Deterioration of moral and cultural values.

-Our students who mostly come from remote villages are often diffident and they lack proper communication skills.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an institution of higher learning associated with University of Lucknow, Lucknow we do follow the curricula and syllabi prescribed by the University for all the UG programmes and PG programmes being offered. In all these programmes, we follow CBCS/ elective course system. There are courses which address cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability across all programmes in our curriculum. All students carry out a project work/field work/internship as part of their programme curriculum. Feedbacks from various stakeholders like teachers, students, alumni, parents and employers are collected, analysed and the reports are made available in the institutional website. Most of the UG programmes offered are multi-disciplinary in nature. At the outset of the academic year planning sessions are held to ensure effective curriculum delivery. We have Study centre of Rajarshi Tondon Open University,Uttar Pradesh.

Teaching-learning and Evaluation

The teaching-learning and evaluation systems have been designed to suit the objectives of the college, to equip the students to succeed in a competitive technology-driven world, encourage scholarship and research and at the same time uphold moral values. The admission process is based on the regulations prescribed by the Government. Evaluation for each course is done by a continuous internal assessment (CIA) by the concerned

course teacher as well as by end semester

examination. There are effective grievance redress systems at the college level. The external evaluation is conducted by the University through end-semester examinations/practical examinations/viva-voce/project evaluation, etc. Learning levels of the students are being assessed and special programmes are organised for advanced learners and slow learners. Class room teaching is complemented through invited talks, and e-learning resources. Library/Laboratory facilities are well utilized by students. Teachers and students are encouraged to attend/organize national and international seminars, conferences and workshops. Many eminent persons/experts including novelists, poets, scientists, social scientists have visited the institution and interacted with our staff/students during the last 10 years.

Research, Innovations and Extension

The College has strengthened research, innovations and extension activities monitored by the research and development cell. Some senior teachers are guiding PhD students and working on different projects. Some departments have established linkages/collaborations with leading institutions/organizations. Varied and relevant extension activities are carried out under the auspices of NSS/NCC/Clubs/Associations.

Infrastructure and Learning Resources

The College is located on a sprawling campus of 40 acres with class rooms, Lecture theatre seminar and conference halls, We have 02 Hostels for students, 2 playgrounds and 1Badmonton Court,1 Basket Ball Court,1 Volleyball Court,1 Kabaddi Court and 1Kho-Kho Court. The maintenance of the college is taken care of by technical and other staff appointed by the management. We also have 20 KVA Solar Panel to cater the electricity needs in the campus.

Student Support and Progression

The college is at the forefront in student support and progression activities. At the beginning of the academic year, the College publishes updated prospectus and calendar which include all details relating to the curricular, extra-curricular and co-curricular activities. Deserving students receive scholarships of Central and State Governments and National agencies and some avails scholarships and provided by the College. The College gives special consideration to students of weaker section of society by offering remedial classes. The placement cell under the leadership of trained faculty takes care of the employment opportunities by conducting campus interviews. Counseling service and legal aid are arranged by the college. In addition, many students were benefitted by guidance for competitive examinations and career counseling offered by the institution . The College has a wide range of sports, games, cultural and extra-curricular activities that are available to the students. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.

Governance, Leadership and Management

Governance, Leadership and Management

The college is governed by a Management consisting of elected members. The Principal runs the day-to-day activities of the college taking assistance of IQAC coordinator and various committees formed. The principal acts as a link between the college, the management, the university, the government and the public. A master plan has been developed by the college management in consultation with the academia and other stakeholders. It serves as a guideline for all development projects. Recruitment of faculty is based in accordance with the rules and regulations of the UGC, university and state government. Staff appraisal takes place through teacher performance records and their self-appraisal reports. It is regularly monitored by the HOD and the principal. Self-appraisal reports are submitted to the HOD and he/she forwards the same to the principal. Feedback from the students enables teachers to improve their performance. The feedbacks on teacher's performance are collected from the outgoing UG and PG students and processed by the IQAC, the score sheets are provided to the teachers for self-evaluation and to make necessary corrections and modification of the teaching methodology, scholarship, motivating ability, mentoring capacity and time management. The college established an internal quality assurance Cell in 2022 itself which was reconstituted   as per guidelines. All accounts are audited and utilization certificates are submitted on time. The management conducts internal financial audit and the IQAC conducts internal as well as external academic audits every year.

Institutional Values and Best Practices

The Baiswara Degree College is keen to uphold its institutional values and social responsibilities. The institution imparts gender sensitivity among students and faculty through various clubs and cells. We have a common room for girls. In order to ensure their safety, CCTV cameras are installed. We also have an effective grievance redressal cell, a prevention of sexual harassment committee and a counseling facility. The institution has facilities for alternate sources of energy. We adopt energy conservation measures like solar energy, use of LED bulbs and power efficient equipment. We incorporate democratic values of cultural, regional, linguistic

and communal harmony. The college organizes programmes to sensitize students and employees on the constitutional obligations of citizens and has a prescribed code of conduct for every stakeholder. We celebrate national/international commemorative days, events and festivals. Our institutional best practices are (i) Value Education and (ii) Career Development. The objective of higher education in rural area is associated with employment as it ensures a positive attitude to see the universe from better angle and to analyze, determine and apply an individual's idea in a constructive development of society. We accord prime importance to the behavioural discipline, moral integrity and cognitive developments of our students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAISWARA DEGREE COLLEGE
Address	Near Old Bus Station, Lalganj
City	Raebareli
State	Uttar pradesh
Pin	229206
Website	www.baiswarapgcollege.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sheila Srivastava	5315-297024	9415513101	-	bdcllg1966@gmail.com
Professor	Sheila Srivastava	-	9415034934	-	72.sheila@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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	University of Lucknow	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-08-1966	View Document
12B of UGC	05-08-1966	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
No contents				

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	Near Old Bus Station, Lalganj	Rural	6.76	4019.34

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,Hindi,	36	Intermediate	Hindi	240	208
UG	BA,English,	36	Intermediate	English	60	34
UG	BA,Sanskrit,	36	Intermediate	Sanskrit	30	9
UG	BA,History,	36	Intermediate	English + Hindi	80	65
UG	BA,Geography,	36	Intermediate	English + Hindi	300	287
UG	BA,Political Science,	36	Intermediate	English + Hindi	160	134
UG	BA,Defence Strategic Management,	36	Intermediate	English + Hindi	60	43
UG	BA,Philosophy,	36	Intermediate	English + Hindi	30	10
UG	BA,Physical Education,	36	Intermediate	English + Hindi	30	7
UG	BA,Economics,	36	Intermediate	English + Hindi	40	24
UG	BA,Sociology,	36	Intermediate	English + Hindi	120	113
UG	BSc,Physics,	36	Intermediate	English + Hindi	60	29
UG	BSc,Mathematics,	36	Intermediate	English + Hindi	60	29
UG	BSc,Chemistry,	36	Intermediate	English + Hindi	120	48
UG	BSc,Zoology,	36	Intermediate	English + Hindi	60	20
UG	BSc,Botany,	36	Intermediate	English + Hindi	60	20
UG	BA,Home Science,	36	Intermediate	Hindi	30	8

PG	MA,Hindi,	24	Graduate	Hindi	60	11
PG	MA,English,	24	Graduate	English	60	0
PG	MA,Sanskrit,	24	Graduate	Sanskrit	60	8
PG	MA,Geography,	24	Graduate	English + Hindi	60	28
PG	MA,Political Science,	24	Graduate	English + Hindi	60	0
PG	MA,Sociology,	24	Graduate	English + Hindi	60	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				30			
Recruited	0	0	0	0	0	0	0	0	19	4	0	23
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	5	7	0	12
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				23
Recruited	11	2	0	13
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	12	2	0	14
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	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.	3	2	0	0	0	0	13	0	0	18
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	5	0	6
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	466	0	0	0	466
	Female	757	0	0	0	757
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	54	0	0	0	54
	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	97	190	211	191
	Female	185	212	266	245
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	255	345	381	319
	Female	387	397	428	486
	Others	0	0	0	0
General	Male	157	253	277	239
	Female	275	333	380	401
	Others	0	0	0	0
Others	Male	14	19	37	29
	Female	44	58	82	56
	Others	0	0	0	0
Total		1414	1807	2062	1966

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	1.Multidisciplinary/interdisciplinary: University of Lucknow, Lucknow adopted NEP 2020 in the session of 2021-22. Baiswara PG College which became an affiliate college of the University of Lucknow in 2021-22 also adopted NEP 2020 from the academic session 2021-22 both at the undergraduate and postgraduate levels. With the introduction of NEP the college now offers courses with the benefits of interdisciplinarity. Now, students are able to study the subjects and papers of their choice across departments. This increases the learning horizon of students making them learn beyond the subject boundary.

2. Academic bank of credits (ABC):	2.Academic Bank of Credit (ABC): The college has adopted Choice Based Credit System (CBCS) under which each student has to do 04 semesters of 24 credits each. The students are now offered various subjects which have interdepartmental credits. In this way, students will get to study the subjects and papers of their choice across departments. This system offers flexibility, as the student, apart from the core courses, has a choice in selecting courses (as electives, relevant to the programme of study and as per the programme structure) out of those offered by other /Departments/Disciplines. The aim is to provide opportunities to the students to undertake interdisciplinary courses (as electives).
3. Skill development:	3.Skill Development: The interdisciplinary approach enables the integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline. We have observed increased interest among students who want to learn and gather knowledge and do not want to be bound by the boundaries of subject disciplines. The college through CBCS has integrated courses to develop skills amongst the students and make the programmes employable. Courses like vocational and co-curricular courses are helping students to develop interpersonal and vocational skills. These skills will help them in the long run, they will shape their overall employability and develop entrepreneurial skills. The college has offered courses like Basics of Computers, Language and Communication, and Legislative Practices and Procedure among others.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	4.Appropriate integration of Indian Knowledge System (teaching in India language, culture, using online course): The college offers courses in Hindi literature, Sanskrit, Philosophy and Co-curricular subjects with a focus on developing and integrating the Indian Knowledge system and Indian culture. We have prepared the teaching materials for these courses in such a way that students will learn and appreciate Indian knowledge and cultural practices. The college also tries to attain the program outcomes by conducting different activities such as cultural activities, the National Cadet Corps programme, and Career Counselling.

5. Focus on Outcome based education (OBE):	5.Focus on Outcome Based Education (OBE): The College under the guidance of the University of Lucknow monitors the progress of learning outcomes through different mechanisms and adheres to revise and amend the teaching practices to fill any such viable gaps. The Principal, Heads of the Department and faculty members periodically take student feedback and review teaching practices. The progress of learning outcomes is also measured through internal assessment and end-term examination performance.
6. Distance education/online education:	6.Distance education/ online education: We strive to modernise our teaching methods with the help of ICT tools, applications, and software including specialized software and devices. The process of evaluating the student's performance in different subjects in the college is undertaken from time to time with the help of assignments, conferences, seminars, fieldwork and workshops.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club at Baiswara Degree College was formed on 1 January 2024. The club includes esteemed faculty representatives Dr. Pushpa Buranwal and Dr. Sanjeev Kumar. Student coordinators Mahima Singh, Labli, Himanshi Sharma, and Anupriya Singh actively contribute to the club's mission. The ELC is committed to promoting electoral awareness and encouraging democratic engagement among the college community, fostering a sense of civic responsibility and participation.
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?	The college has appointed student coordinators Mahima Singh, Labli, Himanshi Sharma, and Anupriya Singh, along with coordinating faculty Dr. Pushpa Buranwal, and Dr. Sanjeev Kumar to ensure the effective functioning of the Electoral Literacy Club (ELC). With these appointments, the ELC is fully operational, working to enhance electoral literacy and promote active democratic involvement within the institution. The ELCs are representative in character, involving both students and faculty members, ensuring an inclusive and collaborative

	approach to building electoral understanding and participation.
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.	The Electoral Literacy Club (ELC) at Baiswara Degree College, with faculty representative Dr. Pushpa Buranwal, and student coordinators Mahima Singh, Labli, Himanshi Sharma, and Anupriya Singh, has undertaken several innovative initiatives to promote ethical voting and enhance participation among underprivileged sections. The club has organized voter awareness drives in rural areas, interactive workshops, and simulation voting exercises to educate first-time voters and marginalized communities. Their campaign, emphasized informed, ethical voting while discouraging practices like vote-buying. In collaboration with local NGOs, the ELC conducts voter registration drives and promotes inclusivity, ensuring that marginalized groups have access to and are aware of their voting rights, thereby contributing to a more responsible and inclusive democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Club (ELC) at Baiswara Degree College, with faculty representatives Dr. Pushpa Buranwal and Dr. Sanjeev Kumar, and student coordinators Mahima Singh, Labli, Himanshi Sharma, and Anupriya Singh, has undertaken several innovative initiatives to promote ethical voting and enhance participation among underprivileged sections. The club has organized voter awareness drives in rural areas, interactive workshops, and simulation voting exercises to educate first-time voters and marginalized communities. Their campaign, "My Vote, My Voice," emphasizes informed, ethical voting while discouraging practices like vote-buying. In collaboration with local NGOs, the ELC conducts voter registration drives and promotes inclusivity, ensuring that marginalized groups have access to and are aware of their voting rights, thereby contributing to a more responsible and inclusive democracy.
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.	A significant number of students above 18 years at Baiswara Degree College have yet to be enrolled as voters in the electoral roll, highlighting a critical gap in youth electoral participation. To address this, the Electoral Literacy Club (ELC), led by Dr. Sanjeev Mishra and supported by faculty representatives and student coordinators, has implemented targeted

	initiatives to increase voter registration among eligible students. The ELC organizes voter registration drives on campus, providing convenient access for students to enroll while conducting awareness sessions about the registration process and the importance of exercising their voting rights. The college has also institutionalized mechanisms by collaborating with local election officials to facilitate smooth registration during these drives. Furthermore, the college integrates electoral literacy into its curriculum, ensuring discussions about civic responsibilities and the significance of voting are part of academic life. This holistic approach empowers students to register as voters and fosters a culture of active participation in the democratic process, ensuring that the voices of youth are represented in future elections.

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
1414	1807	2062	1966	1886

File Description	Document
Upload Supporting Document	[View 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: 56

File Description	Document
Upload Supporting Document	[View 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
35	30	30	37	37

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
15.29005	24.62143	28.34218	20.07973	17.94887

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:

1. An academic calendar is prepared at the beginning of every academic year which includes all the academic activities of the college. The syllabus divided among teachers is published in the department and the time-bound completion of which is ensured by the respective HoDs. Teachers deliver the curriculum in accordance with the teaching plan and the effectiveness is ensured through various evaluation procedures.
2. Students are given directions regarding curricular and co-curricular activities too.
3. One internal examination is held for every batch in each semester. The valued answer papers are promptly returned to the students with proper guidance for improvement.
4. UG/PG students are given seminars/assignments under the guidance of faculty members. Grievances from staff and students concerning curriculum delivery are resolved in a three tier mechanism.
5. Subject related workshops/seminars are organized for the benefit of teachers as well as students. They are encouraged to attend such programmes outside the campus too.
6. Students' feedback is collected through open houses, mentoring and tutorial sessions. The feedback from students is discussed in Department staff meetings and corrective steps are taken.
7. Project done by each student under a supervisor as part of the curriculum enables him/her to get a deep insight into the subject content.
8. Study tours are conducted for UG and PG students in which they visit places and institutions of academic value.
9. Students and teachers are encouraged to take part in seminars, conferences and competitions to update their knowledge in the subject.
10. Remedial coaching is given to needy students in which under-achievers are given personal attention.
11. Special classes are also arranged for the timely completion of the curriculum content.
12. Scholar Support Programme aims to overcome the academic weakness of students who belong to the bottom of the merit hierarchy at the time of admissions.
13. Paper presentations by faculty and students in Seminars augment the curricular framework.
14. Updation of college portal regarding e-resources and college library with new books/journals/periodicals ensures the active engagement of the college in the advancement of the curriculum.
15. Published papers by students/researchers/faculty and diverse publications by Departments are done taking into account the demands of the curriculum.
16. Supply of study materials in different forms including e-format, appended with suggested reading lists takes care of the learning needs of students.

File Description	Document
Upload Additional information	<u>View Document</u>

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: 0

File Description	Document
Institutional data in the prescribed format	<u>View Document</u>

1.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	<u>View Document</u>

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:

Response:

Environmental Studies have been integrated in UG as well as few PG courses offered by the University. The diverse programmes offered in the various disciplines have incorporated the cross cutting issues related to environment, Human Values, gender, etc. into the curriculum ensuring a major participation from the Humanities departments.

The various programmes are structured in such a way that students come to know about the basic concepts of cross cutting issues and their multi-dimensional academic orientation as well as social application during the academic period spent in the institution.

As per the new UGC regulation, *Environment Studies and Human Rights* has been incorporated into the fifth semester UG syllabus. For both UG and PG programmes there are exclusive courses offered across various semesters sensitizing students in areas like Gender Studies, Renewable Energy, Feminist Criticism, Bioethics, Econometrics, Nationalism, Human Rights, Ethical Agriculture, Food Technology, Environmental Impact Assessment, Analytical Chemistry, Sports Medicine, Health and Hygiene, Practices of First Aid.

The Institution offers Moral and Value Education to all the students through classes, training programmes and announcements.

Green protocol is strictly abided by the institution in its labs and research methods. Established variegated plantations in teak, Peepal, Neem, Banyan etc. and various herbal plants in the campus.

The college has adopted effective waste collection and disposal system   The college has installed Solar Plants.

The institution offers counselling service to students.

The NSS units of the college engage in social awareness and cultural programmes: Legal Awareness Programme for U.G students, Traffic Awareness, Awareness on Drug Abuse etc.

The Army and Navy wings of NCC provide training in the ideals of duty and discipline.

Important national days are celebrated in the campus: Independence Day, Republic Day, Hindi Day, National Statistics Day etc

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

1.3.2

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

Response: 29.84

1.3.2.1 **Number of students undertaking project work/field work / internships**
Response: 422

File Description	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](#)
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: 53.38

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
459	692	708	786	1038

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

2022-23	2021-22	2020-21	2019-20	2018-19
1380	1380	1380	1380	1380

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

2.1.2

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

Response: 72.59

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
330	476	486	518	698

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
691	691	691	691	691

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 40.4

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:

Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, are invaluable tools for enhancing the overall learning experience.

Experiential learning places students at the center of their education, encouraging them to actively engage with the subject matter through hands-on experiences. This approach fosters a deeper understanding and retention of knowledge by allowing students to apply theoretical concepts in real-world contexts. Whether through labs, fieldwork, or simulations, experiential learning empowers students to take ownership of their learning journey.

Field trips are conducted to complement classroom learning with real life, first hand experiences.

Participative learning, on the other hand, prioritizes collaboration and interaction. It encourages students to share their ideas, debate, and learn from their peers. This approach not only broadens their perspectives but also promotes critical thinking and communication skills. In participative learning environments, students become active contributors to their own education.

The English Speaking Corner spearheaded by the students of the English Department is a unique activity inculcating in all the students of the college a passion to acquire fluency in English.

Problem-solving methodologies challenge students to tackle complex issues and find innovative solutions. This active engagement with real-world problems hones their analytical abilities and creativity. It also instills a sense of self-efficacy as students gain confidence in their problem-solving capabilities.

In conclusion, these student-centric methods place learners at the forefront of their educational journey, fostering a sense of ownership and empowerment. By embracing experiential learning, participative learning, and problem-solving methodologies, educators can create dynamic and enriching learning experiences that prepare students for the challenges of the future.

Teachers use ICT enabled tools for effective teaching-learning process.

Teachers utilize ICT-enabled tools to enhance the teaching and learning process in numerous ways. These tools, encompassing a wide range of digital technologies, play a pivotal role in modern education.

Firstly, ICT tools facilitate access to a vast repository of information and educational resources on the internet. Teachers can incorporate online research, e-books, and multimedia content into their lessons, making learning more engaging and comprehensive.

Additionally, ICT tools promote interactive learning. Teachers can employ digital whiteboards, educational software, and online simulations to create dynamic, interactive lessons that cater to diverse learning styles. This fosters better comprehension and retention among students.

Departments maintain class wise 'WhatsApp groups' under the guidance of the tutor. These groups act as interactive platforms round the clock. Teachers and students share notes and other study material, immediate announcements inside the departments, short notices of special classes, assignment topics,

career counselling etc

Communication is also greatly enhanced through ICT. Teachers can use email, video conferencing, and learning management systems to communicate with students and parents, share assignments, and provide feedback promptly.

In conclusion, ICT-enabled tools have revolutionized education by expanding access, enhancing interactivity, improving communication, and enabling personalized instruction. In today's digital age, they are indispensable tools for effective teaching and learning.

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: 78.6

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
43	43	43	43	43

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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: 60.95

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
27	21	19	18	18

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of internal assessment is transparent and robust in terms of frequency and mode

In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The Principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process. Students who are admitted for the concerned course are assessed continuously through various evaluation processes at college and University level. Continuous evaluation is made through Group Discussion, Unit Tests, Assignments Submission, Field Visit/Field Work, projects and Seminars Presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The performance of the students is displayed on the Notice-board and communicated to the students. Personal guidance is given to the poor performing the students after their assessment. Students appearing for Second /third year are asked to deliver the presentation the concerned subject. Topics are given by their teachers to the students to prepare for power point presentation. For transparent and robust internal assessment, the following mechanisms are conducted Internal Examination Committee.

1. Question Paper Setting.
2. Conduct of Examination
3. Result display
4. Interaction with students regarding their internal assessment.

Due to internal assessment, the interest of the student towards learning and attending the classes has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews.

Seminars

Students of Semester V and Semester VI degree batch are asked to prepare different seminar topics, the schedule of which is prepared in advance.

The seminar presentation is evaluated on the basis of the nature of presentation, selection of the   topic and language competence.

Projects

Topics for the Projects may be given to the students in advance and time limit is given.

Students are directed to submit Projects duly checked and corrected by the teachers concerned. The proje cts are advised to be syllabus oriented but relevant topics are acknowledged too.

Complaint boxes

Complaint boxes placed at convenient junctions of the campus are easily accessible by the students. Periodical clearance of the complaint boxes is followed by corresponding remedial measures.

Timely valuation

Timebound evaluation and distribution of answer scripts are ensured by the institution.

Students Grievance Cell

The institution has constituted a transparent mechanism consisting of representatives from   different levels to address the internal grievances.

Giving information about Internal Evaluation to students

The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments.

Evaluation Process

For effective understanding of the evaluation process, the faculty members give class-wise/course- wise instructions about unique features of internal/external evaluation of that course.

Department Staff meetings are conducted periodically to review the evaluation process.

The College organizes Orientation Programmes to the students to make them acquaint with the rules and regulations of the affiliating university, examinations, evaluation process, extra-curricular activities etc.

Similarly, every department organizes a semester orientation programme every year.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Awareness of Program Outcomes
Teachers and students at our institution are acutely aware of the stated program and course outcomes. This awareness is a fundamental aspect of our commitment to delivering high-quality education. Program outcomes are the overarching goals that guide the curriculum, ensuring that students acquire the knowledge and skills necessary for success in their chosen field. The outputs are designed to prepare students for careers, entrepreneurship, or further studies, ensuring holistic development and employability.
Teachers play a pivotal role in this process. They meticulously design their courses to align with program outcomes, using innovative teaching methods to facilitate student learning. They regularly assess and evaluate student progress to ensure that these outcomes are being met. Moreover, teachers engage in professional development to stay current in their respective fields and maintain the relevance of their courses.
On the other side, students actively participate in their own learning journey. They are encouraged to familiarize themselves with program and course outcomes, setting clear goals for their education. This

awareness helps students take ownership of their learning, make informed decisions about their academic path, and seek the necessary resources and support to achieve these outcomes.

In essence, the institution fosters a dynamic educational ecosystem where both teachers and students collaborate to ensure that the stated program and course outcomes are not just words on paper but meaningful benchmarks guiding the pursuit of knowledge and excellence. Each of these aligns with the institution's mission to educate, innovate, and contribute to personal and societal growth, equipping students for future success in various sectors.

Evaluate Program and Course Outcome-

The evaluation of program outcomes and course outcomes by an institution is a critical component of ensuring the quality and effectiveness of education. College employs a systematic and comprehensive approach to assess whether students are achieving the intended learning objectives. Program outcomes are overarching goals that define what students should be able to do upon completing a specific program of study. These outcomes are evaluated through a variety of methods, including examinations, projects, internships. Assessment data is collected over time to determine if students are meeting these outcomes. Instructors reflect on whether the learning outcomes are being met and make adjustments to course design or delivery.

Course outcomes, on the other hand, are specific learning objectives for individual courses within a program. Course outcomes focus on the specific learning objectives within individual courses, such as subject mastery, skill acquisition, and application of knowledge. These are assessed through assignments, quizzes, exams, debate, essay competition and other course-related activities. Continuous feedback from students and faculty also be considered in the evaluation process. Ultimately, the evaluation of program and course outcomes helps college to adapt and enhance their educational offerings, ensuring that students receive a high-quality education that prepares them for their future careers.

It forms an integral part of student assessment. It asks for objective and analytical evaluation of the syllabus. The communication skills of students are tested.

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:

Awareness of Program Outcomes

Teachers and students at our institution are acutely aware of the stated program and

course outcomes. This awareness is a fundamental aspect of our commitment to delivering high-quality education. Program outcomes are the overarching goals that guide the curriculum, ensuring that students acquire the knowledge and skills necessary for success in their chosen field.

Teachers play a pivotal role in this process. They meticulously design their courses to align with program outcomes, using innovative teaching methods to facilitate student learning. They regularly assess and evaluate student progress to ensure that these outcomes are being met. Moreover, teachers engage in professional development to stay current in their respective fields and maintain the relevance of their courses.

On the other side, students actively participate in their own learning journey. They are encouraged to familiarize themselves with program and course outcomes, setting clear goals for their education. This awareness helps students take ownership of their learning, make informed decisions about their academic path, and seek the necessary resources and support to achieve these outcomes.

In essence, the institution fosters a dynamic educational ecosystem where both teachers and students collaborate to ensure that the stated program and course outcomes are not just words on paper but meaningful benchmarks guiding the pursuit of knowledge and excellence

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It forms an integral part of student assessment. It asks for objective and analytical evaluation of the syllabus. The communication skills of students are tested**.**

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: 94.1

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
516	529	497	542	483

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
530	570	526	589	513

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:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Ecosystem for Innovation

Baiswara Degree college builds and nurtures an ecosystem for innovation that provides the platform for faculty members and students to apply their knowledge to the solution of societal problems through its Research & Development Cell and Ecosystem for Innovation and Indian Knowledge System.

The Research and Development (R&D) Cell

The Research and Development (R&D) Cell of Baiswara Degree College aims to promote the quality of education and research among the faculty members and students. It enables an amiable atmosphere for scientific development and monitors the research activities of the college. The R&D Cell aims to achieve the vision and mission of the college and develop a scientific temper. It undertakes various initiatives such us promoting faculty members for writing proposals to government and agencies for projects, conducting skill development programme for students based on innovation and building inter-

disciplinary research activities.

Indian knowledge System:

The Indian Knowledge System (IKS) is a vast and diverse body of knowledge that has evolved over thousands of years in the Indian subcontinent. It encompasses a wide range of disciplines, including philosophy, science, mathematics, medicine, arts, and spirituality.The NEP, 2020 recognizes this rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting it into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce. This has influenced classical and other languages of Bharat, that were transmitted through textual, oral, and artistic traditions. "Knowledge of India" in this sense includes knowledge from ancient India and, its successes and challenges, and a sense of India's future aspirations specific to education, health, environment and indeed all aspects of life.

Ecosystem for Indian Knowledge System:

Baiswara Degree College has always imbibed Indian Knowledge System into all areas of learning and activities. The curriculum includes studies into the rich cultural heritage of India, historical perspective through the history,the political thought through the political science and the economic landscape of India in the past through the various subjects under Commerce and Economics.

Languages are rich sources of knowledge and as such, fluency in Hindi gives insight into the Indian Knowledge system.

Building an ecosystem for Indian knowledge system for building network to learn and understand and to help those in needs.

Participation in various inter-state activities, cross-cultural studies, study tour, projects etc.

Learning about other Indian culture through student exchange, faculty exchange, NSS, Rovers-Rangers and NCC activities.

Language fluidity through Spoken Hindi courses embracing Indian sports such as Cricket, Hockey and other such indigenous sports and activities.

Learning the rich cultural heritage of India through curriculum content as well as observation of nationally significant days/events.

The Indian Knowledge System is not only historical but continues to influence contemporary thought and practices globally. It emphasizes interconnectedness, holistic understanding, and the pursuit of knowledge for the betterment of humanity.

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: 12

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
07	05	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.18

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	12	08	11	18

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](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.3

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
02	02	04	03	06

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:

Baiswara Degree college is actively involved in extension activities in the neighborhood. Apart from contributing to the holistic development of the area, these programs are geared to sensitize the students on social and economic issues. Some of the activities during the last five years are listed below:

Tuition classes- Students of our college are offered free and regular tuition classes to school students from low-income families. Eligible children are identified and re assigned to the best students of our college who accompany the former for a full semester. And the outcome of the classes is magnificent. Many students of the college perform very well in different competitive examinations.

Awareness Program- This program is organized by our college time to time on the issues of educational counselling awareness program, safe touch- unsafe touch, oral hygiene awareness program and etc.

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

3.4.2

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

Response:

NA

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: 101

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
21	20	20	20	20

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 04

File Description	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:

Response:

Baiswara degree College situated on a 6682.44 SQM campus is located in the rural town of Lalganj and has adequate facilities for teaching and learning with Wi-Fi enabled classrooms, well equipped laboratories and updated technological facilities.

CLASSROOMS AND SEMINAR HALLS

• 16 Class rooms are provided with ICT facilities.

• 3 Seminar halls are equiped with computers LCD projectors and audio systems to facilitate the conduct of meetings, seminars workshop and conferences.

LABORATORIES

• Well equipped Physics lab and Chemistry lab with all the necessary facilities are provided for the academic benefit of the students.

• Well equipped Zoology lab Botany lab with all the necessary apparatus and specimen required available for students to perform their practicals.

• Awell equipped Geography lab with all the necessary tools required available for students.

• Awell equippedDefence and Strategic lab with all the necessary models, tools and equipmentsrequiredis .

LIBRARY: The college has an academic library containing 14689 books and 09 Journals and other resources to meet the needs of the student for education information and personal development the library provides physical and digital access to materials through net facilities facilitating group study and collaboration.

OTHER ADEQUATE FACILITIES :

• The college has well-built furnished administrative offices, library and information centre, examination wing, seminar rooms, conference hall, canteen, sick rooms, girls hostel and mess, yoga meditation centre and fitness centre, prayer hall and hygienic washrooms.

• Separate rooms are facilitated within the campus like NCC room, NSS room, counselling room, entrepreneurial development centre for skill development and UPRTOU study centre providing courses for students outside campus.

The college has a Canteen which provides quality food at a reasonablerate to the students and members of the staff. Adjacent to the Canteen is a Store which provides necessaryitems to the students like prescribed textbooks, writing material, various forms etc. There are two temples in the college for prayer and meditation.

SPORTS &GAMES :

·The college is strives to form physically robust individuals and teams committed to God and to social growth.

·The college has two outdoor ground and also has the following facilities : • Basketball court (28*15 Sq.Mts)

·Volleyball court (18*9 Sq.Mts)

·Table tennis court (2.74*1.52 Sq.Mts)

·Shuttle badminton court (13.4*6.1 Sq.Mts)

·Athletics (200 Mts. Track)

·Outdoor games like Handball, Kho Kho ,Tennis, Kabaddi etc are also regularly played in the campus.

·Indoor games such as chess caroms, table tennis are also encouraged among the students.

CULTURAL ACTIVITES :

·The college has a lecture theatre and conducted various cultural events • Workshop seminars and tasks by eminent professionals from different creative fields are organised regularly to imbibe a culture of arts and imagination. File Description • Upload any additional information • Paste link for additional informationPlayfield

Our College has a very lush green playfield which is being used as 400m athletic track, football field, onevolleyball court, walkers lane and cricket ground. The entire playfield is wellmaintained and remains green throughout the year.

4.1.2

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

Response: 33.14

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
3.32731	10.60307	17.01701	2.81750	1.45806

File Description	Document
Institutional data in the prescribed format	[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:

Response:

The college has a well- furnished Librarywith allied facilities. The library isautomated using Gold online library,version:5.0 software provided by A & N Softtech Pvt. Ltd. The version ofthe software is 5.0 .The present system, a partially automated one, was effected in the year 2024. Thelibrary has separate Reading, Reference, Undergraduate and Post graduate sections. The Library is openfrom 9.30 am to 4.00 pm on all days except Sundays and other office holidays. Saturdays are generallyconsideredtobemaintenancedays.Thelibraryhasawiderepositoryofnearly twentythousandbooks,periodicals, journals, newspapers, dissertations, and periodicals and other e-resources. Specialized services provided by thelibraryincludephotocopyingfacility,e-librarysearchfacility, etc. Special sections of books are ear marked for WWS, SSP, NET coaching, Remedialstudies, Civil Service examination, FIST and career guidance. For the purchase of books, there is aPurchase Committee which conducts regular meetings, department requirements are discussed in thecommittee and corresponding funds are allocated, then tenders are called. After the purchase, the Librarystaff meticulously conducts the entry process and barcoding, then the books are entered in the IssueRegister. The library has introduced a number of initiatives during the last five years. Purchase of Issue Slip Printer, Barcode Printer and Barcode Reader, systems for internet browsing and book search, ID cardscanned attendance register are some of them.

Allfacultymembersaregivenindividual user names and passwords. Barcode Issue- Return system is in

practice in the library. The library subscribes books and journalsrelatedtocareerguidanceandcompetitiveexaminationsandgivesothersupports. Thegradualautomationprocesshas started. Thus, the automatedlibrary plays a key role in the academic process of the college.

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:

Institution frequently updates its IT facilities including Wi-FiResponse:

• The institution has made a remarkable progression and upgrades its ICT infrastructure regularly.

Technology upgradation :

Wi-Fi

- During 2023 BSNL 100 Mbps fiber connection was used.
- 16 class rooms are provided with ICT facilities
- Three seminar halls are equipped with computers and projectors
- A fully structured networking including optical fibre connectivity is available in the campus
- The college library is linked to INFLIBNET. Access to e- journals and e-books are provided by N-LIST.
- The college had developed its own website, later purchasing a standard version in 2021-22 and further purchasing cloud space as per the growing needs of the institution
- Surveillance cameras have been installed in the campus since August 2017 as a part of examination reforms of the affiliated university. CCTV cameras have been installed at strategic points
- The system of sending SMS updates to parents regarding the wards attendance and other notification have been part practiced in the college

4.3.2

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

Response: 78.56

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

Response: 18

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[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: 56.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.02169	13.29201	10.95800	9.17641	15.07607

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: 56.19

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
1214	1039	726	1135	1019

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 5.16

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
380	25	25	20	21

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 1.91

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
19	20	6	3	1

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
516	529	497	542	483

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: 0.12

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
02	01	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

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

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: 1

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
01	0	0	02	02

File Description	Document
Upload supporting document	[View 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 Association of Baiswara Degree College

The Alumni Association of Baiswara Degree College was established with the aim of fostering interaction and networking among the institution's alumni. Since its inception, the association has steadily grown into a full-fledged organization, successfully pursuing its goals and objectives. It has consistently taken initiatives to implement its activities and has achieved notable success in its endeavours.

Meetings with alumni members are organized periodically, providing a platform for them to share their experiences and offer suggestions to enhance the relationship between teachers and students, as well as to discuss other relevant issues. Alumni frequently visit the college, delivering lectures and engaging with students on various occasions, contributing to the academic enrichment of the institution.

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:

The Vision of the college is concerned with social obligation, utilizing the resources for the benefit of society as a whole. The desired targets are achieved by coordinating human efforts in the right direction. The college strives to create a centre of excellence through the formation of young people empowered to create a bright future for themselves and others, irrespective of caste, creed, religion, or language, through dissemination of knowledge, skills, and noble values.The mission of the college is encapsulated in its motto, " Vidhaiv Parma Jyoti " (Knowledge is the supreme light). The college follows a philosophy of holistic education that connects an individual's material existence with the spiritual and helps students grow as integrated human beings. It assists the students in developing a sense of personal worth, social consciousness, emotional maturity, loyal citizenship, respect for labour and proactive leadership. Students are instilled with values, wisdom, ethics, knowledge, and skills to dispel darkness and ignorance and illuminate the world with their light. Baiswara Degree College, Lalganj, Raebareli is a government-aided institute, instituted and run by the Baiswara Education Trust,which fully adheres to the democratic ethos of participative management. Along with its primary aim of academic empowerment, these institutional principles vividly cater to the multifaceted development of all its stakeholders. These principles are inbuilt in the basic schema of its administrative modality and operational structurality. With general practices related to decentralization and participative management that were commonly observed, decentralization involves delegating decision-making authority to lower levels of an organization. In the last year, this approach has enhanced efficiency, responsiveness, and agility in adapting to changing circumstances.The organization increasingly involves employees at various levels in decision-making processes that affect their work and the organization as a whole. This can include soliciting feedback, conducting surveys, holding regular team meetings, and encouraging suggestions and ideas from employees. Engaging employees in decision-making fosters a sense of ownership and commitment to the organization's goals and objectives.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Apart from the syllabus based teaching and learning processes, the college offers several other learning add on programmes, value added programmes, Additional Skills Acquisition Programme etc. It is to equip the students with life skills and foster their soft skills. The institution ensures timely completion of the syllabus. Slow learners and fast learners are duly taken care of. The institution provides the students with internships, field visits, laboratory visits, museum visits, factory visits etc. Teachers make use of ICT. Seminars and conferences are regularly conducted.n addition to the University examination, the college conducts a minimum of one internal and model examination for each course. The knowledge/understanding level of a students is constantly gauged through assignments, seminars, surprise tests, problem solving sessions and viva voce. The college strictly adheres to the university exam system. The institution has an exam calendar for internal exams. There is an Internal Exam Cell under a coordinator. The college makes sure strict evaluation of answer sheets, timely publication of results. The institution honours teachers with best research papers from Arts and Science every academic year. Teachers are encouraged to participate in seminars, conferences and workshops within and outside the country and the institution never hesitates to grant duty leave for the same. Members of the faculty are promptly informed of the various research projects offered by different agencies. M.A. dissertations produced by the research scholars of our institution are collected in the Library. Departments occasionally conduct national Seminars. The college library is updated periodically with the recent volumes. Research guides and experts from different department give the guidelines in this regard. New ICT tools are purchased and installed in the college to make the teaching and learning process more effective. New equipment are added to all the laboratories. New projectors, computers, laptops and audio visual equipment were procured and installed in the lecture theatre. The college is run on the democratic principle of participative management. Hence the institutional duties are shared among the stakeholders in correspondence with their respective competence. The stakeholder is given liberty to take on responsibilities in various capacities. The human resources of the institution are duly absorbed into bodies like IQAC, College Council, PTA, Alumni Association, and the different clubs and organisations. The management of the institution is well organised through an administrative tier system hierarchically starting with the Principal and ending with the mentor. The academic needs of the students are addressed in a method starting with the mentor, going through the tutor, and culminating with the principal. The admission procedures are conducted/led by a team of members, which is assigned by the college principal every year. The faculty is supported by the administrative staff. All the procedural formali ties maintained by the institution in student admission are on par with the university guidelines. Merit/qu ality is strictly maintained in admission to Management Quota. Transparency is maintained throughout the admission processes. The Principal conducts personal meeting with the parents of admitted students.

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: D. 1 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for teaching and non-teaching staff in a college are essential to ensure their well-being, job satisfaction, and overall productivity. Our college tends to offer the following facilities to teaching and the non-teaching staff of the college. Leave policies are adequate and flexible, including sick leave, vacation leave, and maternity/paternity leave, which can help employees maintain a work-life balance.

The college has a supportive attitude towards staff in attending workshops, conferences, and training programmes to enhance their skills and career growth. Employee Assistance Programs (EAPs) offer counseling and support services to help employees deal with personal and professional challenges. Access to sports and recreational facilities on campus can promote physical and mental well-being. Equal access to the infrastructural facilities on par with the teachers is never denied to the non-teaching staff. Non-teaching staff have equal access to the Integrated Sports Complex and its related facilities. The management, with the help of the teachers, extends financial support to them during contingency.Advances are given by the management to the permanent and guest staff in times of their financial needs.

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

6.3.2

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

Response: 23.08

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
25	10	04	00	00

File Description	Document
Policy document on providing financial support to teachers	[View 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: 23.08

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
25	10	04	00	00

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
00	00	00	00	00

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Abiding by its uncompromising quality parameters, the institution has a performance appraisal system to assess its human resource regularly. Both teaching and non- teaching staff come under its

assessment purview. There are academic based self- appraisal mechanism along with other external methods to do the same. The annual meeting with the Manager of the institution works as a corner stone of the appraisal mechanism.Every member of the teaching faculty is supposed to maintain a Teacher Perf ormance Record (TPR) which functions as a daily assessment record. These records duly verified by the heads of the departments are annually submitted for the assessment of the Principal. At the time of promotion, the members of the faculty are requested to produce it before the Manager. Thus, the college has established a multi-tiered and faultless assessment mechanism. General staff meetings of the college act as a common platform to assess the quality consistency of the institution with respect to its faculty. Student feedback, alumni feedback work as the chief external assessment mechanisms. The performance of the faculty is gauged by the students during such occasions of feedback. The feedback collected thus a re compiled and the consolidated outcome is handed over to the faculty in private. Every department also charts a vision, mission and action plan in correspondence with the University vision and mission. This action plan is actually a department calendar. This plan is reviewed occasionally during department staff meetings and priorities are re- gauged and reset. At the end of the academic year, the department reviews the action plan based on weightage and reviews the vision and mission if necessary, in adherence to the direction that the department would like to take towards fulfilment of building a centre of excellence. The institution encourages each faculty member to take up activities related to teaching-learning and evaluation, co-curricular, extension, professional development etc. The institution follows almost an identical mechanism for the assessment and evaluation of its non- teaching staff too with the Principal and the Manager playing pivotal roles in it. Apart from this Open Houses and Grievance Redressal platforms also act as occasional assessment opportunities. Occasional soft skill sessi ons are arranged for the non-teaching staff, just like Orientation and annual Refresher programmes are arranged for the teaching staff. The self-appraisal also enables administrative and non-teaching staff members to evaluate their work priorities and performance versus the vision and mission of the institution and University.

Apart from the departmental review of action plan and self-appraisal, the review of priorities and performance by designated supervisors ensures that there is a long-term strategic alignment of activities and overall objectives of the institution in tandem with those of the University. The assessment system of the teaching and non-teaching staff ultimately transcends the sheer performance horizons.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college has established the Internal Quality Assurance Cell (IQAC) on   as per the NAAC guidelines with the following functions:. IQAC is responsible for preparing the Annual Quality Assurance Report (AQAR) and submitting it to the relevant accreditation bodies. Baiswara Degree College was established to ensure and enhance the quality of education and administrative processes. The primary goal of IQAC is to develop a system for deliberate, consistent, and transformative enhancement in the institution's overall performance. IQAC is responsible for preparing the Annual Quality Assurance Report (AQAR) and submitting it to the relevant accreditation bodies.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

Baiswara Degree College, Raebareli, has made significant strides in promoting gender equity and sensitivity over its 57-year history. The college integrates gender-related themes into its curriculum, which equip students with critical knowledge and skills to engage thoughtfully with contemporary gender issues. Projects and internships further enhance practical understanding, encouraging students to apply their learning in real-world contexts. Co-curricular activities are also a cornerstone of the college's approach to gender equity. The institution hosts seminars, workshops, and cultural programs focused on women's empowerment and gender rights. Active student clubs, particularly the Women's Cell, provide platforms for advocacy, enabling students to challenge traditional gender roles and foster a supportive community. To ensure a safe environment for female students, Baiswara Degree College offers essential facilities, including a well-equipped girls' common hall for relaxation and socialization. The campus is monitored by CCTV cameras, and an effective grievance redressal mechanism is in place to address incidents of harassment or discrimination promptly. These measures help create a secure atmosphere where female students can thrive. Additionally, the college provides health and counseling services to support the mental and physical well-being of its students. Trained counselors are available to help students navigate personal and academic challenges, reinforcing the institution's commitment to their overall development. The college also maintains an active Prevention of Sexual Harassment Committee, which plays a vital role in ensuring a respectful and safe learning environment. Institutional policies reflect a strong dedication to gender equity, with regular workshops and training sessions on gender sensitivity. Events such as International Women's Day are celebrated to promote dialogue and awareness, encouraging the entire college community to engage in discussions around gender equity and rights. Baiswara Degree College fosters a culture of respect and responsibility that extends beyond the classroom. By celebrating national and international commemorative days and organizing programs that emphasize social obligations and community values, the college cultivates a sense of citizenship among its students. Baiswara Degree College exemplifies a robust commitment to fostering gender equity and sensitivity within its academic and social environment. Through an inclusive curriculum, vibrant co-curricular activities, and dedicated support services, the college empowers its students to become advocates for gender equality. As it continues to evolve and expand its initiatives, the institution remains focused on nurturing informed, responsible citizens who value and promote gender equity in all aspects of life. The ongoing efforts ensure that the college not only contributes to individual student growth but also to the broader goal of societal change.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

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: B. Any 3 of the above

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

7.1.4

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

Response:

Baiswara Degree College, Raebareli, is committed to fostering an inclusive environment that promotes tolerance and harmony among its diverse student body. The college emphasizes the importance of cultural, regional, linguistic, and communal diversity, aiming to create a harmonious learning atmosphere that respects and celebrates differences. The institution actively promotes cultural awareness through various programs and events that highlight the rich tapestry of Indian traditions and values. Celebrations of festivals from different cultures, such as Diwali, Eid, Christmas, and others, encourage students to participate and learn about each other's customs, fostering mutual respect and understanding. Such initiatives not only enhance cultural appreciation but also cultivate friendships among students from varied backgrounds, reinforcing the college's ethos of inclusivity. In addition to cultural initiatives, Baiswara Degree College is dedicated to addressing regional and linguistic diversity. By encouraging multilingualism, the institution prepares students to engage effectively in a diverse society, enhancing their communication skills and broadening their perspectives. The college also recognizes the importance of socio-economic diversity and actively supports students from various socio-economic backgrounds through scholarships and financial aid. By providing equal opportunities for education, the college aims to reduce barriers that may prevent deserving students from pursuing their academic goals. Remedial classes and career counseling services further assist students from underprivileged backgrounds, helping them navigate academic challenges and prepare for future opportunities.

Sensitization of students and employees to their constitutional obligations is another vital aspect of the college's efforts. Baiswara Degree College incorporates teachings on values, rights, duties, and responsibilities of citizens into its curriculum. Workshops and seminars are organized to educate students about their rights as citizens and the importance of adhering to constitutional values. Topics such as

social justice, gender equality, and environmental sustainability are frequently addressed, ensuring that students understand their role in promoting these ideals within society. The institution also encourages active participation in community service and social outreach programs through its National Service Scheme (NSS) and National Cadet Corps (NCC). These initiatives allow students to engage with local communities, promoting social responsibility and civic engagement. By working on projects that address societal issues, students not only contribute positively to society but also develop a deeper understanding of their rights and duties as citizens. Additionally, Baiswara Degree College has established an effective grievance redressal system to address any concerns related to discrimination or harassment, ensuring that all students feel safe and respected on campus. Regular workshops on gender sensitivity and human rights help in fostering a culture of awareness and respect.

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:

Baiswara Degree College, Lalganj, is a government-aided institution that operates in alignment with the democratic ethos of participative management. The college prides itself on its ability to create an environment that fosters both academic empowerment and the holistic development of all its stakeholders. These foundational principles are not merely abstract ideas but are deeply embedded in the operational framework of the institution's administrative and managerial processes. By adhering to these values, the college ensures that all voices are heard, creating a space where collaboration, shared responsibility, and inclusivity are prioritized. At its core, the institution embodies the principles of decentralization and participative management, practices that have become increasingly vital in educational and organizational settings. Decentralization, a key administrative practice at Baiswara Degree College, involves delegating decision-making authority to various levels within the organization. This approach empowers individuals at all levels, allowing them to contribute meaningfully to the day-to-day functioning of the institution. Over the last year, the college has witnessed significant improvements in its efficiency, responsiveness, and overall agility. Decentralization allows the institution to adapt more swiftly to the ever-evolving educational landscape, particularly in addressing challenges posed by technological advancements, shifting educational policies, and the unique needs of students and faculty alike.

The participative management style employed by the college emphasizes involving employees, faculty, and students in the decision-making processes. This inclusive approach is achieved through multiple channels, such as soliciting feedback, conducting surveys, holding regular team meetings, and actively encouraging suggestions and ideas from all stakeholders. By doing so, Baiswara Degree College ensures that the perspectives of those involved in the institution's growth are taken into account. This method not only promotes transparency but also cultivates a sense of ownership among employees and students. Individuals feel that they are an integral part of the college's journey, thereby fostering a deeper commitment to its goals and objectives. In today's rapidly changing world, the importance of decentralization and participative management cannot be overstated. For educational institutions like

Baiswara Degree College, these practices have proven to be indispensable in addressing both internal and external challenges. Decentralization enables a more dynamic response to the ever-changing educational environment, allowing for timely decision-making that is both informed and well-considered. Participative management, on the other hand, nurtures a culture of collaboration, where everyone, from the teaching staff to the administrative personnel, feels valued and heard.

As an institution committed to continuous improvement, Baiswara Degree College understands that the collective intelligence and effort of its stakeholders are vital to its success. By engaging employees at all levels, the college fosters an environment of trust, accountability, and shared purpose. The participative approach is not limited to day-to-day operations; it extends to the broader vision of the institution, where all voices contribute to shaping its future. Ultimately, the integration of decentralization and participative management at Baiswara Degree College exemplifies a forward-thinking, democratic approach to education, one that not only enhances the academic experience but also nurtures the overall development of its community.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Baiswara Degree College has established itself as a beacon of hope for education in the region, particularly focusing on promoting access to education for girls, the poor, marginalized communities, and students from rural areas. The college has implemented a variety of initiatives aimed at breaking down barriers to education, empowering underrepresented groups, and fostering a culture of inclusivity and support. Recognizing the critical importance of educating girls, Baiswara Degree College has placed a strong emphasis on creating an environment conducive to female education. The institution actively promotes gender equity by implementing policies that ensure equal access to educational resources and opportunities. The college has established programs specifically aimed at encouraging female enrollment, including awareness campaigns in local communities that highlight the value of girls' education. In addition to recruitment efforts, the college provides a range of support services tailored to meet the needs of female students. This includes mentoring programs, workshops on personal development, and initiatives that address specific challenges faced by women in education, such as balancing academic responsibilities with family obligations. The presence of a dedicated Women's Cell further enhances support for female students, organizing events and workshops that focus on empowerment, health, and career development.

Baiswara Degree College is deeply committed to supporting students from economically disadvantaged

backgrounds. The college recognizes that financial constraints often hinder students from pursuing higher education. To address this issue, the institution offers a variety of monetary assistance programs designed to alleviate the financial burden on students and their families. One of the most significant initiatives is the provision of grants for deserving students. These grants, funded through management schemes and institutional resources, are available to students from economically weaker sections of society. The college works diligently to ensure that information about available scholarships is disseminated effectively, encouraging eligible students to apply. In addition to scholarships, Baiswara Degree College has established a financial aid program that provides direct monetary assistance to students facing economic hardships. This support can cover tuition fees, examination costs, and essential academic resources such as books and materials. By reducing the financial barriers to education, the college empowers students to focus on their studies without the constant worry of financial instability. Situated in a region with a significant rural population, Baiswara Degree College is acutely aware of the unique challenges faced by students from rural areas. Many students arrive at the college with limited access to educational resources, including quality schooling and extracurricular activities. In response, the college has implemented programs specifically designed to bridge these gaps.

The college conducts outreach initiatives in nearby villages to raise awareness about the importance of education and encourage enrollment among rural students. Workshops and community meetings are organized to inform parents about the opportunities available for their children and to dispel myths surrounding higher education. By actively engaging with rural communities, the college fosters a culture of education and encourages families to prioritize their children's academic aspirations. Moreover, Baiswara Degree College has introduced remedial classes and tutoring programs specifically targeted at students from rural backgrounds who may need additional support in their studies. These programs are designed to help students adjust to the academic rigors of higher education and ensure they are well-equipped to succeed. Faculty members are encouraged to provide extra assistance and guidance, recognizing that many rural students may lack the foundational knowledge and skills needed for college-level work. Beyond academic support, Baiswara Degree College is committed to the holistic development of its students. The college believes that education should extend beyond the classroom, and as such, it offers a range of extracurricular activities that promote personal growth, leadership skills, and social responsibility. Programs focused on life skills, communication, and critical thinking are integrated into the curriculum, equipping students with the tools they need to succeed in their personal and professional lives. The college also prioritizes the development of soft skills and employability among its students. Workshops on resume writing, interview preparation, and career counseling are regularly conducted to prepare students for the job market. Collaborations with local businesses and industries provide opportunities for internships and placements, further enhancing the employability of graduates, particularly those from marginalized backgrounds.

Baiswara Degree College emphasizes the importance of community engagement and social responsibility among its students. Through the National Service Scheme (NSS), NCC, Rangers/Rovers, and various outreach programs, students are encouraged to participate in community service activities. These initiatives not only benefit local communities but also instil a sense of civic duty and awareness in students, preparing them to become responsible and engaged citizens. By fostering a culture of service and advocacy, the college empowers students to recognize and address the challenges faced by their communities. This holistic approach not only enriches the educational experience but also cultivates a generation of leaders committed to social change and empowerment. The institute has demonstrated a strong commitment to promoting education for girls, the poor, marginalized communities, and students from rural areas. Through targeted initiatives, financial support, and a focus on holistic development, the college has created an inclusive environment that empowers students to overcome barriers and achieve

their academic goals. The institution's ongoing efforts to provide monetary assistance and foster community engagement illustrate its dedication to nurturing informed, responsible citizens who are equipped to contribute positively to society. As Baiswara Degree College continues to evolve, its focus on inclusive education remains a hallmark of its mission, making a lasting impact on the lives of its students and the broader community.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Additional Information: In line with contemporary educational trends, Baiswara Degree College has made significant strides in integrating technology into its teaching and administrative systems. The college is currently enhancing its digital infrastructure to foster a more interactive and technology-driven learning environment. Since the implementation of NEP 2020, the institution has been actively working towards providing digital access to both students and faculty members. Smart classrooms equipped with projectors and e-learning tools have been introduced, facilitating a more dynamic and engaging educational experience. Additionally, digitization of the library is underway, ensuring that students and staff will have easy access to an expansive range of e-resources, research papers, and academic journals. The college also encourages the use of Learning Management Systems (LMS) for student assignments, assessments, and feedback. In tandem with this, the faculty members are being trained in various e-learning tools to enhance their digital pedagogical skills. This move ensures that the students, especially from rural backgrounds, are well-prepared for the demands of the modern job market, which is increasingly driven by digital skills and technology. Furthermore, the institution plans to introduce short-term certification courses in areas such as coding, data analysis, and digital marketing to help students stay competitive in a global job market. By focusing on technological advancement, the college is empowering its students to navigate the challenges of the digital age, preparing them for both academic success and career readiness.

Concluding Remarks :

Conclusion: Baiswara Degree College stands as a testament to academic excellence, having nurtured young minds for 57 years with a firm commitment to holistic education. Since its inception in 1966, the college has grown into a prominent institution, offering diverse undergraduate and postgraduate programs in Arts and Sciences, catering to a wide range of academic interests. The faculty, comprising highly qualified and dedicated professionals, ensures that students receive top-tier education, fostering intellectual growth and critical thinking. The college's infrastructure is a significant asset, providing a conducive environment for academic and personal development. With well-maintained classrooms, a well-stocked library, and advanced sports facilities, Baiswara Degree College creates an enriching space for students to excel in both academics and co-curricular activities. The college is deeply committed to value-based education, which goes beyond academics to cultivate strong moral values, social responsibility, and leadership skills in students. This approach prepares students not only for successful careers but also for becoming responsible citizens contributing to society. One of the college's standout features is its vibrant extracurricular culture, with active participation in National Cadet Corps (NCC), National Service Scheme (NSS), Rangers/Rovers, and various sports and cultural activities. These initiatives contribute significantly to the multi-faceted development of students, enhancing their leadership, teamwork, and communication skills. The college also offers excellent student support services, including scholarships for deserving students, remedial classes for those needing extra help, and career counseling and placement services to guide students toward successful professional pathways. Baiswara Degree College's implementation of the National Education Policy (NEP) 2020 demonstrates its commitment to educational reform and innovation. The college strives to create an inclusive environment that promotes creativity, critical thinking, and ethical leadership. Its emphasis on community interaction and social responsibility ensures that students are well-rounded individuals prepared to make meaningful contributions to society. In essence, Baiswara Degree College continues to uphold its legacy of excellence by providing a nurturing and empowering educational experience, ensuring that its students are equipped with the knowledge,

skills, and values needed to shape a brighter future for themselves and the world around them.