



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**CHAUDHARY MAHADEO PRASAD DEGREE COLLEGE**

MAHATMA GANDHI MARG, GEORGE TOWN

211002

[www.cmpcollege.ac.in](http://www.cmpcollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**CMP Degree College** was established in **1950** under the execution of the will of its founder **Chaudhary Mahadeo Prasad** and is managed by '**Kayastha Pathshala**'. Starting with just two faculties of arts and science in a rented building, the college has now grown up magnificently into a citadel of learning harbouring four faculties viz; **Arts, Science, Commerce and Law**, spanning in an area of **21 acres** across three campuses in the heart of Prayagraj, serving **over 12,000 students** from UP and neighbouring states and have **185 faculty** and **120 non-teaching staff**. Carrying a **proud heritage of 74 years**, the college holds a significant position in Prayagraj's academic landscape, upholding a culture of academic excellence rooted in strong moral and ethical values supported by distinguished alumni serving the nation

Ever since its inception, the college has travelled several milestones marking its footprints as an educational institute with excellence. After being accorded the status of **constituent college of the University of Allahabad** in 2005, postgraduate status in 2016 and initiation of Ph.D. program in 2019, the college has shown exemplary progress in research, teaching and infrastructural developments. The college was chosen under the strengthening component of DBT Star College. Adhering to the three cardinal principles of **NEP-2020** viz., access, equity, and quality, the college has been promoting **ICT-based education** and is distinctive in leveraging modern pedagogy through its own **LMS** since 2020. The college practices a decentralized and **e-governance** system in admission, recruitment and finance.

The college has made tremendous overall growth after the second cycle of NAAC accreditation in 2016 with the **recruitment of 145 new faculty, initiation of Postgraduate and Ph.D. Programs** with infrastructural augmentation to accommodate the huge number of students and faculty members. Presently, the College offers an array of **26 UG, 22 PG and 17 Ph.D.** programs along with **21 add-on skill development courses** and is also registered as **NPTEL local chapter**. This certainly reflects the emergence of college as a dynamic educational hub for holistic development of its stakeholders shifting from teacher to learners-centric approach with augmentation of basic skill development programs fostering global competence.

*(<https://cmpcollege.ac.in/history-of-cmp/>)*

### Vision

The vision of **CMP Degree College** is envisaged in its motto, “**Aa no bhadrah kratavo yantu visvatah**” adapted from **Rigveda 1.89.1** meaning: “**Let noble thoughts come to me from all directions**”. The college aims to transform the life of students by **enabling, empowering, and enlightening their minds** which in turn provide a benchmark

of reference that will help them to excel in all walks of life in the real world. The philosophy of teaching, learning, and life envisioned herein aims at providing a platform of knowledge dissemination that would empower and enlighten students towards becoming **architects of a better tomorrow**.

Thus, the college is steadfast to the truth, aligned with its motto, allowing a wider approach towards the **holistic development** of its students with **inclusive and value-based education**, nurturing their talents through innovation and exposure to modern pedagogy of teaching and learning, instilling critical thinking and

inquisitiveness, thereby developing responsible citizens with a broader vision towards their society and nation, and also fostering global competencies. We also envision being recognized as an institution with excellence and potential, consistently contributing to teaching-learning, research, and innovation as well as social and environmental responsibilities.

*(<https://cmpcollege.ac.in/vision-mission/>)*

## **Mission**

**The mission** of the **CMP Degree College** abides by its vision to **transform the youth through holistic development** towards an enlightened society by serving as a beacon of change through multi-faceted, inclusive, value-based education, nurturing lifelong inspired learners, promoting creative and critical thinking, inculcating social values, and sustained engagement; building a strong character with transparent work ethics for holistic development and self-sustenance of its students across the globe in line with our cultural ideal of '**Vasudhaiva Kutumbakam**'.

**Therefore, our mission at CMP Degree College is to;**

- Provide an aesthetically and culturally conducive environment that motivates students to achieve cohesive and coherent intellectual development.
- Augment the potential of students and teachers for critical thinking by facilitating a sound and academically rigorous environment.
- Ensure knowledge enhancement, fostering a spirit of holistic growth and academic excellence.
- Encourage interdisciplinary learning to promote a research orientation and facilitate skill enhancement.
- Encourage industry-academia collaborations to help students gain global acceptance with a competitive edge.
- Streamline innovative pedagogical strategies aimed at meeting the challenges of a changing educational and performative scenario.
- Support inclusivity by catering to the needs of students from diverse academic, socio-economic, and ethnic backgrounds.
- Instil in students a passion to work creatively and develop leadership skills.
- Inculcate a sense of responsiveness and sensitivity towards society through outreach programs.
- Nurture environmental consciousness oriented towards sustainable practices.

*(<https://cmpcollege.ac.in/vision-mission/>)*

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- **Robust Teaching–Learning Atmosphere**
- **Optimum faculty strength**
- **A good number of students enrolled in all programmes across four disciplines, viz. Arts, Commerce, Science and Law**

- **Academic and research-oriented work culture**
- **Research Publications of faculty in internationally recognized and UGC-CARE-listed journals**
- **Selected under the strengthening component of the DBT Star College Scheme**
- **Dedicated online teaching-learning platform CMP-LIVE and Learning Management System (LMS)**
- **Online Admission and Recruitment portals with fee management system**
- **Good geographical location and proximity with easy connectivity**
- **Excellent goodwill & Public Perception**
- **Decentralized institutional administration and democratic organization**
- **Supportive management**

*SWOC ANALYSIS: <https://cmpcollege.ac.in/swoc-analysis/>*

### **Institutional Weakness**

- **Limited digitalization of the Library and lack of adequate space in reading room to accommodate a large number of students**
- **Limited number of sponsored research projects**
- **Insufficiency of modern laboratories and equipment in science faculty**
- **Inadequate infrastructure to support innovative system of Research and Development**
- **Limited industry interaction**
- **Limited number of entrepreneurship-based activities**
- **Lack of Incubation Centre and Start-up activities**
- **Lack of Students placement and progression details**
- **Fewer number of Alumni activities and donation**

*SWOC ANALYSIS: <https://cmpcollege.ac.in/swoc-analysis/>*

### **Institutional Opportunity**

- **To commence new programmes based on industry demands like B.Sc. (Statistics), B.Sc. (Home Science), B.F.A., M.Sc. (Environmental Science), M.Sc./M.A.(Defence)**
- **To introduce Skill Development Certificate courses like, Android App Development, Mushroom Cultivation, Biofertilizer Production, Geospatial Techniques, Spoken English and Personality Development, Financial Service Management, Stress Management, etc.**
- **To enrich and advance undergraduate programs in Botany, Zoology, Chemistry, and Physics under the strengthening component of the DBT Star College Scheme**
- **To incorporate of Institute Innovation Cell (IIC) at the College Level**
- **To commence hand-holding special courses like GS Foundation courses for Civil Services & UGC-NET courses to provide guidance for competitive examinations.**
- **To introduce courses focussing on environmental consciousness in alignment with the New Education Policy 2020**

- To facilitate value-based education in consonance with the New Education Policy 2020 through short-term courses like Certificate courses in Vedic Culture, Literature, Religion, Philosophy and Values, Yoga and Meditation, and Sanskrit Shastrarth.
- To start and subscribe to the local chapter of the National Programme on Technology Enhanced Learning (NPTEL)
- To obtain a higher rank in NIRF
- To construct adequate infrastructure for the introduction of new programmes
- To provide financial support with employability to the students by adopting the Earn While You Learn Scheme (EWYL).

*SWOC ANALYSIS: <https://cmpcollege.ac.in/swoc-analysis/>*

### **Institutional Challenge**

- To provide quality training and coaching to all students for competitive examinations.
- To increase the intake of students from other states of the country through CUET
- To fill up all seats reserved for Scheduled Tribe students in all courses
- To provide hostel accommodation to outstation students, especially female students
- To maintain the requisite and standard Student-Teacher ratio
- To generate and mobilize funds from sources other than UGC/Government
- To get more research projects from Government agencies including UGC, CSIR, DST, DBT, etc.
- To provide career guidance and organize placement drives for students, particularly for professional courses like BCA, BALLB, etc.
- To smoothly integrate and cater the needs of students of diverse social, economic, and geographical backgrounds
- To provide financial support to all needy students through scholarships/fellowships and other welfare schemes like Earn While You Learn (EWYL)
- To support students in coping with exam stress and depression in any walk of life.
- To encourage a large number of students towards their social and environmental responsibilities and duties to the nation.

*SWOC ANALYSIS: <https://cmpcollege.ac.in/swoc-analysis/>*

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**CMP Degree College**, as a constituent college of the University of Allahabad, follows the university's mandated curriculum. The College delivers a **SMART (Specific, Measurable, Achievable, Relevant and Transferable)** curriculum that meets the needs of the stakeholders. Senior faculty as members of Board of Studies actively contribute to the revision of curricula, question paper-setting, and evaluation processes. Effective curriculum delivery is ensured through the timely preparation of academic calendars,

timetables, faculty workload, timetables, and teaching plans.

The college offers **26 Undergraduate, 22 postgraduate, 17 doctoral programs**, across all disciplines viz., **Arts, Science, Commerce and Law**. As a step towards the preparedness for **NEP 2020**, the college has registered as a local chapter of **SWAYAM-NPTEL** and also initiated a 5-year integrated **BCA-MCA (Data Science)** program, along with **21 add-on skill development/awareness certificate courses** and thereby providing a plethora of learning opportunity for students. As a part of strengthening component of **DBT Star College** scheme, the college also provides training and skill development workshops for students.

The college utilizes **both traditional chalk-talk methods and modern ICT tools**, including a **Learning Management System (LMS)** for inclusive, equitable and measurable outcomes of curriculum delivery. The curriculum and teaching process are based on well-defined **Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs)**.

The college provides **remedial classes** through the online teaching-learning platform **CMP-Live**. It has also a **mentor-mentee system** to guide students. It regularly seeks **feedback** from students and teachers to assess their needs, covering curriculum delivery, infrastructure, library and administrative services, and grievance redressal mechanisms, with a focus on awareness of issues such as sexual harassment and sensitization programs.

In an endeavour to address the cross-cutting issues, the college has introduced **free and compulsory add-on courses on water, energy, and environmental literacy**, as well as a **postgraduate program in Environmental Science**.

The college also emphasizes student-centric learning through seminars, workshops, and educational trips, offering **'Earn While You Learn' (EWYL) scheme** and internships for hands-on experience. It also conducts co-curricular activities and commemorative day celebrations, blood donation camps, etc., to raise awareness about cross-cutting issues such as gender equity, environment, and moral values.

### Teaching-learning and Evaluation

Adhering to the **student-centric approach** with impetus on transparency, inclusivity, and equity, **CMP Degree College** has developed an integrated **online admission portal** (<https://cmpadmission.cmpcollege.ac.in/>) for students following reservation rules of the government. The college admits **nearly 5000 students** every year belonging to diverse socio-economic and geographical backgrounds. The **student-teacher ratio was 74:1** in the academic year 2022-23.

The college is proud of its well-qualified faculty members with an average of 15 years of teaching experience, having vast research involvement, with nearly **99% PhD/NET** qualified. All sanctioned posts are filled through a well-structured recruitment process following UGC regulations. Faculty members regularly update their knowledge and skills through participation in Faculty Development Programmes (FDPs) and conferences.

The academic session begins with an **induction program** for new entrants, which focuses on catering to them about the facilities and services available at the college. The faculty meticulously maintains the course plan, blending traditional and technology-based teaching methods. ICT is central to the teaching and learning approach, supported by a centralized **Learning Management System (LMS)**. Faculty members are trained for online teaching and nearly **600 e-learning modules** are uploaded on LMS to cater to diverse student groups. Under the **DBT Star college** scheme the regular teaching is supplemented with activities focused on

### **experiential and participatory learning.**

The academic process is re-engineered from a **teacher-centric to a learner-centric method**. Students are mentored through an effective **mentor-mentee scheme**. Remedial classes are there for the slow learners. The syllabus, program outcomes are available on the website. The attainment of program outcomes is evaluated based on the pass percentage of the students. The **pass percentage** for the 2022-2023 graduating batch was **95.2%**, which reflects it in a very lucid manner.

There is an academic audit and grievance redressal committee for continuous improvisation of the teaching and learning process based on the internal assessment of projects, assignments, and team activities. Committees address student grievances related to internal assessment, and regular feedback ensures improved functioning in all areas.

### **Research, Innovations and Extension**

Research constitutes the backbone of any academic institution and **CMP Degree College** heads high in terms of its research policy and Intellectual Property Rights (IPR) thereby crafting an innovation ecosystem.

The college has scored **3.5 stars under IIC-driven activities including** 8 entrepreneurial, 9 startups, 1 IPR, 3 skill development, 16 personality development, and 4 outreach activities to cater to the innovation ecosystem. IIC has made sincere efforts to conserve the **Indian Knowledge System (IKS)** and transfer the IKS to society through its expertise provided in terms of the conservation of Indian scripts, linguistic diversity, and **Indian Materia Medica**.

The college encourages collaborative research and has signed **11 functional MOUs** (<https://cmpcollege.ac.in/mou/>) to inculcate **research and innovation ecosystem**. The research quality is enriched with the upgradation of new research laboratories and grants from organizations such as **DST, DBT Star College**, and **UGC-BSR Start-Up Grant**.

The college has been publishing an online open-access research journal **“Research-Communications”** (<https://research-communications.cmpcollege.ac.in/>) to encourage novel publications from young researchers.

Faculty profile is updated on **CMP IRINS** (<https://cmpcollege.irins.org/>) generating a high cumulative impact of institutional publications. The Ph.D. program initiated in 2019 has given a new spark to research in the college supported by **396 research scholars**, out of which there are **64 CSIR/UGC JRFs** working under different disciplines.

The college has received **22 research grants worth Rs 280 lakhs** from funding agencies. **43 awards** at national and international levels have been revived by faculty members for their distinguished services. Besides we have conducted 25 national and international seminars/webinars, obtained **04 patents**, published **382 books and book chapters**, and **268 research papers in UGC-CARE-listed journals**.

The extension activities of the college encompass **NSS/ NCC/ CMP HELPAGE/ GBYC/ SIPFSA/Legal Aid Clinic**. The college reaches out to society through the Swatch Bharat Mission, road safety and environmental safety programs.

Students are exposed to 21 **awareness/certificate courses** to foster sustainability. Targeting the '**Lab to Land Program**', under the **CMP HepAge** Scheme, the Botany and Zoology department has conducted awareness programs on farmyard waste management, mushroom cultivation, and vermicomposting for rural areas. College, therefore, radiates an excellent research culture maintaining an **innovation ecosystem**.

### **Infrastructure and Learning Resources**

**CMP Degree College** has a vast setup, spread over an area of **21 acres** across **three campuses- main, law, and commerce**, each dedicated to specific academic disciplines. The main wing, which accommodates Science and Art faculty, also features administrative offices, library, dispensary, canteen, parking area, central lawn, playground, gymnasium, Principal House, faculty house and boy's hostel. The law wing specializes in law subjects, while the commerce wing focuses on commerce subjects, vocational studies and skill development courses.

The campus facilities include **two auditoriums, two conference rooms, five big lecture theatres, 59 well-equipped classrooms, and a moot court hall. 24 Laboratories** for UG/PG programs, and **25 subject-specific research laboratories** including a Tissue culture and Bioinformatics lab. ICT integration is evident, with **25 ICT-enabled classrooms, including 6 computer labs** equipped with **online UPS**. There are **148 computers** with updated versions for the academic purposes of students and faculty.

**For sports** enthusiasts, the college offers indoor games and outdoor facilities such as a running track, cricket ground, basketball, volleyball, and badminton courts, and a gymnasium.

**The college library** houses over **30,000 books, 10 journals, 28 magazines, and 13 newspapers**, managed through the Library Management System (<https://library.cmpcollege.ac.in/>). It is an institutional member of the **National Digital Library**, providing support for academic levels and disciplines. The library is part of various networks like **DELNET, NLIST** and **MANUPATRA**, offering access to scholarly content and plagiarism detection services. Additionally, it has **IRINS** databases of **195 faculty** and actively participates in academic initiatives.

The college's **ICT policy** aims to improve access, efficiency, equity, quality, productivity, and inclusion. In line with the digital India mission, the college has upgraded its **Wi-Fi** network from 50 to **200 Mbps**. It hosts an integrated website with four independent portals viz., **Admission** (<https://cmpadmission.cmpcollege.ac.in/>), **CMP-LIVE** (<https://liveclass.cmpcollege.ac.in/>), **LMS** (<https://lms.cmpcollege.ac.in/>), and **Recruitment** (<https://recruitments.cmpcollege.ac.in/>), which support **e-governance** through IT infrastructure. The **LMS portal** bears nearly **600 course modules**. Hence, the college is a pioneer in Prayagraj for developing an online teaching and learning portal integrated with a learning management system, emphasizing continuous improvement and modern technology adoption, positioning it as a forward-thinking institution committed to academic excellence and growth.

### **Student Support and Progression**

**CMP Degree College** provides guidance and assistance to students for a seamless learning experience, holistic development, and progression, including career counselling, guidance for competitive exams, and placement drives.



The Office of **Student Welfare** (<https://cmpcollege.ac.in/coordinator-student-welfare/>) deals with the scholarship scheme and makes the best efforts to benefit every student. There are **12 types of scholarships/fellowships** available for different groups of students empowering them to optimize their potential. Around **42% of students** of total strength are benefitted from scholarships/fellowships during the last five years

The college has an active **grievance redressal mechanism** and ensures a campus free of ragging. The sports activities are promoted in the college and there are **58 awards** won by students at the university, state, and national levels.

The college offers **'Earn While You Learn' (EWYL) schemes** (<https://cmpcollege.ac.in/earn-while-you-learn-scheme/>) for underprivileged meritorious students to earn while learning and develop professional ethics and skills. Students are members of various academic and non-academic committees and clubs, providing leadership platforms in cultural, social, and academic realms.

Additionally, a **special add-on course on civil services** has been initiated to guide civil services aspirants. Approximately **3264 students** have been benefitted from **career counselling** for competitive exams, capacity development in terms of soft-skills, life-skills, awareness of technology, campus placements, etc. **273** of our students qualified for **NET, GATE and other exams**. During the last five years, **student progression to higher-education** is **756** and **placements** in various renowned companies and government organizations is **59**. About **5 entrepreneurial/ startup programs** are being conducted by IIC to encourage out of box and innovative thinking among students.

Besides this extension and outreach activities of **NCC, NSS Units and Green Youth Brigade Club (GYBC)** sensitize students towards social responsibility.

A registered **Alumni Association** (<https://cmpcollege.ac.in/alumni/>) is functional in the college with members from all disciplines, which meets annually and motivates the present students in their career progression and philanthropic activities. The college is proud of its alumni who are currently in high positions in medical, judiciary, and other civil services in India.

## **Governance, Leadership and Management**

The governance of the college is in consonance with its vision and mission. The **academic and administrative policies** (<https://cmpcollege.ac.in/policy>) and functions are in line with them. The **Governing Body** of the college (<https://cmpcollege.ac.in/governing-body/>) is the apex authority that meets on a regular basis to discuss issues related to the overall development of the college. The college strongly believes in promoting a culture of decentralization and delegation of power through strategic policies. The faculty members from all the departments are involved in effective decision-making and execution.

The College has many schemes for the welfare and benefit of teaching and non-teaching faculty members as per the Ordinance of the University of Allahabad. The college follows a **performance-based appraisal system** following the **UGC Regulations and Ordinance of the University of Allahabad**. The Service Rules for teaching and non-teaching staff are meticulously followed.

The College has a clear mechanism for empowering the faculty in its academic arena by encouraging teaching and non-teaching staff to participate in **Capacity Building and Faculty development programs** to enhance

their professional skills. Particularly, Science faculty are encouraged to participate in seminars, symposia, etc. by providing financial assistance under the **DBT Star College** Scheme. In addition, conferences, workshops, lectures and other such programs are planned annually at the college level.

The college maintains transparency and accountability in all financial transactions. The College conducts both internal and external financial audits periodically. Efficient allocation of budget, mobilization and management of resources are meticulously carried out by the Bursar and the finance committee under the supervision of the Principal and the Governing Body.

The College has an active **IQAC** which has a well-developed process to ensure quality benchmarks of academic and operational activities. The IQAC meets regularly to ensure that e-governance is implemented in areas like administration, finance and accounts as well as student admission, support and examinations. It monitors and reviews the teaching-learning process through annual academic and administrative audits, analyses feedback for quality enhancement, collaborates with institutes, submits AQARs, and participates in NIRF and AISHE. Departments at the college regularly organize seminars, workshops and FDPs under the direction of IQAC.

### **Institutional Values and Best Practices**

**CMP Degree College** emphasizes **environmental sustainability, gender equity, human values & professional ethics, and inclusiveness instilling social sensitivity and responsibility** while pursuing academic and infrastructural growth.

The college focuses on **sustainability** through its **environmental, energy, and hazardous waste management policy**. It offers **compulsory awareness courses on water literacy, energy, and environmental literacy**, and promotes energy efficiency, waste reduction, and water conservation. The **Green Youth Brigade Club (GYBC)** and faculty members contribute to '**Clean & Green CMP**' initiatives, including installing solar lights.

The college implements **gender equity** measures to ensure equal opportunities and treatment for all genders, including a well-defined gender sensitization and zero-tolerance action policy in the cases. It has an **Internal Complaints Committee (ICC)** to address gender equity and sexual harassment issues and provides training in self-defense and yoga to female students. The college has also conducted a **gender audit** to evaluate and modify gender-based facilities on the campus.

The college fosters an inclusive and tolerant environment, promoting diversity and cultural appreciation among students and staff from diverse backgrounds. It has launched the "**Jai Hind**" drive to commemorate the **75th year of Indian Independence**, focusing on constitutional obligations, values, rights, and citizen responsibilities.

One of the **best practices** of the college is outlined as "**Arogyam**", a **Green Youth Brigade Endeavour** (<https://cmpcollege.ac.in/arogyam>) of a medicinal plant conservatory maintaining 150 medicinal plants which are multiplied and distributed to the public to promote herbal gardening in urban houses. It supports the Ministry of Ayush's approach to develop immunity with the use of herbal medicines.

The **second-best practice** of the College is the online teaching-learning platform **CMP-Live** (<https://liveclass.cmpcollege.ac.in/>) and **Learning Management System (LMS)** (<https://lms.cmpcollege.ac.in/>) which was launched during the unprecedented situation of **COVID pandemic** to support **uninterrupted**,

**teaching-learning, and assessment processes.** This is a significant step of the college towards online and **ICT-based education.** In the post-pandemic period, it is adopted as a regular practice for **remedial classes** and to provide **e-learning resources** to students. Indeed, the distinctiveness of the college lies in its mechanism and practices of holistic development of its stakeholders and enabling them to contribute to the sustainable development of nation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHAUDHARY MAHADEO PRASAD DEGREE COLLEGE
Address	Mahatma Gandhi Marg, George Town
City	Prayagraj
State	Uttar pradesh
Pin	211002
Website	<a href="http://www.cmpcollege.ac.in">www.cmpcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ajay Prakash Khare	0532-2256762	9335154006	-	cmpdc1@gmail.com
IQAC / CIQA coordinator	Sarita Srivastava	-	9565898333	-	cmpdc1@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttar pradesh	University of Allahabad	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-06-2010	<a href="#">View Document</a>
12B of UGC	01-06-2010	<a href="#">View Document</a>

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
BCI	<a href="#">View Document</a>	08-06-2023	12	The College has applied for the extension of the approval and paid the required fee to BCI in compliance to the rules

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	Mahatma Gandhi Marg, George Town	Urban	21	84984

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Political Science,	36	Intermediate	English,Hindi	924	768
UG	BSc,Chemistry,	36	Intermediate	English,Hindi	1039	821
UG	BA,Ancient History,	36	Intermediate	English,Hindi	1233	751
UG	BCom,Commerce,	36	Intermediate	English,Hindi	674	573
UG	BA,Defence Studies,B.Sc.	36	Intermediate	English,Hindi	150	56
UG	BA,Economics,	36	Intermediate	English,Hindi	924	349
UG	BA,Education,	36	Intermediate	English,Hindi	1155	297
UG	BA,English,	36	Intermediate	English	1336	429
UG	BA,Geography,	36	Intermediate	English,Hindi	154	146
UG	BA,Hindi,	36	Intermediate	Hindi	1848	663
UG	BA,Medieval History,	36	Intermediate	English,Hindi	463	347
UG	BA,Music,	36	Intermediate	English,Hindi	116	10
UG	BA,Philosophy,	36	Intermediate	English,Hindi	694	114
UG	BA,Psychology,	36	Intermediate	English,Hindi	58	24
UG	BA,Sanskrit,	36	Intermediate	Hindi,Sanskrit	874	140
UG	BA,Sociology,	36	Intermediate	English,Hindi	694	420
UG	BA,Urdu,	36	Intermediate	Hindi,Urdu	231	3

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UG	LLB, Law,	36	Intermediate	English, Hindi	375	371
UG	BA LLB, Law,	60	Intermediate	English	150	145
UG	BCA, Computer Application, BCAMC A five years integrated course in Data Science	60	Intermediate	English	30	25
UG	BCA, Computer Application,	36	Intermediate	English	38	35
UG	BSc, Botany,	36	Intermediate	English, Hindi	645	497
UG	BSc, Mathematics, Statistics	36	Intermediate	English, Hindi	60	29
UG	BSc, Mathematics,	36	Intermediate	English, Hindi	434	394
UG	BSc, Physics,	36	Intermediate	English, Hindi	434	394
UG	BSc, Zoology,	36	Intermediate	English, Hindi	645	497
PG	MA, Political Science,	24	Graduation	English, Hindi	63	62
PG	MSc, Chemistry,	24	Graduation	English, Hindi	75	55
PG	MA, Ancient History,	24	Graduation	English, Hindi	63	57
PG	MCom, Commerce,	24	Graduation	English, Hindi	100	73
PG	MA, Defence Studies, MSc	24	Graduation	English, Hindi	30	0
PG	MA, Economics,	24	Graduation	English, Hindi	63	43
PG	MA, Education	24	Graduation	English, Hindi	63	40

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PG	MA,English,	24	Graduation	English	63	36
PG	MA,Geography,	24	Graduation	English,Hindi	37	29
PG	MA,Hindi,	24	Graduation	Hindi	63	49
PG	MA,Medieval History,	24	Graduation	English,Hindi	63	52
PG	MA,Philosophy,	24	Graduation	English,Hindi	63	2
PG	MA,Psychology,	24	Graduation	English,Hindi	50	18
PG	MA,Sanskrit,	24	Graduation	Hindi,Sanskrit	63	12
PG	MA,Sociology,	24	Graduation	English,Hindi	63	52
PG	MA,Urdu,	24	Graduation	Hindi,Urdu	50	0
PG	LLM,Law,	24	Graduation	English,Hindi	75	75
PG	MSc,Botany, Environmental Science	24	Graduation	English,Hindi	40	6
PG	MSc,Botany,	24	Graduation	English,Hindi	75	58
PG	MSc,Mathematics,	24	Graduation	English,Hindi	50	34
PG	MSc,Physics,	24	Graduation	English,Hindi	50	28
PG	MSc,Zoology,	24	Graduation	English,Hindi	75	70
Doctoral (Ph.D)	PhD or DPhil,Political Science,	60	Postgraduation	English,Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil,Chemistry,	60	Postgraduation	English,Hindi	28	0
Doctoral (Ph.D)	PhD or DPhil,Ancien	60	Postgraduation	English,Hindi	19	0



	t History,					
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	60	Postgraduation	English,Hindi	3	0
Doctoral (Ph.D)	PhD or DPhil ,Economics,	60	Postgraduation	English,Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil ,Education,	60	Postgraduation	English,Hindi	10	0
Doctoral (Ph.D)	PhD or DPhil,English,	60	Postgraduation	English	13	0
Doctoral (Ph.D)	PhD or DPhil ,Geography,	60	Postgraduation	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil,Hindi,	60	Postgraduation	Hindi	21	0
Doctoral (Ph.D)	PhD or DPhil ,Medieval History,	60	Postgraduation	English,Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil ,Psychology,	60	Postgraduation	English,Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil ,Sanskrit,	60	Postgraduation	Hindi,Sanskrit	9	0
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	60	Postgraduation	English,Hindi	10	0
Doctoral (Ph.D)	PhD or DPhil,Law,	60	Postgraduation	English,Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil,Botany ,	60	Postgraduation	English,Hindi	20	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	60	Postgraduation	English,Hindi	14	0
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	60	Postgraduation	English,Hindi	19	0

### Position Details of Faculty & Staff in the College

**Self Study Report of CHAUDHARY MAHADEO PRASAD DEGREE COLLEGE**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				39				173			
Recruited	0	0	0	0	16	23	0	39	92	54	0	146
Yet to Recruit	0				0				27			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				144
Recruited	48	9	0	57
Yet to Recruit				87
Sanctioned by the Management/Society or Other Authorized Bodies				63
Recruited	53	10	0	63
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				1
Recruited	1	0	0	1
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	1	0	1	0	0	2
Ph.D.	0	0	0	14	22	0	78	44	0	158
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	2	0	0	13	9	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	11		7		18

**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	6420	216	0	0	6636
	Female	3438	105	0	0	3543
	Others	0	0	0	0	0
PG	Male	830	46	0	0	876
	Female	841	31	0	0	872
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	156	31	0	0	187
	Female	180	29	0	0	209
	Others	0	0	0	0	0
Diploma	Male	25	0	0	0	25
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Certificate / Awareness	Male	3136	0	0	0	3136
	Female	1991	0	0	0	1991
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	321	765	645	649
	Female	226	353	280	329
	Others	0	0	0	0
ST	Male	7	6	7	12
	Female	4	2	1	5
	Others	0	0	0	0
OBC	Male	836	1139	1144	1143
	Female	474	445	444	418
	Others	0	0	0	0
General	Male	1480	1789	1695	1659
	Female	943	788	725	619
	Others	0	0	0	0
Others	Male	233	435	246	132
	Female	126	162	107	55
	Others	0	0	0	0
<b>Total</b>		<b>4650</b>	<b>5884</b>	<b>5294</b>	<b>5021</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is offering multidisciplinary subjects across Sciences, Humanities, Social Sciences and Languages and is prepared to adopt the National Educational Policy 2020 whenever completely approved by the University. However, in the first phase of approval of NEP, the college has been running BCA-MCA (Data Science) programme since 2023-24 under the NEP which offers interdisciplinary subjects to students as elective papers. Moreover, keeping in view the problems faced by the students, the college has also established a Centre for</p>
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	<p>Vocational Studies and Skill Development under which a variety of multidisciplinary and interdisciplinary add-on courses are also being offered to the students. The aim is to make the students equipped so that they don't need to rely on only Government jobs but instead pave the way towards self-employment and entrepreneurship.</p>
2. Academic bank of credits (ABC):	<p>Regarding the implementation of the Academic Bank of Credits, the institution has to wait for the academic council of the affiliating university to give the accord. Meanwhile, the college has subscribed SWAYAM-NPTEL Local Chapter to adopt ABC and provide learners with an opportunity to engage with a variety of credit-based courses. The Science departments in the college are also working on the Virtual Lab in collaboration with IIT, Delhi. The pedagogical approach of the institution is student-centric, constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the students' learning outcomes.</p>
3. Skill development:	<p>The vision of the college is promoting Value-Based Quality Education and enhancing the skills and employability of students to foster global competency, hence the college made efforts to establish a Centre for Vocational Studies and Skill Development under which currently 21 short-term, vocational, skill development and awareness courses are being offered to the students of all disciplines. The college is also consistently involved in inculcating awareness about the environment, energy and water resources; thus, the college started some mandatory awareness courses for the students like Water Literacy, Energy Literacy and Environment Literacy. Therefore, constant mentoring of students is also one of the practices of the institution, to enable students to explore future employment pathways through skill development after graduation and help them get the most out of their studies.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Regarding the adoption of Indian languages, the college offers various Indian languages like Hindi, Sanskrit and Urdu as subjects in degree courses. In addition to this, the celebration of Hindi Divas, Workshops on Sanskrit Natyashastra, Spoken Sanskrit and Spoken Urdu courses, etc have also been conducted in the college and the institution is also</p>

	<p>prepared to offer some spoken courses in online mode. Preservation and promotion of languages are one of the key targets of the College in the future. Furthermore, the college has also an archaeological museum through which the History department helps students to decode the Indian culture scripted and embodied in manuscripts and sculptures.</p>
5. Focus on Outcome based education (OBE):	<p>The College also makes an effort to understand that the pursuit of knowledge is a life-long activity and to acquire a positive attitude and other qualities that will lead students to a successful life. Hence, the college attempts to identify the programme-specific outcomes along with Course outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal and effectively caters to students for global competency.</p>
6. Distance education/online education:	<p>The College has established its own dedicated online teaching-learning platform CMP-Live to facilitate seamless online classes for students during the COVID pandemic. The college has also a Learning Management System (LMS) to follow innovative teaching methods and provide E-resources to its students in which nearly 500 modules are available which are developed by the faculty members. In the post-COVID period, the online teaching-learning platform CMP-Live has been consistently used for remedial classes on Saturdays and Sundays as well as for extra classes. The compulsory awareness/certificate course in water literacy is also offered online for all first-year students of UG, PG and Ph. D. from session 2022-23 through CMP-Live with the support of LMS, where the modules of the course are available for reading of students. Hence, the college has been providing education in online mode in addition to regular offline classes as a part of institutional efforts to promote ICT-based education.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>No. However, the college has made a request on the SWEEP (Systematic Voters' Education and Electoral Participation) portal of the Election Commission of India for the set up of the Electoral Literacy Club</p>
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	(ELC).
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?	Since ELC has not been set up yet, it is neither functional nor representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	In the absence of ELC in the college, the college has been organizing National Voters Day and Voters' Awareness Campaigns under the aegis of the National Service Scheme (NSS).
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 college has signed an MoU with the Centre for the Study of Society and Politics (CSSP), Kanpur, which conducts pilot projects, and pre and post-poll surveys. In collaboration with the CSSP, some research students have done pilot studies and poll surveys. The college would also nominate some students for survey in Lok Sabha Elections under the terms of the MoU with the CSSP.
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.	Most of the students in the college are enrolled as voters in the electoral roll. The NSS units in the college have been organizing awareness campaigns from time to time in this regard.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12608	14678	11489	10132	9757

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 186

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
169	174	182	183	186

### 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
606.25	335.86	162.34	279.33	340.33

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:

**CMP Degree College, as a Constituent PG College of the University of Allahabad, follows the university's mandated curriculum and academic calendar. The College delivers a SMART (Specific, Measurable, Achievable, Relevant, and Transferable) curriculum that meets the needs of the stakeholders. Senior faculty as members of the Board of Studies actively contribute to the revision of curricula, question paper setting, and internal and external assessment processes.**

Currently, the college offers a wide range of subjects including **26 Undergraduate, 22 postgraduate** across all disciplines viz., **Arts, Science, Commerce and Law** with **241 course combinations in Bachelor of Arts and 4 course combinations in Bachelor of Science. Doctoral programs in 17 subjects are also offered by the college.**

The graduation degrees (B.A./B.Sc. and B.Com.) follow an **annual pattern**, while LL.B. and B.A.LL.B., M.A., M.Sc., and M.Com. programs operate on a **semester pattern**.

As a step towards the preparedness for **NEP 2020**, the college has registered as a local chapter of **SWAYAM-NPTEL** and also initiated a 5-year integrated **BCA-MCA (Data Science)** program since 2023-24. Additionally, to enhance the knowledge and skills of students for employability and holistic development and thereby create a plethora of learning opportunities, **21 add-on skill development/awareness certificate courses** are also available to the students in which **three courses on water, energy, and environmental literacy are free and compulsory to the students.**

**Effective curriculum delivery** is ensured through timely preparation of **academic calendars, timetables, faculty workload and teaching plans for each academic session.** Following the assessment system of UG and PG programs of the University, an extensive and structured **internal assessment** method is adopted by the College, incorporating tests, assignments, projects, and presentations to assess students' understanding of the course of study.

The college utilizes **both traditional chalk-talk methods and modern ICT tools**, including a **Learning Management System (LMS) having nearly 600 e-modules for inclusive, equitable and measurable outcomes of curriculum delivery.** The college provides **remedial classes** through the online teaching-learning platform **CMP-Live** to support **slow learners.** The college has also been implementing a **mentor-mentee** scheme to provide needful guidance and help to the students. The curriculum and teaching process are based on well-defined **Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).**

The college focuses on enhancing **student-centric learning methods** through assignments, seminars, workshops, educational trips, and industrial visits organized continuously thereby providing internship and job opportunities to help them gain hands-on, field experience. The college is under the strengthening component of **DBT Star College** scheme and is steadfast in providing **hands-on training**, and **skill development** workshops under capacity development programs for students.

The college regularly seeks **feedback** from students, teachers and other stakeholders to assess their needs, covering curriculum delivery, infrastructure, library and administrative services, and grievance redressal. The feedback analysis mechanism is used to take action to ensure continuous improvement.

Faculty engage in **research and development** programs to update their knowledge and contribute to curriculum revision, delivery and assessment. Collaboration and networking are encouraged among faculty and external stakeholders to improve **curriculum delivery and assessment processes**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** 9

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

### 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:** 10.04

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
5892	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

**CMP Degree College** aims to establish a **sensible and inclusive society** through its curriculum, which includes courses on **professional ethics, gender, human values, and environmental sustainability**. It offers **free add-on courses on water, energy, and environmental literacy**, as well as a postgraduate program in **Environmental Science**. The college also **sensitizes students** through special lectures, workshops, and activities, and promotes research on environmental sustainability, gender issues, and human values in its **Ph.D. programs**.

- 1. Professional Ethics:** The college prioritizes **ethical behavior and decision-making in professional settings**, ensuring students are exposed to and learn about relevant ethical principles and standards in their chosen fields of study. This integration aims to develop a strong ethical foundation and prepare students to navigate ethical challenges in their future careers. Professional ethics are emphasized through the curriculum related to political professional ethics, moral standards, personal values, and guiding principles.
- 2. Gender Equity:** The college strives for **gender equality and the empowerment of women** among its employees and students, with zero tolerance for gender bias and sexual harassment. It has established a **Gender Sensitization Cell, Anti-Sexual Harassment Cell, ICC**, and **anti-ragging committees** to ensure the safety of girls on campus. Workshops and lectures on gender sensitization are organized, and gender-related discussions are integrated into

the curriculum. Courses cover women's empowerment, gender equality, and gender-related topics such as mother goddess, matriarchal society, gender discrimination, and the position of women. Works such as Scarlet Letter, An Apology to Gautam, and Fire on the Mountain teach about gender discrimination and promote understanding, awareness, and equality.

3. **Human Values:** The college emphasizes the importance of **human values such as empathy, compassion, integrity, and respect for diversity**, which are integrated into the curriculum to promote personal growth, ethical behavior, and social responsibility. The **National Service Scheme (NSS)** has eight units that promote a **sense of belongingness and responsibility towards society, nation, and the world at large**, with campaigns on **Beti Bachao-Beti Padhao, Cast your Vote, and human health and hygiene** along with regular blood donation camps. The cultural committee of the college organized programs on **days of national importance** addressing the social ethics and moral values inculcating human values in the students. Various departments organized programs on the issues of **gender equality, humanism, Indian culture, justice, human rights**, etc., to inculcate **human values**.
4. **Environment and sustainability:** The institution recognizes the need to address environmental challenges and integrates environmental topics into the curriculum to **raise awareness and promote sustainability**. This helps students understand the connection between human activities and the environment, enabling them to contribute to sustainability efforts. The curriculum covers **ecology, air pollutants, and environmental issues in India, including movements like Namami Gange**. The college encouraged and **sensitized students to conserve water, use renewable energy, and minimize single-use plastic, Clean and Green Campus**, through endeavors like **Green Youth Brigade Club, Arogyam, compulsory awareness course on Water Literacy**, etc. Programs like **CMP cleanliness drive**, poster and quiz competitions, and **Van Mahotsav** also promote awareness on the environment and sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 5.78

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

Response: 729

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 74.87

##### 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
4650	5884	5294	5021	4876

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

2022-23	2021-22	2020-21	2019-20	2018-19
7186	7186	7111	7073	5805

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

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

**Response:** 64.96

##### 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
2186	3162	2754	2631	2137

### 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
4275	4275	4231	4156	2874

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 74.6

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The college has been practicing the **student-centric method** to **enhance outcome-based education** and **foster effective teaching-learning processes** with a major emphasis on the following learning methods:

- **Experiential Learning:** Science departments organize **hands-on training workshops** and lecture series funded under the **DBT Star College Scheme**, providing opportunities for undergraduate students to gain practical experience with upgraded technology. Experiential learning is widely adopted across departments, with **field excursions** and **survey-based studies** enhancing teaching and learning. Additionally, postgraduate projects are practiced in Botany, Zoology, Economics, Sociology, and Education, while the Law department encourages student internships.
- **Innovative Learning:** The College under the **Institute Innovation Council (IIC)** instills **out-of-box thinking and innovative learning** to utilize the subject knowledge for **startup ideas**. Students also submit their ideas on the **Yukti portal** of **IIC (MOE)**.
- **Participative/ Collaborative Learning:** **NCC, NSS, Green Youth Brigade Club (GYBC), and the Institute's Innovation Council (IIC)** encourage students to work in groups inculcating **collaborative skills for problem-solving**. **GBYC** students learn **environmental and energy audits** and support in making the **College biodiversity register**. Learners participate in **outreach programs** and visit nearby institutes. Engagement in seminars and workshops develops communication skills and critical thinking. Additionally, student-centric programs like debates, quizzes, essay competitions, and student seminars are regularly conducted by various college societies like **Atomica**, and **Chemical Society**.
- **Research-oriented Learning:** student visits to scientific institutes encourage interaction with expert scientists. Lecture series, lecture workshop of **Indian Academy of Sciences** in Botany, and UG research projects under **DBT Star College Scheme** promote inclination towards research and innovation and to pursue higher studies. Research writing is promoted through in-house **“Research Communication”** journals and other magazines like **ChemWorld, Zoolife**, etc.
- **Flipped Classroom/Problem-Solving Learning:** Students access the **LMS portal** and **YouTube channels of faculty** and study lessons before the classroom to utilize class time for **interactive discussions and problem-solving**.
- **Peer Learning:** Peer learning is practiced in Botany, Zoology, and Education, where **student-led workshops, study groups, and peer-to-peer learning partnerships** are being practiced.
- **Skill-based Learning:** The college offers **21 skill development courses** under the **Centre for Vocational Studies and Skill Development (CVSSD)**. and thus, promotes skill training and personality development.
- **Museums/ Herbarium/ Arogyam and IKS-based Learning:** The college preserves the antiques in the form of a Museum in Ancient History viz., **"Chaudhary Naunihal Singh Smriti Sangrahalay Avam Kala Vithika"**, Paleobotany Museum in Botany, and Zoology and transforms expertise of Indian Knowledge System (IKS) to the future generation.
- **ICT-enabled Learning:** CMP Degree College has an integrated online teaching-learning platform **CMP-Live** and a **Learning Management System (LMS)** for e-learning resources. Faculty members manage e-learning modules through LMS, with approximately **600 e-learning modules** uploaded to facilitate self-paced learning for students. The college supports **ICT usage** through **YouTube channels by faculty**. Additionally, the college is also registered as a local chapter of **SWAYAM-NPTEL** and in working in collaboration with **VIRTUAL LABS - IIT Delhi**, to utilize subject-specific software for curriculum delivery. The **library** offers **DELNET/NLIST** facilities, and the infrastructure includes **24 ICT-enabled lecture rooms** and **one Bioinformatics laboratory**.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 84.34

**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
212	212	212	212	212

### 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:** 98.88

**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
167	172	180	181	184

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:

Assessment is an important part of the **continuous evaluation process**. It helps to reduce the burden and tension of the students related to the examination and helps them in better preparation for their **final/end-term examinations**.

The College through its internal assessment procedure ensures continuous learning and growth in the performance of students. The college follows guidelines formulated by the University of Allahabad concerning syllabi and assessment. Every effort is made on the part of the college to conduct the **internal assessment** examinations with the utmost level of **transparency**.

- The College informs the students and parents about the schedule of the Internal and External assessment examinations at the beginning of the academic year. The students are also informed about the detailed schedule of the internal examination through notification on the website well in advance. The previous years' question papers are shared with the students, if required to prepare them for examination. The examination and assessments are carried out following the set **academic calendar/ timetable**.
- The **answer scripts of internal assessments are shown** to the students. The **internal papers are evaluated within a week** of the day of the exam and the **marks are communicated** to the students in the classroom. The teachers also try to **clear the doubts of the students regarding the question paper**. Students are also advised regarding the various ways in which they can improve their performance.
- **Online MCQ tests** are also conducted as a method of internal assessment in addition to **assignments and presentations**. The students are encouraged to focus on content, creativity, and originality in their assignments and presentations. The faculty evaluates assignments and provides feedback in classes.
- The results of internal assessment examinations are declared to understand the **learning level of students and course outcomes**. This helps the students to prepare for **competitive examinations** in the future as well. The examination committee monitors and conducts internal examinations in

the college with the active participation of all teaching faculties and non-teaching staff.

- All the teachers of the concerned departments **prepare a set of question papers** and submit it to the Convenor of the Department well in advance of the commencement of the internal assessment exam. to conduct the internal assessment examination under the supervision of the **examination committee**.
- After the results are announced student can seek a **reevaluation of their answer sheets** if needed. This will help in the clarification of their doubts. The **answer sheets are preserved** and documented for further clarification and use till the declaration of final results.
- To maintain the **transparency and effectiveness** of the continuous internal evaluation process, the **college examination committee** takes responsibility and monitors the mechanism throughout the year.
- Mechanisms to deal with examination-related grievances are **transparent, timebound, and efficient**. Students' grievances related to exams and marks are handled by the **specific examination and evaluation /grievance redressal committee** of the departments.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

CMP Degree College currently offers a wide range of subjects including **26 Undergraduate, and 22 postgraduate across all disciplines viz., Arts, Science, Commerce, and Law with 241 course combinations in Bachelor of Arts and 4 course combinations in Bachelor of Science. Doctoral programs in 17 subjects** are also offered by the college. The UG programs in B.A., B.Sc., and B.Com. follow an **annual pattern**, while LL.B. and B.A.LL.B., BCA, M.A., M.Sc., M.Com., and LLM programs operate on a **semester pattern**. Additionally, as a step towards the preparedness for **NEP-2020**, the college also offers 21 add-on skill development/awareness certificate courses under **Centre for Vocational Studies and Skill Development (CVSD)** to enhance the knowledge and skills of students for employability and holistic development.

The framework of the **Programme Outcomes (POs) and Course Outcomes (COs)** are **designed and developed** by the **faculty members** and are discussed in the **departmental meetings**. After discussion, it is submitted to the **Academic Program Committee** for **verification and validation**. After that, it is presented to the **IQAC** for approval. After **approval**, the POs, and COs are communicated to the departments and finally **stated and displayed on the college website** in the sections of different departments.

**Program Outcomes (POs)** specify what a student is expected to achieve at the end of the Undergraduate and postgraduate programs. All such attributes are mentioned in the syllabus of each program available on the college website.

**Course Outcomes (COs)** aim at providing an **in-depth knowledge** of various courses within the program leading to both vertical and horizontal expansion of the knowledge base of the students. The students are apprised of the COs in the student-faculty meetings as well as in the classrooms by the faculty members.

**Various ways in which students are introduced to POs and COs are as follows:**

- The **programme-wise syllabus** is available on the college website for the information of all concerned.
- The **college prospectus** contains all the relevant information about the different programs offered.
- An **induction program** is conducted by the college for each of the departments in every academic session. The Principal of the college, Coordinator of IQAC, Coordinator of Student Welfare, Proctor, and convenors of other important committees of the college address the students about various academic and co-curricular activities.
- Faculty members further introduce students to the POs and COs in their **opening lectures** to ensure that the students remain motivated.
- Various **lectures/seminars/workshops** are organized for the students to supplement the course learning outcomes.
- The faculty members spare their time to **prepare prospective reading materials** for students and upload them as **e-learning modules on the LMS** portal of the college to improve the **learning outcomes**.
- The faculty members actively **attend Faculty Development Programs (FDPs), workshops, and seminars** to enrich their knowledge to enhance **teaching outcomes** in the class.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**CMP Degree College** continuously endeavors to evaluate the attainment of **Program Outcomes (POs) and Course Outcomes (COs)** through a **combination of various direct and indirect methods** to ensure an **all-inclusive learning outcome and assess students' progression**.

**Direct Methods:**

- As per the University guidelines, the assessment in the annual system course of UG is based on the annual examination. In which 100% marks are awarded. Whereas in the semester system course of UG and PG, 40% marks are awarded through internal assessment and 60% marks through external assessment in end-term examination conducted by the University. The university provides detailed guidelines and suggests that internal assessment be based on Test-1, Test-2, and Mid-term examinations. Test-1 and Test-2 may be in the format of assignments, presentations, quizzes, etc., whereas mid-term should be based on question papers designed according to the syllabus. The best of T-1 and T-2 shall be counted in the final marks of internal assignment which is 20% of total marks and mid-term is also of 20% of the total.
- The faculty members of the college prepare an internal assessment plan at the beginning of each semester and evaluate students on a continuous basis as per the plan.
- The evaluation process helps the teachers to identify slow and advanced learners in the class. Remedial classes are organized for slow learners in different forms such as extra classes, and one-on-one guidance, to ensure that the students maintain the same pace as the rest of the class and that all students are well-attended too.
- Results declared at the end of each year/semester are analysed and reviewed by the **IQAC** and measures are suggested to improve the same.
- Toppers of the different programs of the college are felicitated on the Founder's Day of the College.
- Regular Feedback is encouraged and received from the student, teachers, parents, and alumni as part of the assessment of the efficacy of the teaching-learning process. This helps to identify students' attainment in terms of the course that they study and to provide better opportunities wherever needed.

#### Indirect Methods:

- Other important ways in which program and course outcomes can be measured are the progression of the students towards higher education and the **employability** of students after completion of the UG and PG programs.
- The Career Counselling and Placement Cell of the college regularly conducts **placement drives**, internship fairs, workshops, and seminars to guide students to improve their soft skills and secure jobs and internships in various reputed companies.
- The students of the college have also progressed towards **higher education** in several **Indian and foreign** institutions.

#### Evidence of Attainment:

- **Pass Percentage of Final Year Students of UG and PG Programs**

Program	2018-19	2019-20	2020-21	2021-22	2022-23
B.A. (All)	92.88	98.39	100	100	99.74
B.Sc. (All)	90.33	98.42	100	100	92.79
B.Com.	96.63	99.00	100	99.27	100
LL.B.	75.17	100	99.26	77.31	94.20
BCA	-	-	100	95.24	100
B.A.LL.B	-	-	-	-	100



PG (All)	93.99	94.03	87.13	93.81	86.06
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• **Number of Students Selected in NET/JRF/GATE**

2018	2019-20	2020-21	2021-22	2022-23
36	23	22	50	81

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 96.28

#### 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
4175	4619	3404	2657	2571

#### 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
4288	4728	3501	2726	2857

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.36**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:** 215.71

**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
12.42	0	10.44	36.31	156.54

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**CMP Degree College** has created an innovation ecosystem, Indian Knowledge System (IKS), and taken initiatives to foster innovation and entrepreneurship among students, faculty, and staff, ultimately contributing to economic growth and societal wellness. Major initiatives are as follows:

- **Institute's Innovation Council (IIC):** The college has formed an Institute's Innovation Council (IIC) to promote innovation and entrepreneurship. The IIC, an **innovation ecosystem** is thoroughly maintained under IIC with **8 Entrepreneurs, 9 startups, 1 IPR awareness, 3 skill development, and 4 outreach activities** in the **2022-23** session duly approved by the Ministry of Education (MoE).
- **Policy on Research and Innovation:** The college has a research policy also guiding the **Intellectual Property Rights (IPR)** ethics. Lectures on IPR policy are conducted under **IIC** to minimize the risk of infringement of any intellectual property without the knowledge of any

stakeholder/inventor. The college has **4 patents** filed by the faculty members.

- **Entrepreneurship and Skill Development Programs:** The college offers **21 add-on courses to develop entrepreneurship, and innovation**, providing students with the skills and knowledge to turn their ideas into viable businesses.
- **Research Facilities:** The college runs a **research program in 17 subjects enrolling 396 scholars**. The college is **equipped with better lab facilities** to cater to advanced research and innovation. The college has received a total **research grant of Rs 280 Lakhs** from different Funding agencies like DST, DBT, BSR, etc.
- **Instilling Research Aptitude and Writing Skills:** The college encourages research publications and writing through its research journal- "**Research Communications**", as well as magazines like **Zoo-life and ChemWorld**.
- **DBT Star College scheme:** The scheme provides **hands-on training and teaching** with updated technology, aiming to **build research aptitude** among undergraduate students, leading to their progression towards higher education and research careers.
- **Industry-Academia Partnerships & Collaborations:** The college collaborates with industry partners to provide students with **real-world experience, mentorship, and funding opportunities**. The college has signed multiple MoUs and organized networking events, workshops, and conferences to facilitate collaboration and idea-sharing among students, faculty, alumni, and industry professionals in innovation and entrepreneurship.
- **Indian Knowledge System (IKS):** The college has made sincere efforts towards rejuvenating the Indian Knowledge System (IKS), particularly in three ways:
  - The college has ancient scriptures maintained in the **Museum of Ancient History** which are exhibited for sharing the IKS.
  - The Sanskrit Department makes efforts to teach Sanskrit through the "**Sanskrit Samvad**" program carried out under an **MOU** signed with **Trivenika**.
  - Transfer of knowledge based on traditional medicine through the development of "**Arogyam**" in the campus and transferring the knowledge of **Indian Materia medica** to the urban society.

The outcome of all these initiatives in creating an **innovative ecosystem** is evident from the **IIC scorecard** displayed on the MOE portal for the session 2022-23 where the college has scored **3.5 stars** out of 5 for conducting more than **60 IIC-driven activities**. Thus, the focus has now shifted to setting up an **incubation center, establishing startups from student ideas, and funding them through the college**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 25****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
18	2	2	2	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 1.48****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
67	66	58	50	34

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 1.63

**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
91	53	48	49	62

**File Description****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:**

**CMP Degree College** has carried out various activities in the past five years to **enhance community engagement and sensitize students to social issues** for their holistic development. Some major activities are as follows;

**NCC/NSS Activities:**

- NCC organized **sensitization programs on road safety, and environmental concerns** like pollution and voting rights as well as **blood donation camps**
- NCC students also contributed in **awareness campaigns in nearby slum areas**, focusing on literacy, vaccination, and government policies for marginalized communities.
- NSS students with UG students of Sciences contributed to the **Swachh Bharat Mission by participating as Kumbh Seva Mitra in Kumbh Mela-2019.**
- NSS units participate in the programs organized by the **State Innovations in Family Planning Services Project Agency (SIFPSA)** to understand the importance of family planning and health.

### **Green Youth Brigade Club (GYBC) Activities:**

- GYBC participated in community activities like the distribution of medicinal plants to build immunity in public under the “Arogyam” endeavor. It contributed to the campus plantation drive and helped to develop herbal gardens in urban houses.

### **Environmental Activities:**

- Beat Plastic Pollution campaign was organized by the **Chemistry** department in association with students of **GBYC** of college to promote **waste management, reduce the use of plastic bags, and spread awareness** beyond the college campus.
- The students of the awareness course on **water literacy** worked as **water warriors** to aware and educate people in nearby villages and Sangam areas of Prayagraj.
- **Sociology** Department has conducted **sanitation awareness** programs in the **Chhitpur and Lalitnagar Slum areas** and organized drives to encourage eco-friendly activities in nearby communities.

### **Transferring technology from ‘Lab to Land’ Activities:**

- **Botany** Department in association with **GYBC** organized a program to **educate villagers and farmers about agrotechnology** and motivated them to **cultivate medicinal plants** for maximum benefits. It also contributed in managing the farmyard waste to provide vermicomposting and mushroom cultivation. Farmers were invited to learn mushroom cultivation in the college.
- The college also conducted extension activities to raise awareness about **organic farming** in nearby villages and has organized visits to **Badra Village** for this purpose.
- The **Zoology and Botany** department encouraged student entrepreneurship through courses on vermiculture and vermicomposting, **Herbal gardening and organic farming, Mushroom Cultivation**, etc. and organized some outreach programs to train nearby communities.

### **CMP HelpAge Activities:**

- CMP HelpAge is a social service network of the college offering different activities like mental well-being and care for old age homes, health care consultancy, Legal helpAge by Legal Aid Service clinic, Environmental help and Plant care, etc.

### **Internal Complaint Committee (ICC) Activities:**

- ICC has organized lecture series to raise awareness about laws against sexual harassment and gender issues.

### **Outreach Activities under DBT Star College scheme:**

- A series of outreach programs have been conducted under this scheme to empower school students with updated knowledge and **build up scientific temperament**.

### **Other Activities:**

- **Sanskrit** Department has supported school students during the **Covid-19** pandemic by providing

free education through the Facebook portal "**Sanskritam Bharatam**".

- **Law Department** organized a seminar on "**Opportunities and Entrepreneurship in the field of Law**" at the police line Magh Mela, Prayagraj.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

**CMP Degree College** is also known for its **recognition of the works done in the interest of society, extension activities, and quality education**. The major appreciations and awards in recognition of its contributions to community and extension activities are as follows;

- The college was selected by the **Uttar Pradesh government to start the State Innovations in Family Planning Services Project under SIFPSA**, in which the college organized different and valuable extension activities for **girls that were related to the menstrual cycle, health and hygiene services**, and institution got **recognition** after successfully completing this project.
- Similarly, in 2019, a **campaign based on traffic rules** was launched by the college, that was recognized and awarded by the **IG, Administration Department, Uttar Pradesh**.

**Many faculty members of the college also got awards and recognition from governmental and non-governmental organizations as follows;**

- Dr. Surendra Pal Singh was awarded **Distinguish Award** with Rs. 1 Lac from, Uttar Pradesh Sanskrit Sansthan in 2018; 'for his book '**Coroniyam**' in 2022 from Uttar Pradesh Sanskrit Sansthan; '**Sahitya Puruskar**' from U.P. Sanskrit Sansthan, Lucknow; and also honored with **Special Award** of Rs. 1,01,000/- from U.P. Sanskrit Sansthan, Lucknow.
- In 2019-20, Dr. Saroj Singh was awarded **Mahadevi Varma Samman** and a cash prize of Rs.1 Lakh from Hindustani Academy, Uttar Pradesh Government. She was also awarded **Shaan-e-Allahabad Samman** from Guftagu Sanstha.
- In 2020-21, Dr. Archana Pandey got **Corona Veer Samman** from Yamuna Kalakaar Sangh Prayagraj; and **Vigyan Shikha Award** from Vigyan Parishad Prayagraj. She was also awarded for her book '**Tan aur Man ka Rasayan Vigyan**' from Vigyan Parishad, Prayagraj, Uttar Pradesh.
- Dr. Sunanda Das got **Vigyan Shikha Award** from Vigyan Parishad, Prayagraj and also awarded for dedicated service as a Scientist towards **Odor Free Kumbh in 2019** from the Additional Director, Medial Health and F.W., Prayagraj Division, Prayagraj, Uttar Pradesh.
- Dr. Babita Agrawal got **Vigyan Shikha Award** from Vigyan Parishad Prayagraj.
- Dr. Ritesh Tripathi got **Prashashtri Patra for Excellent Efforts in NSS** on "Rashtriya- Sadak Saptah Maah" from Karyalay Sambhageeya Parivahan Adhikari, Prayagraj.



- Dr. Sanjay Singh and Dr. Manju Srivastava were felicitated with **Fellow of the Indian Botanical Society** (2020) during the XLIII-All Indian Botanical Conference CSIR-NBRI, Lucknow etc.
- Dr. Sarita Srivastava was awarded for **Women Scientist Award** by the Society for Bioinformatics and Biological Sciences in 2019 and in 2021-22, and she was also appreciated by the Anti-Corruption Committee of India.
- Dr. Meena Rai was awarded with **certificate of excellence** for outstanding service to the University of Allahabad in 2019.
- Dr Pawan Kumar Yadav was awarded with **Yuva Darshanik Award** from Akhil Bhartiya Darshan Parishad, Lucknow University, Lucknow in 2018.
- Dr. Hemlata Pant was awarded the **ISGBRD Fellowship** for her outstanding contribution in the field of Science from The Indian Society of Genetics, Bio-technology Research and Development (ISGBRD), Agra, Uttar Pradesh in 2023; and **Shiksha Bhushan Samman** from Tribhuvan University, Kathmandu, Nepal in 2023.

These achievements reflect the effective contribution of the college and faculty members for the community and other related extension activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 33

**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
16	9	4	1	3

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 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:** 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**CMP Degree College** has a well-equipped infrastructure and physical facilities, adequate for teaching-learning and effective implementation of academic activities. The college is spread over an area of **21 acres and housed on three campuses:**

- **The main campus** at MG Marg, George Town encompasses the Faculty of Science, Arts, and computer applications, along with administrative offices and a library. The main campus is divided into 7 blocks.
- There are **two other campuses** at 4, Kamla Nehru Road, Prayagraj separately encompassing Law and Commerce faculty. The **Center for Vocational Studies and Skill Development** is based on commerce faculty whereas **Legal Aid Service Clinic** is in Law.

#### **PHYSICAL FACILITIES AVAILABLE IN THE COLLEGE:**

**Classrooms:** There are **34, 16, and 9 classrooms in the Main, law, and commerce faculty respectively including 5 big Lecture theatres** with a capacity of 105 students, and **59 classrooms**, well-furnished of adequate size,

**Cultural Activities:** All the cultural activities, seminars and conferences are organized in a **280-seater Dr. Pyarelal Srivastava Auditorium** well equipped with Air conditioners, and a sound system. A **mini auditorium** of 200 capacity is in the final stages of construction in Block C. Cultural activities are supported by the musical instruments in the **Music** department.

**Research and UG/PG laboratories:** There are **24 Laboratories** for UG/PG programs and **25 subject-specific research laboratories** including one **DBT Central Facility laboratory**, a **Tissue culture lab**, and one **Bioinformatics laboratory** equipped with advanced practical and research facilities.

**ICT Facility:** The Campus has **200 Mbps Wi-Fi** connectivity and a well-structured ICT facility with **25 ICT-enabled classrooms** which include **6 computer labs** supported by an **online UPS system**, one **Bioinformatics lab**, and some **UG/PG laboratories** with an ICT facility. There are **148 computers** with updated versions for the academic purposes of faculty and students.

**Library:** All three campuses have separate library facilities, a **Central library, Law, and Commerce**

**Faculty Library besides departmental libraries.** The Main Library has a learning resource center comprising of **reading hall** with newspaper reading stands, magazine stands, and a sitting area for 100 students. There is a separate section for faculty and research scholars serving around 12000 students, and 185 faculty.

**Gymnasium and Yoga Center:** The college actively supports and encourages student participation in sports and fitness activities. It offers an athletic 4x100 meter **running track**, a **well-equipped gymnasium, basketball, volleyball, and badminton courts**, as well as a **playground for cricket, football, and other sports**. Additionally, there are **indoor games** facilities for Ludo, Carom board, and Chess.

**Other infrastructure facilities:** The main campus features a separate **Boy's Hostel**, a spacious **Botanical Garden** with the **Arogyam Medicinal Plants Conservatory**, a **Mushroom house**, and a **central Lawn** for beautification. Additionally, there is a **Central parking area** for staff, and a **cycle stand** for students and outsiders. The campus also includes **3 Museums, 1 Health center, 1 Center for Happiness and Wellbeing**, and **1 Moot-courts Hall** (Law faculty). For safety and security, **fire extinguishers** and **CCTV cameras** are installed. The main campus is supported by **2 power generators** with a capacity of **30 kVA** for power backup.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 46.45

**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
341.15195	176.02099	41.78422	94.23046	147.71292

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The College library system consists of a **Central Library, a Law faculty library, a Commerce faculty library, and departmental libraries**. The main library is in the Agra Jamindaar Association building, which is one of the oldest buildings in Prayagraj City. The library has a collection of over **30,000 books, 50 journals, 28 magazines, and 13 newspapers**. The library is open from **9:00 AM to 5:00 PM**, and members can access the library physically during those hours. Newspapers and magazines are issued to students on their college IDs. A few important aspects of libraries are summarized below:

- A **dedicated library website** has been developed to help students find information about library resources and services. (<https://library.cmpcollege.ac.in/>)
- The library uses the **Library Management System (ILMS)** to manage its collection. The ILMS contains **bibliographic details for about 23,000 books**. The library is in the process of implementing barcode technology for circulation work. **Barcode labels** have been pasted on over **20,000 books**. The automation process is ongoing, and the library plans to **switch to SOUL 3.0** software for more advanced library services. The library also offers an **OPAC (Online Public Access Catalog)** facility for searching the book catalog.
- The college library is a member of **NLIST (National Library and Information Services Infrastructure for Scholarly Content)**(<https://library.cmpcollege.ac.in/nlist-resources/>), **DELNET** (<https://delnet.in/>), and **MANUPATRA** (<https://www.manupatrafast.com/>; <https://library.cmpcollege.ac.in/manupatra/>). **NLIST provides access to over 6,000 e-journals and 195,000 e-books**. DELNET provides access to a union catalog of books, a union list of current periodicals, a union catalog of periodicals, a CD-ROM database, and a database of theses and dissertations. MANUPATRA provides an exhaustive collection of judgments, orders, statutes, notifications, circulars, and legislative, regulatory, and procedural content.
- The library has initiated a database of faculties in the **IRINS (Indian Research Information Network System)** database (<https://cmpcollege.irins.org/>) and the Vidwan database. A total of **195 faculty members** (including retired faculty) of the college have their profiles in both

databases, which provide various information including the h-index of individual faculty, departments, and the college.

- The college library is an institutional member of the **National Digital Library**. NDL provides support for all academic levels including researchers and lifelong learners in all disciplines.
- The college library started **Plagiarism Detection Services** (<https://library.cmpcollege.ac.in/plagiarism-detection-service/>) in 2018 to maintain the quality and standard of research publications.
- The library provides a photocopying facility, a newspaper clipping service, and reference services.
- The library has a wide list of **Open Access resources** in all subjects including Hindi and Sanskrit.
- Library Orientation and Information Literacy programs are conducted by Librarians from time to time. The library has a presence in all popular social media like Blog, Facebook, Twitter, Google Maps, and YouTube to connect with its users.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**C.M.P. Degree College** is dedicated to enhance its educational, research, and administrative activities through the use of **ICT resources and services**. The college has an **ICT policy to ensure the effective deployment and utilization of these resources**. It maintains a fully **integrated college website**, which was transitioned to an academic domain <https://cmpcollege.ac.in/> in 2020 (from the previous website <https://cmpcollege.com>), providing essential information about college policies, staff details, and regular notices and events. The college has bolstered its ICT facilities to align with its vision of providing **inclusive, equitable, and quality education**, as well as improving **e-governance**.

- **Wi-Fi-enabled campus:** The campus is Wi-fi enabled with continuous upgradation as needed from 50 Mbps to **200 Mbps** provided by Green-tech. The Wi-Fi routers are installed in different departments as per the number of users. The internet service is comprehensive and secure.
- **Upgraded Integrated website:** To ensure the smooth functioning of the website and other portal facilities, the college operates on two dedicated E-servers. Each server is equipped with an INTEL XENON L3426 1.86 GHz processor, 1TB hard disk, and 16 GB RAM. The college has

implemented integrated self-developed online portals spread over the following major sub-domains/portals:

- **Admission Portal** was launched in 2020 (<https://cmpadmission.cmpcollege.ac.in/>) to facilitate students' access and assistance during the online admission and fee submission process, particularly during the COVID-19 pandemic.
  - "**CMP Live**" was launched in 2020 (<https://liveclass.cmpcollege.ac.in/>) to ensure continuity in teaching and learning through online modes during the COVID-19 pandemic. It also supports slow-learner students by providing access to online remedial classes, even after the transition to the new normal.
  - **Learning Management System (LMS)** was launched in 2020 (<https://lms.cmpcollege.ac.in/>): to strengthen access to Open Educational Resources (OER) and E-content exclusively developed by the college's teaching faculty for the benefit of students.
  - **CMP Webmail** was launched in 2020 (<https://mail.cmpcollege.ac.in/>) to provide Institutional emails to faculty and research scholars.
  - **Recruitment portal** was launched in 2022 (<https://recruitments.cmpcollege.ac.in/>): to facilitate the recruitment process in a paperless manner facilitating e-governance.
  - **CMP Library website** was upgraded in 2021(<https://library.cmpcollege.ac.in/>) to expand its online presence by creating a separate website (sub-domain) for the library.
  - "**Research Communications**" Journal website was started in 2022 ([https://research-communications.cmpcollege.ac.in](https://research-communications.cmpcollege.ac.in/)), to promote research writing and ecosystem
  - **IIC portal** was launched in academic session 2022-2023: (<https://iic.cmpcollege.ac.in>) IIC portal is updated with the IIC activities in the college facilitating an innovative ecosystem.
- **Upgraded IT infrastructure:**
    - The college continuously upgrades its IT infrastructure to provide better teaching and learning pedagogy. The college has multiple computer labs with a total of **57 computers in the ICT Cell**, along with additional labs in the Department of **Zoology (Bioinformatics), Psychology and Law** faculty. These labs offer essential software for various courses. The college also provides **25 ICT-enabled classrooms** including seminar halls, laboratories, and computer labs to facilitate digital and smart learning. One computer lab with 40 computers and an auditorium with upgraded IT infrastructure is at completion.
    - Thus, in pursuit of excellence in teaching and learning with modern pedagogy the college regularly upgrades its IT infrastructure and steeping ahead towards **e-governance** in nearly 50 % of its endeavors

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 85.19

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

Response: 148

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

#### 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:** 41.22

**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
184.34297	132.79398	101.97467	138.71272	152.79802

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>



## 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:** 42.39

**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
7822	5130	4028	4734	3152

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 5.56

**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
1920	431	200	375	338

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 4.67

**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
133	201	164	156	160

**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
4175	4619	3404	2657	2571

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.92

**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
36	50	22	33	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 53**

**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
12	23	5	6	7

**File Description****Document**

Upload supporting document

[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: 6.2**

**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
9	10	1	6	5

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Alumni Association of any institution acts as a bridge between the past and the present. C.M.P. Degree College, Prayagraj carries a glorious past of over 74 years and many of its students are marking their significance in society and gracing the alma mater as Alumni. We have a registered alumni association- "**CMP Degree College Alumni Welfare Association**" with registration number **ALL/01696/2023-2024 via the Act 1860(XXI of 1860)**. The College has a rich heritage of Alumni hailing from different walks of society and earlier they used to contribute individually through **academic events, knowledge sharing, and mentoring students** but after the registration of the alumni association the contributions are likely to increase manifold in an organized manner.

#### **Composition of Alumni Association:**

- The executive body is comprised of **11 members** presided over by Prof. Kewal Kant Bhutani, Dr. Anand Kumar Srivastava as Vice-President, Shri Rajendra Srivastava, General Secretary, Dr. Vishal Srivastava, Treasurer and Executive Members

#### **Contributions of Alumni:**

- **Academic Contribution:**
  - Our alumni have made significant contributions to our college as permanent faculty members. Currently **7 faculty members**, including Sri. Rajendra Srivastava, Associate Professor of Economics, Sri. Tushar Srivastava, Assistant Professor of Law, Mrs. Sonal Khare, Assistant Professor of Law, Sri Ramesh Kumar Bharti, Assistant Professor of Law, Dr. Tanaya Rai, Assistant Professor of Sociology, Dr. Hemlata Pant, Assistant Professor of Zoology, and Dr. Vishal Srivastava, Assistant Professor of Chemistry, have all proven to be valuable assets in their academic and corporate assignments.
  - The Botany and Education departments host an alumni lecture series, where experts like **Dr. Yogeshwar Vikram Dhar**, NBRI Lucknow, **Dr. Ishan Pandey**, Rewa University, **Dr. Zoomi Singh**, ISDCollege, Prayagraj, shared their expertise with the students
- **Corporate Contribution:**
  - **Dr. Sushil Sinha**, a medical professional, is contributing to the development of the college as the chairperson of the Governing Body.
- **Contribution as Mentors:**
  - **Dr Hemlata Pant** used to extend her services as a trainer for Mushroom cultivation and vermicomposting workshops held under GBYC (2017) after being appointed as permanent faculty has started a short-term skill development program on Vermicomposting.
  - **Dr. Gaurav Krishna**, founder of Pradhvik Advance Agri Solution LLP, and alumnus of the Botany Department has signed an MOU with the college to provide training to students in tissue culture as a business. Besides providing industrial training in tissue culture he has also offered his expertise in setting up a tissue culture laboratory in the Botany Department which will be developed further as an incubation center for his industrial setup and provided facilities for dissertation work on tissue culture.
  - **Mr. Anil Kumar Sahi**, Proprietor of Sahi Masala, delivered 2 lectures on setting up startups and the challenges encountered under IIC, helping students maximize their earning potential as they enter the professional world.

#### **Alumni Meet:**

- Departments hold annual alumni meetings thereby inculcating a spirit of unity and reinstating the connection with their alma mater. More alumni participation is expected after the association is registered. Feedback is also taken from the alumni since they can give candid suggestions and inputs for the improvement of their alma mater.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

With its motto “**Aa no bhadrah kratavo yantu visvatah**” implying ‘**Let noble thoughts come to me from all directions**’, **CMP Degree College** strives to inculcate an **inclusive approach towards effective governance, leadership and management**. The **vision and mission** of the college, lead towards the fulfilment of this endeavour while imparting excellent holistic education.

The college ensures an **effective, efficient, decentralised, democratic and participatory governance system** in order to achieve the **institutional perspective plan**. A continual dialogue with the stakeholders and the promotion of an overall **culture of excellence** are given sufficient emphasis. The following initiatives and practices at the college highlight this;

- A **decentralised, democratic and participatory** approach is reflected in the way the **governance and leadership** in the college is structured and functioning. An active **Governing Body** composed of members spearheaded by the **Chairman**, the college **Principal as Secretary**, and **teaching and non-teaching staff** works together to facilitate **collaborative decision-making**. Similarly, college administrative body and committees follow a structure reflected in its **organogram**- IQAC, Staff Council, Administrative, Academic, Student Support bodies and Committees for- Admission, Timetable, Examination, Anti-ragging, Discipline, Academic Planning, etc. All the constituent members work towards ensuring the **goals and objectives** of the institution.
- Every action and decision in the domains of **academics, administrative infrastructural and financial**, is arrived at after **dialogue, deliberation and debates with the respective members**.
- The **administrative setup** of the college is **effectively** governed by the able **distribution of responsibilities** to various significant committees like the Proctorial Board, Office of Dean, Student Welfare, etc. to **efficiently** execute the perspective plan.
- The preparation of **budgets** is done after due consultation with all the concerned end users in order to properly address their needs. The authorisation of such expenditure is carried out in pursuance of all relevant **financial rules and regulations** and **audited** later.
- The preparedness of the college for implementation of **NEP** under the direction of **IQAC** is reflected in the establishment of 'Vocational and Skill Development Centre'; training of entrepreneurship and start-ups under **Institution Innovation Cell (IIC)** to make students self-reliant and prepared for the future. The initiation of "**Earn While You Learn Scheme**" (**EWYL**) can also be seen in this context in addition to the financial support of underprivileged students through various **scholarships**.



- The **ICT Cell** of the college has been instrumental in initiating and promoting sustained institutional growth by equipping students as well as the staff of the college for better use of technology. The introduction of the online teaching-learning platform **CMP-Live** and **Learning Management System (LMS)** are remarkable steps in this direction.
- The teaching, as well as the non-teaching staff, are empowered through regular training programmes, workshops as well as FDPs and their **recruitment and promotions** are timely done in accordance with prescribed government and UGC rules and regulations.
- To further the mission of inculcating a **value system** in students, the Cultural and Sports Committees of the college work tirelessly by organising various inter-college sports events as well as celebrations of days of national significance, plays, workshops, declamations, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

**CMP Degree College** maintains its **democratic structure through a system of shared responsibilities to ensure efficient governance**. The **organogram** shows the **decentralized** functioning of the institution. The College has clear **objectives and vision** for providing **quality education** to students and services to society which is evident in the **perspective plan for development**. (<https://cmpcollege.ac.in/strategic-planning-and-deployment/>)

**Administrative Set-Up:** The Administration of the college systematically helps to arrange and coordinate the human and material resources that are available to achieve the stipulated goals of the college.

- **The Governing Body** of the college derives its authority through mandated ordinances of the University of Allahabad. Under the leadership of the Chairperson, the Governing body regulates the administration, finances, **and overall development**. (<https://cmpcollege.ac.in/governing-body/>)
- **The Principal** manages and supervises the overall functioning supported by teaching and non-teaching staff. All the official appointments of teaching and non-teaching staff in the college are done as per the **rules and regulations laid by UGC**.
- **IQAC** collaborates and coordinates with the Principal to maintain the quality of the **teaching-learning environment**. IQAC conducts academic and administrative audits of the

departments, analyses feedback as well as designs perspective plans.

- The **Staff Council** looks into the **strategic decisions** related to all matters and for the implementation of all policies. (<https://cmpcollege.ac.in/staff-council/>)
- The **academic, and co-curricular** requirements of the departments are managed by the **Convenor/Teacher-in-charge** in collaboration with the Principal.
- The **internal finance and financial audit** of the college are managed by the **Bursar and Section Officer (Accounts)** who ensure effective utilization of the available funds. For making financial decisions, the Bursar consults the Principal and Governing Body. The college has formed a **Purchase Committee** which adopts a proper procedure for purchases following all the stipulated regulations.
- To create a **holistic and cohesive space for working and learning**, the college follows a **Code of ethics and rules of conduct** for teachers and students through committees such as **Anti Ragging, Internal Complaint Committee (ICC), Discipline, Grievance Redressal** to maintain the **integrity and decorum** of an educational institution.
- To develop a **well-synchronized system** of academics as well as meticulous execution of administrative activities in the college, various committees are formed in the college such as **Academic Planning & Evaluation Committee, Students Welfare, Proctorial Board**, etc. (<https://cmpcollege.ac.in/list-of-committee/>)

**Appointment and Promotion Policies:** Regarding the appointments of teaching staff, strict adherence to the service rules and instructions of **UGC regulations and University of Allahabad** [Recruitment Rules (Pg 168-184)] are followed. The appointments of non-teaching staff shall be done by the statutes/ordinance of the University of Allahabad. The appointment of guest/contractual staff shall abide by the norms of the Management. The Promotional Policies are also as per the **ordinance of the University of Allahabad**. (Promotional Policies - Pg 247-254).

**Service Rules & Procedures:** Regarding the matters related to Service rules and procedures of the college, all are guided by the **ordinance of University of Allahabad and UGC Regulations** issued from time to time. The Service Rules (pp 199 to 213) and Procedures (pp 122-156) are articulated in the ordinance of the University of Allahabad.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support

**4. Examination****Response:** A. All of the above

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

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

The college has a **performance-based appraisal system** and implements many **welfare schemes** that keep the morale and motivation of the employees high and help in their retention.

**Performance-based Appraisal System:** The appraisal system is purely based on the **UGC regulations** to give the benefit of regular annual increments, non-compound increments based on Ph.D., M.Phil. and LL.M degree of the faculty, and the time-bound as well as academic score-based promotion under **career advancement scheme (CAS)**.

**Welfare Schemes:****(1) Medical Facilities and Services:**

- The college has a **dispensary and** a medical professional to assist in case of health emergencies.
- **Medical expenses** are **reimbursed** as per CGHS rules and a Cashless Medical facility has been provided to all the permanent teaching and non-teaching staff through empanelled hospitals of the University of Allahabad.
- The college has a **Centre for Happiness and Wellbeing** to help stakeholders in coping with distress and depression. The college organizes **awareness programs** to ensure mental well-being. During the pandemic, faculty members of the Psychology department extended psycho-social support to all stakeholders.

**(2) Leave Benefits:**

- Female teaching / non-teaching staff can avail **maternity leave** of 180 days, and 15 days of **paternity leave** is provided to male teaching / non-teaching staff. A provision of **Child Care leave** is also available.
- **Study leaves** of up to 3 years can be availed.
- **Duty Leave** can be utilised for any professional **training** or institutional responsibilities.
- Teaching staff can avail of a **sabbatical leave** of 2 years subject to terms and conditions.
- There is a provision of **8 Casual Leave (CL)** and **2 Restricted Holidays (RH)** in an academic year.
- After the probation period, permanent teaching staff can avail **20 half-pay leaves**.
- **Commuted leave**, not exceeding half the amount of half-pay leave, is granted on the basis of a medical certificate.
- Leaves to participate in seminars, conferences and workshops are provided if applied for.

**(3) Retirement and Other Financial Benefits:**

- Provision for **GPF and advance PF** for the employees is available.
- **New Pension Scheme (NPS)** is also a facility available to the employees as per UGC norms.
- There exists a provision for the encashment of **Earn Leave (EL)**.
- Teaching and non-teaching staff can avail **Children's Education Allowance** and admission through Ward Quota.

**Avenues for Career Development:**

- Teaching/ non-teaching staff are encouraged and assisted in attending **faculty training & development programs, refresher courses** and **orientation programs** to upgrade their skills.
- For **faculty enrichment**, national and international Seminars, conferences, and workshops are organised.
- The college also provides **financial support** to the Science Teachers under the **DBT Star College Scheme**.

**Other Schemes:**

- On **Teachers' Day**, the Teaching staff and on **Founder's Day** of college teaching, as well as non-teaching staff members, are honoured with awards and certificates for their constructive contribution to the institution.
- The **meritorious children of non-teaching staff** of the college are also given monetary benefits on **Founder's Day**.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 3.24**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	29	0	0

**File Description****Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)**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:** 39.2**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
68	120	137	83	60

**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
57	58	60	61	64

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

## 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:

The college's **efficient mechanism to utilize and mobilize funds** is reflected in the funds disbursed to the **Faculty Empowerment through Public Financial Management System (PFMS)**, which gives a detailed account of the utilization of financial resources.

The funds are mobilized to generate **salaries for teaching / non-teaching staff** and also provide **security, gardening, and sanitation facilities**. The College has implemented **pay fixation and post-retirement benefits** as per the **UGC norms**.

A significant number of financial resources are utilized to fulfill the **UGC-ordained financial norms and benefits**. The college also allocates its funds for **Children's Education Allowance, Medical Reimbursement, and PF** advance to meet the policy and welfare measures as per the UGC rules and regulations.

To ensure regulated and optimum use of funds, the college maintains transparency and accountability. The college ensures the timely release of funds for all the necessary **academic, research, co-curricular, and infrastructural activities**.

In order to **organize an event**, students/ faculty seek approval for the budget from the Principal. The allocation of the funds requested happens in two ways - either an advance payment is done, or a certain amount is assured which is released after all the standard bills/ GST bills with supporting proofs are submitted and sanctioned by the Principal.

The mobilized funds are also directed to **upgrade and enhance physical and IT infrastructure, classrooms and laboratories**. The college procures some funds to update its **library**

**services, sports facilities and equipment.** The college grants resources to **formulate and maintain capacity enhancement activities and programs.**

Funds are also utilized to purchase items for day-to-day requirements and **infrastructure augmentation** in the college. The request for the fund is approved by the Principal and forwarded to the **purchase committee** in the college.

**Internal and External Audit:** The college itself carries out the initial stage of the internal check. In the initial stage, the section officer scrutinizes and verifies the financial data for clarity, authenticity, transparency and financial accuracy. Income/Expenditure is closely monitored by the Bursar, the Principal and the Section Officer (Accounts). The college strictly follows the **GFR 2017** issued by the Government of India and the purchase procedure issued by the University of Allahabad, if any.

**The internal audit** takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper records with the concerned Department of Capital Expenditure are also checked and verified. Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked.

**For External Audit,** the audit wing of the University under the aegis of Controller and Auditor General (CAG) visits the college periodically and inspects all the files of the financial matters of the college. The college submits its reply to the audit wing if any, issued by the Controller & Auditor General team timely. The Utilisation Grant Certificates are also audited by the external auditor. The audit objections, if any, are complied with by the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 **IQAC at CMP Degree College** defines **quality assurance** in line with the **vision and mission** of the college. IQAC has been contributing significantly for **institutionalizing quality assurance strategies and processes**, and the **attainment of academic excellence** through the following measures;

- **Reviews of Teaching-Learning Process and Attainment of Learning Outcomes**
  - **Academic Planning & Policy Making: IQAC as an apex academic body of the**

college, plans and prepares academic calendar in accordance with the University calendar and instructs departments to follow and prepare departmental calendars of curricular and co-curricular activities.

- **Outcome-based Education:** IQAC consistently works on improving the teaching-learning process and supports **Outcome-Based Education (OBE)** in all programs considering **Bloom's taxonomy**. Outcome-based education aims to create a **student-centric learning** environment at the course level including curriculum and training.
- **Participative and Experiential Learning:** It facilitates **participative and experiential learning** through class presentations, field trips etc. Remedial classes in the college are also a regular feature to support slow learners.
- **Mentor-Mentee System:** It implements a **mentor-mentee system** that helps students overcome their curricular and extra-curricular hurdles under the guidance of an assigned faculty.
- **Feedback Mechanism:** It reviews the **teaching-learning process and learners' outcomes through an annual feedback mechanism**. **Feedback-based** recommendations are suggested to the concerned stakeholders and are mentioned in the action-taken reports by the IQAC.
- **Academic and Administrative Audit (AAA):** AAA is an annual, peer-driven, and self-regulated assessment that is carried out under the direction of IQAC and recommendations are prescribed to take action.
- **Endeavor for the incremental improvement of the College**
  - **Initiating Value-added learning:** In order to implement **NEP-2020** and **enhance the skill, employability, and global competency of learners**, IQAC has initiated **21 Add-on skill development/awareness certificate courses**.
  - **Fostering ICT-based Education:** IQAC works in tandem with **ICT** and ensures that all the members are equipped with **ICT tools and facilities for their professional growth and effective teaching-learning process**. As per need, during the **COVID pandemic**, IQAC organized a **one-week Faculty Development program (FDP)** in collaboration with **TLC, IIT-BHU** to equip them with advanced **ICT tools** for unhindered teaching. The development of **CMP-Live and LMS portals** in this context is significant.
  - **Implementing Earn While You Learn (EWYL) Scheme:** IQAC has taken the initiative to implement the scheme of **“EWYL”** for the benefit of underprivileged and economically weak meritorious students to **support their education as well as to enhance their skills and employability**.
  - **MoUs & Collaborations:** The college has signed **11 MoUs** with other institutions to **increase collaboration** in outreach activities, and to organize joint programs like conferences/publications/FDPs.
  - **Augmentation of Infrastructure:** Suggestions for augmentation and **improvement of the infrastructure** are diligently executed by IQAC to cater to the college's growing community. This is reflected in the upgradation of **ICT-enabled classrooms, laboratories, and conference rooms** in the college

Indeed, **IQAC** spearheads a **quality system for conscious, steady, and catalytic programmed action** to **improve the academic and administrative performance** of the college.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

#### Quality assurance initiatives of the institution include:

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

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**CMP Degree College** respects the **essence of gender equity** and aims to achieve **gender equality and the empowerment of women** employees and students. It has **zero tolerance for gender bias and sexual harassment** on campus. The college has conducted a **Gender Audit** to evaluate the needs and requirements of various categories of students and modify the gender-based facilities on the campus.

#### **Measure for Promotion Gender Equity and Sensitization:**

- **In Curriculum Activities:** The College ensures to provide gender sensitive and inclusive curriculum, especially in humanities, social sciences, and life sciences courses. These include courses emphasizing women's empowerment, gender studies, and women's rights, courses in life sciences involve a study of the genetic basis of sex determination, menstrual health, and hygiene and try to overcome the taboos surrounding women's health. (<https://cmpcollege.ac.in/wp-content/uploads/2024/01/Gender-Equality-Policy-scanned.pdf> )
- **In Co-Curricular Activities:**
  1. **Programs by ICC:** The college has established an **Internal Complaints Committee (ICC)** to address sexual harassment cases on campus. The committee conducted **gender equity promotion programs** and organized invited lectures on **gender issues**. Programs were aimed to raise awareness about gender equality and help individuals examine their beliefs. The goal is to create awareness about the importance of gender sensitivity, organize events for women's empowerment, and encourage female students to lead independent lives. The cell also aims to support the mental well-being of women. (<https://cmpcollege.ac.in/internal-complain-committee/> ).
  2. **Cultural Programs on Gender Issues:** Cultural programs are held to raise awareness about gender imbalance and promote gender equity. Events such as seminars on child rights, workshops on gender and sexual harassment laws, and other programs aimed at addressing gender sensitization on campus have been organized.
  3. **Gender Champions:** Gender champions are identified each year on the basis of the performances of students in various programs organized on gender issues.
  4. **Lectures and Talks on Gender Sensitization:** Students are educated through induction programs, interactions with faculty and speakers, and the distribution of infographics and handouts. Lectures cover domestic violence and its impact on women's mental health, with special awareness sessions for employees on workplace sexual harassment. Sensitization activities also include self-defense training for female faculty and students, as well as information on emotional and mental abuse for young girls and women.

**5. Showcasing Government Guidelines for Gender Equity:** The college has an anti-ragging committee to protect the students' rights within the campus. The college uses posters and facilitates dialogue to educate students about sexual harassment in the workplace. Additionally, the college website and library offer access to relevant documents, including the Sexual Harassment of Women at Workplace Act, 2013, and UGC Regulations on Sexual Harassment 2015. (<https://cmpcollege.ac.in/anti-ragging-cell/>)

- **Facilities for Women on Campus:** The college provides various facilities for female students, including a separate girls' common room with access to female healthcare counseling services, psychological counseling support, and security measures to ensure a safe and supportive environment.
- **Additionally,** ICC works on specific programs aimed at empowering and supporting female students in their academic and personal development. To develop discipline and leadership among the girl students separate NCC and NSS units are established on the campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### **7.1.4**

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

**Response:**

The college promotes an **inclusive and tolerant environment** at the campus which encourages students and staff, drawn from different socioeconomic, linguistic, regional and religious backgrounds, to forge ties and appreciate the diversity of our country. Activities, policies and institutional processes are geared towards **promoting harmony and acceptance of plurality of traditions and practices.**

- **Tolerance and harmony towards cultural and regional values:**

- 1.To combat **social exclusion and marginalization**, the college has adopted a non-discriminatory attitude by providing equal access to facilities to all students.
- 2.The college prioritizes an **inclusive and supportive environment**, with measures in place to ensure the **well-being and dignity of multicultural** students and staff. This includes close monitoring by the **proctorial board and anti-ragging cell, regular cultural programs, mentor-mentee system.**
- 3.The college also **follows government policies** for admissions and staff appointments, has initiatives for the welfare of differently abled individuals, provides fee concessions, and maintains an inclusive environment on campus.

4. Various cultural events are organized to promote **harmony towards cultural diversity also conserving the regional values.**

- **Promotion of linguistic and communal diversity:**

1. Teaching is done in **bi-lingual mode** wherever required to ensure inclusivity and celebrate **Hindi Pakhwada.**
2. The college celebrated **Vishwa Dharohar Saptah, showcasing the "Durlabh Pandulipi Pradharshini"** to highlight India's ancient linguistic and cultural heritage. A national seminar was organized to raise awareness about the rich heritage and linguistic diversity of the country, and a guided **heritage tour** of Kaushambi was conducted by the ancient history department.
3. College in **collaboration with 'Trivenika'** organized various programs to promote Sanskrit speaking. An international seminar was also organized in Sanskrit focusing on cultural diversity and linguistics.
4. The College **Library** provides books in Hindi for major disciplines, catering to students who have studied in their mother tongue or Hindi medium. Additionally, the **college magazines- Manisha, Zoo-life, and Chem World,** promote original creative writings in Hindi and English, fostering linguistic consciousness among students and staff.

- **Catering to the socioeconomic diversity of society:**

1. Promotion of **entrepreneurship and skill development** for economic independence for marginalized women was conducted by IIC where training for Teddy Bear making and bakery products was given also **Women entrepreneurs** were awarded by the college on the occasion of **International Women's Day.**
2. The college runs the 'EYWL' program to support students from the EWS section, focusing on skill development and providing financial assistance. Additionally, **Personality Development Workshops** are conducted to enhance students' holistic development through etiquette and manners training.

- **Sensitization of students and employees to the constitutional obligations: values, rights, duties, and responsibilities of citizens**

1. The college has launched the "**Jai Hind**" drive to commemorate the **75th year of Indian Independence,** focusing on constitutional obligations, values, rights, and citizen responsibilities.
2. It collaborates with legal authorities and conducts events to raise **legal awareness** and promote **civic responsibilities.**
3. The college also emphasizes **environmental sustainability, social values, and democratic principles** through various campaigns, seminars, and activities.
4. Additionally, it **celebrates national events** such as **Independence Day and Republic Day,** and organizes programs to **sensitize students on civic duties and democratic functioning.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

## **FIRST BEST PRACTICE**

**Title of the Practice:**

### **"AROGYAM": SECURING LIFE & PRESERVING INDIAN KNOWLEDGE SYSTEM**

**Objectives of the Practice:** Arogyam is an endeavor of the Green Youth Brigade Club (GYBC) which has been functional since 2014 and aims at environmental sustainability and conservation practices. The first objective of Arogyam is to explore the hidden treasure of the Indian knowledge system (IKS) available in the form of Indian Materia Medica and conserve the bio-diversity of Indian medicinal plants. The second objective is to extend the knowledge and health benefits of medicinal herbs to the common man and promote Herbal Gardens for urban houses.

**The Context:** During the COVID pandemic, when everything failed to cure the spread of viruses and people were bound to look for alternative sources of medication for immunity, the concept of "Arogyam" was picked up as a remedy and to use of ancient knowledge encrusted in Indian Materia Medica. Since the college has already been maintaining a herbal garden with 200 plants, it took efforts with the help of GBYC and expert faculty members to develop a nursery of common herbs for distribution to the common people thereby making them aware of the significance of herbs in their day to day life and also counseling them to grow these herbs in their small balcony garden under the program: "Herbal Garden for Urban Houses". This was significant in a way of conserving ancient knowledge and transferring it to the future generation while boosting the general immunity of the society.

**The Practice:** The GBYC of College is practicing this at five levels:

1. Development of a conservatory of medicinal plants
2. Dissemination of knowledge through lectures and expert talks
3. Free Consultancy for herbal gardens for urban houses
4. Identification of medicinal plants and their active principles
5. Tagging the plants in the conservatory and assigning QR code

**Evidence of Success:** Wastelands in the college were transformed into herbal gardens with the involvement of GYBC, guided by a Botanist. One part of the degraded land was converted into an herbal garden for planting approximately 200 medicinal plants. During the COVID pandemic and thereafter the college and GYBC distributed 3000 medicinal plants in the last four years amongst the houses, students, faculty, staff, and local people. The success of this practice is evident from the fact that since its inception, this practice has continued uninterrupted to date.

**Problems Encountered and Resources Required:**

- A motivated workforce is necessary to sustain our green practices.

- The dry season poses a loss of plants in the conservatory.
- The prolonged lockdown period from 2019-2021 caused serious loss of germplasm.
- An uninterrupted water supply and a deep irrigation system are further needed for the Medicinal Plant Garden.

## SECOND BEST PRACTICE

### Title of the Practice:

### "CMP-LIVE & LMS": ENHANCING ONLINE TEACHING-LEARNING EXPERIENCE

**Objectives of the Practice:** CMP-Live and LMS (Learning Management System) is the integrated online teaching-learning and e-learning resources management platform of the CMP Degree College. The college has been practicing this ICT-based education platform since 2020 intending to facilitate three cardinal principles of NEP viz., access, equity, and quality. The major objectives are to:

1. Provide inclusive education and minimize the digital divide
2. Facilitate a centralized Learning Management System for self-paced learning.
3. Promote cost-effective and ICT-based teaching and learning pedagogy.
4. Foster flexibility in the teaching-learning process.

**The Context:** The unprecedented event of the COVID-19 pandemic has posed a significant challenge for higher education institutions (HEIs), requiring rapid adaptation to changing public health regulations and guidelines. CMP Degree College serves about 12,000 students from diverse backgrounds. Managing a large student population and securing a suitable platform strained the institution financially, but it was crucial for ensuring safety. Our objective was to provide inclusive education bridging the digital divide. This initiative offered an alternative to costly subscription-based platforms like Zoom, Google Meet, and Microsoft Teams, addressing security concerns and allowing the sharing of class presentations in the form of PPT/PDF during learning sessions and ensuring the availability of e-resources for reading and downloading.

**The Practice:** The new online teaching-learning portals were developed and designed according to the college's requirements. Meanwhile, IQAC collaborated with the Teaching-Learning Centre (TLC), IIT-BHU to conduct a Faculty Development Program (FDP) for training faculty members in using online teaching platforms and developing MOOC-based learning modules for our LMS portal. The CMP-Live classrooms and LMS were used as a secure platform, allowing only college students with valid login IDs and passwords to join online classes and access e-learning course modules during the pandemic for all classes and after the pandemic for remedial classes. Online Classes were created by the faculty members according to the centralized college timetable. Students were able to see classes and the live status in their dashboard and could join as per the schedule. Notes were also provided during the live classes. In addition to this e-learning resources, assignments, discussions, and question-answers were managed through the LMS portal. These practices are still in practice for online remedial classes and e-resources.

**Evidence of success:** The digitalization of teaching and learning in CMP Degree College was covered in

bold headlines in the leading newspapers as CMP Degree College was the first college not only in Prayagraj but in UP to develop such a system of online teaching and learning in 2020. The college has managed nearly 12000 students across 22 departments enrolled in 54 different programs of UG, PG, and Ph.D. during the pandemic years. On average 10 classes were engaged per hour and 80 classes per day during the period. Currently, the CMP-Live platform is used for remedial classes on Saturdays and Sundays in which a total of 48 classes are being held every week. In addition to this, there are nearly 600 e-learning course modules and 1400 lessons have been uploaded on LMS by the faculty members to provide e-resources to the students.

**Problems Encountered and Resources Required:** The major problem was the digital divide affecting equitable learning opportunities, server issues due to a large number of students, difficulties in addressing mental health concerns, and limitations on practical-training.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

### **ENABLING, ENLIGHTENING & EMPOWERING STUDENTS THROUGH SKILL TRAINING**

The **distinctiveness** of CMP Degree College is embedded in its motto, “**Aano Bhadra Kratavo Yantu Visvatah**” (“**Let noble thoughts come to me from all directions**”). The **mission** of the college is to **transform youth through holistic development, promoting creative and critical thinking, enabling innovation, enlightening minds and ideas, and empowering them with knowledge while instilling social, emotional, moral, and human values intrinsic to the art of life.**

Therefore, the **priority** of the college is “**enabling, enlightening and empowering students through skill training**” in the **following thrust areas;**

- **Professional Skill:** Professional skill is a **combination of soft skills and hard skills**. Soft skills are related to **personality and communication** whereas hard skill is related to **employability and competency for job and competitive examinations**. The college has a “**Centre for**



**Vocational Studies and Skill Development"** which currently offers **21 skill development, soft skill and special certificate courses** such as **Personality Development and Stress Management, Spoken English, Mushroom Cultivation, Vermicomposting, Communicative English for Legal Professionals, Banking, Finance and Insurance, Android Apps Development, GS Foundation Course for Civil Services, etc..** including, **three awareness free and compulsory courses on water, energy and environmental literacy** to students.

- **Financial Skill:** Financial skills are particularly related to the **management of financial resources**. The College introduced the **'Earn While You Learn' (EWYL)** scheme for **underprivileged and economically weak meritorious students** so that they could **manage their financial needs** while learning and make them **self-reliant**. The scheme also provides them an **opportunity** for hands-on experience in diverse works related to the library, laboratory, office management, and computer department to **participate in the management and development of the institution**.
- **Innovation Skill:** Innovation skills are the abilities that enable people to **develop innovative solutions for complex problems**. The college has an **"Institute's Innovation Council "(IIC)** which is awarded **3.5 stars** by the **Ministry of Education's Innovation Cell (MIC)**. It systematically fosters a **culture of Innovation** amongst students and **encourages, inspires, and nurtures young students** by supporting them to **work with new ideas** while they are in their formative years. It organizes **periodic workshops, seminars, and interactions with entrepreneurs, investors, and professionals and creates a mentor pool** for student innovators. It conducts **Hackathons, idea competitions, mini-challenges, etc.,** with the involvement of industries. As the college has also been chosen under the strengthening component of the **DBT Star College Scheme** since 2020, it also works to enable a **culture of innovation and start-up** among **undergraduate science students** by enhancing subject-specific knowledge through experiential learning, hands-on training for practical skills, industrial exposure and entrepreneurial development.
- **Social Skill:** Social skill enables students to **communicate, make friends, develop healthy relationships,** and in general, make them **able to interact with society harmoniously**. In this regard, **CMP Helpage** is an initiative of the college to **group students and faculty members who voluntarily contribute towards the Institutional social responsibility** and commitment to contributing to the **well-being of society** through various interactions and activities, including **community engagement, sustainability efforts, ethical practices, and fostering a culture of social responsibility**. CMP HelpAge involves students to provide **services to society, including orphan care, elderly care, free legal aid, and mental well-being support**.
- **Emotional Skill:** Emotional skills are skills that support the **mental well-being** of students and enable them to **understand and recognize their and others' feelings**. The college has a **"Centre for Happiness and Wellbeing"** which strives to provide **counseling and guidance** to students in situations of **distress, depression, and exam stress**. It **emotionally empowers** students and **enlightens** them about the **golden rule of happiness -"the more you make others happy: the happier you will be"**
- **Environmental Skill:** Environment skill enables students to **think and act for sustainable solutions for environmental problems**. The college has established a **Green Youth Brigade Club (GYBC)** which has been working for the **green, clean, and plastic-free campus** for the **past nine years** and enables students to perform **actions on behalf of the environment**. All the admitted students are Bonafede members of this club however they provide their services to various environmental programs as per their interests. They **participate** in various **environmental programs, including cleaning drives, cultivation skills, vertical gardening, and compulsory courses on water literacy, energy literacy, and environmental literacy**. The

club aims to make students **sensible about the environment** and engage them in participatory efforts towards **environmental conservation and education**.

- **Life Skill:** Life skills are abilities for **adaptive and positive behaviour** that enable students to **deal effectively with the demands and challenges of life**. The college adopted a **Mentor-Mentee system** in which teachers as mentors provide **guidance and support** to mentees (students) **who need coaching related to the challenges of life** and are **willing to learn**. The system is meant to guide and support students to become able for **adaptive and positive behaviour in life to deal with the challenges** and make a **fine balance of three knowledge, attitude, and skills** required for **success in life**.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

**CMP Degree College** has a progressive vision of adopting its newer version conserving aside its antiqueness and uniqueness.

- The unique heritage of the college is housed in a building dating back over 150 years. The college is at the verge of **75 years of establishment** and envisioning itself stepping towards an institute of high eminence.
- The college has stepped out to own the social responsibilities under the aegis of **CMP HelpAge**, contributing to the development of a just and sustainable society. The objective behind CMP HelpAge is to promote social ethics and environmental sustainability with community engagements.
- With the spirit of "**Together We Can**", the college endeavors to promote a sense of belongingness towards the institution, and the nation as a whole. The College has initiated two major contributory drives in this endeavor namely; '**Jai Hind Drive**' to commemorate the 75th year of Indian Independence in which the faculty and staff of the college have contributed to install a 75 feet National Flag in the central lawn which heads high in the sky of Prayagraj and marking the social presence of the college and increasing its glory. Another one is '**Sun Shines in the Night at CMP**' with the idea of using alternative sources of energy to maintain environmental sustainability. In this drive, the college has installed Solar lights on the campus by the contribution of the departments in which each department adopted a solar light pole.
- The establishment of **Centre for Happiness and Well-being** is also a proactive approach of the college towards addressing mental health and promoting a positive campus culture.
- With the aim to conserve linguistic diversity, the college has also put its best foot forward to promote a **Sanskrit-speaking** program for students to conserve the Dev Bhasha and its indigenous literature and manuscripts.
- Every year the college celebrates its **Founder's Day** on Maha Shivaratri reflecting its recommitment to the values and vision of our founder Chaudhary Mahadeo Prasad ji. The college has instituted 31 medals for meritorious students and also honours its best employee and retired faculty members on the day.

### Concluding Remarks :

**CMP Degree College** promotes a **value-based** approach to the teaching-learning process, **fostering a conducive environment** for students to confront the challenges of a competitive world with confidence and competence. The aim is to create an educational environment that effectively nurtures both theoretical concepts and practical truths. The objective is to enable students to realize their full potential as individuals and members of society.

This **pursuit of excellence** is the result of the combined and synergistic efforts of various dedicated contributors: teachers, students, support staff, management, and administration, each playing a crucial role in the institutional framework. The diverse and accomplished teaching staff sets a strong example for students, inspiring them to pursue research, academic innovation, and industry readiness. The faculty's focus is dual: '**sharing knowledge and shaping the minds and characters**' of the youth. As a result of institutional endeavors, our students have garnered numerous accolades at the state and national levels, demonstrating exceptional academic achievements.

**The CMP Degree College community** firmly believes that the imparting of knowledge should not be a one-way process of passive assimilation, but rather an energy released through the interaction between the transmitted knowledge and the students' own inquisitiveness. By integrating various aspects of institutional development, the college **aims to emerge as a dynamic centre for the holistic development of students.**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :9</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5892</td> <td>30</td> <td>41</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5892</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5892	30	41	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	5892	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5892	30	41	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5892	0	0	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 821</p> <p>Answer after DVV Verification: 729</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2227	3307	2874	2743	2378
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2186	3162	2754	2631	2137

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4282	4282	4231	4155	2873

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4275	4275	4231	4156	2874

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	4	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.42	0	10.44	36.31	156.54

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	62	62	41	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	66	58	50	34

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	73	65	79	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	53	48	49	62

Remark : DVV has made changes as per the report shared by HEI.

**3.5.1 *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :9

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	50	22	33	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	50	22	33	11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	26	5	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	23	5	6	7

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	34	4	25	15

Answer After DVV Verification :

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



9	10	1	6	5
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	121	134	83	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	120	137	83	60

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	58	60	61	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	58	60	61	64

Remark : DVV has made changes as per the report shared by HEI.

**7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI.

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations