

Mahamati Prannath Mahavidyalaya

Mau-Chitrakoot (Uttar Pradesh)



Self Study Report

for

Assessment and Accrediation

by

**National Assessment and Accrediation Council
Bangalore**



Mahamati Prannath Mahavidyalaya

(Affiliated to Bundelkhand University, Jhansi)

Mau (Chitrakoot) Pin-210209 Uttar Pradesh

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E Mail : principalmpm@gmail.com

Website : www.mpmcollege.org.in

The Director
National Assessment and Accreditation Council
Nagarbhavi
Bangalore 560 072

16 March, 2015.

Subject: Submission of SSR for assessment and accreditation

Sir

Kindly find enclosed the Self-Study Report (SSR) of our college for assessment and accreditation by the National Assessment and Accreditation Council. The report is complete in all respects and is also accompanied with a Compliance Certificate. The Track ID of our college is UPCOGN20888. We have been given time till 26/03/2015 to submit the report. The college is happy to be able to submit the SSR within the stipulated date. As required, the SSR was uploaded on the college website on 26/02/2015 and NAAC was informed the same day by e-mail immediately after uploading of the SSR.

The preparation of the SSR has been a rewarding exercise on the part of the college and it was largely due to this exercise that we became aware of the scope for certain procedural improvements within our existing infrastructure. As mentioned in the enclosed SSR, we are initiating a number of measures to procedurally and qualitatively improve and upgrade the working of our institution. We expect that the results of these initiatives will begin to manifest concretely by November 2015. The institution hopes to greatly benefit by the comments and advice of the peer team on these measures also. This will be invaluable for the future plans of the college. We therefore request that the peer team visit may be organized during the end of this year. We will be grateful if NAAC can kindly make it convenient to organize the peer team visit anytime after November 2015.

Yours faithfully

Dr R. K. Sharma

Principal

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Mahamati Prannath Mahavidyalaya (Name of the institution) fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

(R.K. Sharma)

Date: 16 March 2015

Place: Mau-Chitrakoot

Principal/Head of the Institution

(Name and Signature with Office seal)

UNIVERSITY GRANTS COMMISSION
SAHAJOUR SHAH ZAFAR MARG
NEW DELHI-110 002

4 MAY 1989

4 MAY 1989

No.F. 8-27/88 (CPPI)

Dated: March 1989

To,

The Registrar,
Bundelkhand University
Jhansi (UP) 284 001.

Sub: List of Colleges prepared under Section 2(f) of
the UGC Act, 1956-Inclusion of New Colleges....

Sir,

I am directed to refer to your letter No BU/Gen/89/954.
dated 12.1.1989 on the above subject and to say that
the name of the following college has been included in
the above list under Non-Govt. colleges teaching upto
Bachelor's Degree:

Name of the College	Year of Estt.	Remarks
Mahamati Prannath Mahavidyalaya Mau (Banda) Sri. M.L. Verma	1982	The College is eligible for central assistance under Sec 12(B) of the UGC Act, 1956.

The indemnity bond and other documents in
respect of the above college have been accepted by
the Commission.

Yours faithfully,

S. N. Rukherjee
(S. N. RUKHERJEE)
Deputy Secretary

For forwarding to:-

1. The Principal, Mahamati Prannath Mahavidyalaya,
Mau (Banda). U.P.
2. The Secy., GOI, M/HAD, Deptt of Education, T-14 Section,
N. Delhi.

Attested

P.T.O

प्रचार्य
महामति प्राणनाथ महाविद्यालय
मऊ, चित्रकुट

EXECUTIVE SUMMARY & SWOC ANALYSIS

Mahamati Prannath Mahavidyalaya was established in 1982 to facilitate a liberal arts education in Mau, a rural area which was then, and to an extent still is, almost perpetually in a state of economic and educational underdevelopment. There was no institution for higher education in Mau, and the nearest such centres were either 70 kilometres away in the city of Allahabad, or 80 kilometres distant in the township of Atarra. Higher education was largely inaccessible to girls from the area in the prevailing socio-cultural scenario. Education to women was also a significant factor driving the courageous resolve of the group of individuals who decided to find a college in their native village. In the recent years, the majority of its students comprise girls.

The objective of founding the institution lay in the providence of a graduate degree, for further pursuance of education and employment, in a limited spectrum of 6 disciplines including three languages and three social science courses. The objectives of the institution have however not remained confined to a simple transference of information and knowledge. In addition to the primary function of enabling the students for further educational qualifications, the institution aspires to inculcate awareness required to be members of a responsible ethical citizenry. Towards this aspect, teaching the curriculum has on the part of the faculty involved a linkage with crucial issues concerning marginalisation, gender, economy, ecology, culture and society. It is a matter of some satisfaction that the student community has generally tried to be sincere in pursuance such aims. The faculty has customarily surveyed the curriculum in correlation with the availability of the working days and the general profile of the students to plan and operate a schedule which ensures implementation of both the letter and spirit of the curriculum. This entails a study of the curriculum towards inter-positioning of topics as well as units to facilitate optimal cognition of the thematic and content of the curriculum.

The institution also endeavours to adduce dimensions to the curriculum that could inculcate awareness of crucial issues influencing processes and events. Awareness of contemporary issues that are of crucial importance is also sought to be inculcated in the students for generation of their curiosity and with the hope that the student community will further develop its interests in the direction and equip itself for meeting the requirements of the recruitment processes. Teachers unstintingly and in addition to their normal workload take if necessary post graduate classes in subjects. A number of students have graduated to further studies including doctoral studies. One student performed exceptionally well in his postgraduate programme in JNU. A number of students have qualified for the Junior Research Fellowship (JRF) and NET. In recent years, the number of students gaining employment in government and the private sector has significantly increased. Some of them have attained distinction in community service and in politics.

The process of enriching the curriculum has at the fundamental level involved integrating crucial historical and social issues related to gendered exclusion, caste oppression, ecology, human rights, and climate change. Although formal curricular modifications aimed at such integration, as well as changes for further facilitating social inclusion in admission policy are not possible at the college level, the faculty has tried to take on board these themes during the teaching of the curriculum, and the student profile in the college amply reflects the national commitment to diversity and inclusion.

The student centric teaching in the college and the informality of its concern for the academic vibrancy among students contribute to the development of critical thinking and a scientific temper. The concepts and categories of thought, as well as the processes of history and culture that invariably constitute the staple of class room teaching and interactive sessions in class are a major step to this end. The students are consistently invited to interrogate both events and individuals even while remaining open to the positive elements of received wisdom, expectedly infusing rigour and creativity in their thought process and influencing their approach to further studies and their attitude to knowledge. On their part, the college faculty has regularly taken part in seminars and conferences and is thus fairly exposed to advanced levels of knowledge and skills. Students are urged to make productive use of journals and read canonical studies, and also to access the knowledge resources on the internet. They are encouraged to share their queries and views in class. The faculty tries to share its own knowledge resources with the students as far as possible, and sincerely follows up on the questions raised by students in class. The college has with a very fair degree of success managed to meet the challenge of completing the curriculum every year, by beginning early classes and taking extra and extended classes whenever required.

Even though the college offers only undergraduate programmes and hence does not have a recognized research centre, significant research activity has been undertaken by the faculty in the institution. The institution has consistently played a highly positive role in encouraging and facilitating research by its faculty. The faculty has reasonable research achievements to its credit in the field of humanities and social sciences, and has in its research debated on the one hand on the nuances of aesthetics and its relationship with society and on the other on the process of history and the unfolding of the present. Intellectual history with a focus on capacious concepts, translating into an epistemic interrogation of particular individuals and specific ethical concepts, as well as of the play between these two categories forms an important thematic of research undertaken by the faculty. Books and papers published by the faculty have earned the attention of the scholarly community.

The college promotes institution-neighbourhood-community network and holistic development of its student community through student engagement in social service. This is accomplished primarily through the National Service Scheme which establishes relationship with villages and slums, and through its

regular programmes and special camps performs many socially responsible functions and campaigns pertaining to literacy, cleanliness, environment, tree planting, discouraging use of polythene, awareness against use of dowry, saving the girl child and schooling of girls, particular cooperation with the women and the elderly, and mobilising support for, and participation in, the polio immunisation campaign. Crucial principles and community values such as national integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood relief, drought relief, blood donation, and small family norms receive special focus in the awareness campaigns undertaken by the Notably, as part of Systematic Voter Education and Electoral Participation (SVEEP) programme, NSS volunteers have rendered a highly active role in facilitating registration of eligible students as voters and in motivating casting of franchise in areas with traditionally low voting behaviour. The Programme Officer of the NSS unit who is also the SVEEP coordinator for the district of Chitrakoot has been twice accorded special recognition in this field, both for his efforts in his individual capacity as SVEEP coordinator and for his leadership of the NSS unit in this regard.

On the other hand, infrastructural deficiency has unfortunately continuously affected the institution. However, the students have spiritedly put up with what could by normal standards be termed as poor infrastructural facilities of seating, learning and recreation in the college. The institution is proud of the fact that in spite of the lack of such facilities the faculty has sincerely undertaken its teaching duties and pursued research of high standard, overall discipline has been very well maintained in the college because of cooperation from the student community, and a harmonious atmosphere unexceptionably prevails among all the partners in this enterprise of learning.

The institution does not have legal title and possession of the field located at the back of the building although it currently has access to the space and uses it as a rudimentary games field and also some incurs expense for its annual levelling and the like. Although the available infrastructure is hardly in line with the academic growth and the growing needs of higher education regarding facilities related to communication technology, the institution strives to optimally utilize its existing infrastructure by clubbing functions in shared spaces, and by using spaces in such manner that they become effectively common to different functions. Different cells can thus function from the same shared room with allocated storage spaces respectively necessary for them. As the college has so far not had differently-abled students it has yet to consider equipping the premises with comprehensive facilities in this respect. Only ramps have been so far constructed to meet such possible requirements in the future. There are no residential facilities on the campus. The college has not been able so far to make provisions of health care on the campus. There are yet no spaces that are specifically designated for special units, Health Centre and Canteen. There are no recreational spaces for the staff and students.

The library resources are comparatively meagre. The institution has been particularly unfortunate in never having had an occupant for the position of librarian as well as trained library staff since its establishment. Some years back, the institution was able at long last to construct a working space for the library including a reading room, and a few years ago an untrained employee of the college was assigned the job of book lifter in the library. At present the reading room has long reading tables and benches. There are no IT zone and e-resources in the library. The college has so far not been able to deploy ICT and other tools to provide maximum access to the library collection. There are currently no computers and printers for public access in the library. The institute does not participate in Resource sharing networks. The institution is arranging to introduce OPAC from the next session. Efforts to streamline and improve the functioning of the library received a setback early last year when the book lifter was diagnosed with malignant tumour of the brain and has not kept well since. However, the institution hopes to overcome this setback and is actively considering an active plan to improve the library facilities in the college. The institution has also not yet formulated a quality policy. The institution also does not have an impressive record regarding student progression to further education and student placement and employability.

Notwithstanding the serious obstacles to institutional development, the college has the opportunity to build upon its advantage as the sole government and UGC aided higher education institution in the area with an established reputation of teaching-learning and clean and fair examinations. The Principal and the Faculty have traditionally functioned as a team and there has been no instance of collision or contradictoriness among them in the history of the college. The collegial atmosphere has rendered the college as a family. The collegiality among the entire staff has ever transferred to the student community and instances of indiscipline and attempts to mar the fairness of examinations have been extremely rare. The commitment of the staff and transparency of procedure has been a crucial element in the successful translation of goals and strategies. The institution now has the opportunity of further upgrading teaching-learning and joining with the Knowledge Network. The college can then fully aspire to becoming a space which fosters a holistic development of the student community, strives for academic excellence, and enriches the values of participative democracy. Given the limited nature of the courses it currently offers, the challenge facing it is largely regarding the retention and augmentation of its relevance in a fast changing and globalising world with expanding reservoirs of traditional episteme and the virtual knowledge universe. The college will have to make consistent efforts to enrich its library, create better infrastructural facilities, further develop the operability of environment friendly practices on the campus, and to further foster research excellence among its faculty. The college needs therewith to reinvent itself as a technologically enabled institution with ever upgrading research and growing academic excellence.

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	Mahamati Prannath Mahavidyalaya		
Address :	Mau - District - Chitrakoot		
City :	Pin : 210209	State : Uttar Pradesh	
Website :	www.mpmcollege.org.in		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr R K Sharma	O: 05195-220247 R:	91-9450 1704 74	-	principalmpm@gmail.com
Vice Principal	Dr M M Dwivedi	O: 05195-220247 R:	91-9450 6293 81	-	principalmpm@gmail.com
Steering Committee Co-ordinator	Dr M M Dwivedi	O: 05195-220247 R:	91- 9450 6293 81	-	murliamanohardwivedi@yahoo.com

3. Status of the Institution:

- Affiliated College ☒
- Constituent College ☐
- Any other (specify) ☐

4. Type of Institution:

- a. By Gender
- i. For Men ☐
- ii. Form Women ☐
- iii. Co-education ☒
- b. By Shift
- i. Regular ☐
- ii. Day ☒
- iii. Evening ☐

5. It is a recognized minority institution?

- No ☒

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

Government

Grant-in-aid



Self-financing



Any other



7. a. Date of establishment of the college: 15/07/1982 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Bundelkhand University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	04/05/1989	Simultaneously made eligible for assistance under 12 (B)
ii. 12 (B)	04/05/1989	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) **NA**

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐

No ☒

If yes, has the College applied for availing the autonomous status?

Yes ☐

No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐

No ☒

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes ☐

No ☒

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Rural
Campus area in sq. mts.	201008.18
Built up area in sq. mts.	1448

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
 - * play ground
 - * swimming pool
 - * gymnasium
- Hostel
 - * Boys' hostel
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Girls' hostel
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Working women's hostel
 - i. Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
- Cafeteria —
- Health centre —

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance..... Health centre staff —

Qualified Doctor : Full Time ☐ Part Time ☐

Qualified Nurse : Full Time ☐ Part Time ☐

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage ☒ 1
- Solid waste management facility
- Waste water management
- Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BA	3 Years	Intermediate	Hindi/ English/ Sanskrit	508	411
	Post-Graduate	NA	NA	NA	NA	NA	NA
	Integrated Programmes PG	NA	NA	NA	NA	NA	NA
	Ph.D.	NA	NA	NA	NA	NA	NA
	M.Phil.	NA	NA	NA	NA	NA	NA
	Ph.D	NA	NA	NA	NA	NA	NA
	Certificate courses	Tourism and Travel Management		Intermediate	Hindi		13
	UG Diploma	NA	NA	NA	NA	NA	NA
	PG Diploma	NA	NA	NA	NA	NA	NA
	Any Other (specify and provide details)	NA	NA	NA	NA	NA	NA

13. Does the college offer self-financed Programmes?

Yes ☐ No ☒

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes ☐ No ☒ Number

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	NA	NA	NA	NA
Arts	English, Hindi, Sanskrit, History, Economics, Political Science	BA	NA	NA
Commerce	NA	NA	NA	NA
Any Other (Specify)	NA	NA	NA	NA

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)
- a. annual system
 - b. semester system
 - c. trimester system
17. Number of Programmes with
- a. Choice Based Credit System ☐
 - b. Inter/Multidisciplinary Approach ☐
 - c. Any other (specify and provide details)
18. Does the college offer UG and/or PG programmes in Teacher Education?
- Yes ☐ No ☒
- If yes,
- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme
 - b. NCTE recognition details (if applicable) NA
Notification No.:
Date: (dd/mm/yyyy)
Validity:.....
 - c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes ☐ No ☒
19. Does the college offer UG or PG programme in Physical Education?
- Yes ☐ No ☒
- If yes,
- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme
 - b. NCTE recognition details (if applicable)
Notification No.:
Date: (dd/mm/yyyy)
Validity:.....
 - c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes ☐ No ☒

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>	00	00	03	00	03	00	10	00	00	00
<i>Yet to recruit</i>	00	00	00	00	00	00	04	00	00	00
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	00	00	00	00	00	00	00	00	00	00
<i>Yet to recruit</i>	00	00	00	00	00	00	00	00	00	00

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	—	—	—	—	—	—	—
Ph.D.	—	—	03	—	03	—	06
M.Phil.	—	—	—	—	—	—	—
PG	—	—	—	—	—	—	—
Temporary teachers							
Ph.D.	—	—	—	—	—	—	—
M.Phil.	—	—	—	—	—	—	—
PG	—	—	—	—	—	—	—
Part-time teachers							
Ph.D.	—	—	—	—	—	—	—
M.Phil.	—	—	—	—	—	—	—
PG	—	—	—	—	—	—	—

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

NIL

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	22	24	21	24	37	20	46	15
ST	00	00	00	00	00	00	00	00
OBC	38	95	25	93	45	83	77	86
General	71	181	65	178	64	157	115	186
Others	12	19	14	21	6	19	7	16

24. Details on students enrolment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	411	NA	NA	NA	411
Students from other states of India	00	NA	NA	NA	00
NRI students	00	NA	NA	NA	00
Foreign students	00	NA	NA	NA	00
Total	411	NA	NA	NA	411

25. Dropout rate in UG and PG (average of the last two batches)

UG **1.73 %** PG **NA**

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs. 18033=00

(b) excluding the salary component

Rs. 444=00

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes ☐ No ☒

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes ☐ No ☒

b) Name of the University which has granted such registration.

NA

c) Number of programmes offered

NA

d) Programmes carry the recognition of the Distance Education Council.

Yes ☐ No ☒

28. Provide Teacher-student ratio for each of the programme/course offered

1:80

29. Is the college applying for
 Accreditation : Cycle1 ☒ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐
 Re-Assessment: ☐
(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only) **NA**
 Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result..... Cycle
 2: (dd/mm/yyyy) Accreditation Outcome/Result..... Cycle 3:
 (dd/mm/yyyy) Accreditation Outcome/Result.....

** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.*

31. Number of working days during the last academic year. 207
 32. Number of teaching days during the last academic year 137
(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC) **NA**
 IQAC (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. **NA**
 AQAR (i) (dd/mm/yyyy)
 AQAR (ii)..... (dd/mm/yyyy)
 AQAR (iii) (dd/mm/yyyy)
 AQAR (iv)..... (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

2. CRITERIA – wise INPUTS

1. CRITERION 1: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

Mahamati Prannath Mahavidyalaya was established in 1982 to facilitate a liberal arts education in Mau, a rural area which was then, and to an extent still is, almost perpetually in a state of economic and educational underdevelopment. There was no institution for higher education in Mau, and the nearest such centres were either 70 kilometres away in the city of Allahabad, or 80 kilometres distant in the township of Atarra. However, students even in that constraining milieu had proceeded to acquire higher education in these and other centres. Higher education was largely inaccessible to girls from the area in the prevailing socio-cultural scenario. Education to women was also a significant factor driving the courageous resolve of the group of individuals who decided to find a college in their native village. The college was started with very meagre resources in a functional structure of 6 rooms and perhaps not even basic facilities. But one cannot but pay tribute to the spirit of philanthropy and social vision of the idealistic core group comprising academics, bureaucrats, social workers, and entrepreneurs, which braved such odds in its noble endeavour. The Government of Uttar Pradesh through a department grant enabled the college society to deposit the one time amount needed for affiliation to the contiguous Bundelkhand University. The Bundelkhand University is primarily an affiliating university. The college was subsequently granted permanent affiliation by the university. A few years hence the faculty was recruited through the statutory body in this regard, The Uttar Pradesh Higher Education Services Commission. It was included in 1989 by the government for receiving grant in aid for salaries to college staff and faculty. By 1996 the college management was suspended by the Government of Uttar Pradesh on grounds of grave procedural and financial irregularity, and subsequently the District Magistrate was made the Authorised Controller of the college. The arrangement has since been extended every year.

The college initially had 6 rooms including offices etc. There was hardly a playing field and no library space. But it soon gained a reputation by the early nineties for regular classes by sincere faculty and fully fair examinations. With the years there has been significant improvement in the employability of its students. In the recent years, the majority of its students comprise girls. The college has endeavoured to familiarise students, in the initial weeks of every academic session itself, with the objectives and mission of the institution to introduce an academic culture in the student community in accordance with the general objectives of the graduate system of the country along with the aspirations which lay behind the establishment of the college in Mau. It is a

matter of some satisfaction that the student community has generally tried to be sincere in pursuance such aims.

The objective of founding the institution lay in the providence of a graduate degree, for further pursuance of education and employment, in a limited spectrum of 6 disciplines consisting of a few languages and social sciences – English, Hindi, Sanskrit, Economics, History, and Political Science. The objectives of the institution have however not remained confined to a simple transference of information and knowledge. In addition to the primary function of enabling the students for further educational qualifications, the institution aspires to inculcate awareness required to be members of a responsible ethical citizenry. Towards this aspect, teaching the curriculum has on the part of the faculty involved a linkage with crucial issues concerning marginalisation, gender, economy, ecology, culture and society. From the next academic session, the college intends to organise formally in the beginning of each academic year a series of specific lectures and interactive sessions on the said topics, as well as on the general vision of education and educational institutions to introduce related questions in the student community. A schedule of such lectures and sessions will be communicated to the students along with other documents related to their admission to the college.

The faculty has customarily surveyed the curriculum in correlation with the availability of the working days and the general profile of the students to plan and operate a schedule which ensures implementation of both the letter and spirit of the curriculum. This entails a study of the curriculum towards inter-positioning of topics as well as units to facilitate optimal cognition of the thematic and content of the curriculum.

Some specific instances are being mentioned below:

History

The history curriculum for undergraduate courses can be broadly summarised in two sections. The first section comprises of the medieval and modern periods of Indian history and the second is constituted of topics ranging from the Renaissance to the Second World War. Towards a representative illustration, let us mention at the outset that three papers are included in the syllabus of the third year of the undergraduate course. The first paper consists of the ‘political history of modern India (1740-1964)’; the second paper studies the history of Europe during 1871-1950; and the third paper is entitled ‘the cultural history of India’. The curriculum is designed from the point of view of enabling a holistic understanding on the part of the student of the history and culture of India along with the global contexts and perspectives. Even though apparently the papers are compartmentalised the aim is to promote and extend the perception of the comparative historical contexts of India and the world. The decline of the global dominance of Great Britain and the rise of the power of the USA and the erstwhile Soviet Union is

prominently noticeable. Britain was concomitantly compelled to gradually relinquish its colonies which became significant partners of the Non Aligned Movement.

The conveyance of the curriculum is primarily through class room lectures for which a teaching plan is formulated in view of both the awareness level of the class and spread over of teaching hours. The broad contours of the themes are sought to be explained with close attention to their textuality and nuance. The historical explanation is combined with cartographical and economic information. Verbal and written tests ensure feedback on the method and plan of teaching. Students are further advised to regularly resort to the information network on the internet and keep abreast of the global developments through newspapers.

Sanskrit

Although for purposes of convenience different thematics are earmarked for different days of the week, at the time of teaching any topic, the interrelated thematic is discussed as well to highlight the linkages that constitute the general theme of the syllabus, and the discussion of the linkages renders fuller understanding among students. For instance, in the curriculum of the first year of the undergraduate course, three epics, *Kiratarjuneeyam*, *Kumarsambhavam*, and *Shishupalvadham* are assigned for textual study in the first paper, and the second comprises mostly of *vyakarana* (Sanskrit grammar). While teaching the said epics prescribed in the first paper the relevant rules of grammar from the second paper are discussed along with the commentary of the verses. Likewise, in the teaching of grammar as in the second paper, pertinent verses from the first paper are discussed in detail for illustration of the rules.

English

The undergraduate curriculum in English is broadly divided into papers on the basis of genres and periods. The prescribed texts, besides reflecting to some extent the map of English literature till the early decade of the twentieth century, also illustrate the basic features of the primary genres and the distinctive qualities of individual writers. The study of the prescribed texts, history and forms is essentially related not only to English history but also to the complex account of the aspirations of men and women. The teaching of each class of the undergraduate programme begins every year by a detailed explanation of the periods under study and of the formative features of the genres prescribed for the class. Concepts such as equality, truth, culture and civilization, on the one hand, and historical processes such as colonialism and imperialism on the other are similarly included in the discussion. In the first year of the programme, the class begins with the study of the first paper which comprises texts of English poetry by writers from William Shakespeare to John Keats. On progressing to the texts of William Wordsworth which had already entailed discussions on the social and historical background of the

literary periods as per their chronological sequence, the second paper comprising one play each by William Shakespeare and George Bernard Shaw is taken up for study along with the remaining texts of the first paper. The reading of the paper begins with a discussion of the French revolution and the Industrial Revolution and its impact on the life and culture of England and then Europe, and also thereupon the world borne on the colonial enterprise. This facilitates hopefully an idea of the underpinning of the topics prescribed and appropriate communication of the curriculum to the student. The class is begun every session with detailed introductory lectures on the idea of studying literature and the rationale of studying English Literature. Students are presented with an account of the genesis of English teaching and its relationship with the colonization of Asia and Africa. However, their attention is drawn equally to the danger of regarding English in India simply as a vehicle of imperialism and English curricula as the fundamental reason for the denudation of indigenous cultures, as well as to the undoubted richness and variety of English literature and to the unquestioned benefits that it conveys to the mind.

There are presently no structural and specific systems with regard to effective translation of the curriculum and the upgrading of teaching practices. The institution has also been so far unable to interact with industry and research organizations in this regard. For reasons primarily of quality and range of curriculum, it is difficult to ascribe a relationship of advantage prevailing till date with industry and research bodies. According to provisions at the university level, teachers from affiliated colleges are incorporated in the Board of Studies in order of seniority. Dr Rohitashwa Kumar Sharma (Hindi) and Dr Murali Manohar Dwivedi (Sanskrit) have in different years been members of the Board of Studies. Till date there is no provision for the institution to develop curriculum for any of the courses offered. The objectives of the curriculum are sought to be implemented through a variety of initiatives such as additional tutorials generally towards the end of the academic session. UGC funded remedial courses had been introduced during the 11th plan.

1.2 Academic flexibility

A UGC funded certificate course in Tourism and Travel Management was introduced at the first degree level for inculcating and promoting entrepreneurial skills and opening career opportunities as part of the UGC scheme of Career Oriented Courses of First Degree Education. The course was approved in the academic session 2008-09 as part of the 11th Plan in accordance with the guidelines, criteria, eligibility conditions, syllabus of subject, and prescribed procedure notified by the UGC. The introduction of the course was enabled by a one-time grant of Rs 5 Lacs as seed money by the UGC. The amount was earmarked to be utilized only for the purchase of books and journals, augmentation of laboratory facilities, equipment and payment of remuneration to the Guest Faculty. The course centres around 4 papers –

Tourism: Concept, Principle & Planning; Indian Art, Culture & Tourism Resource; Management & Computer Application; and Dissertation Report & viva-voce. Participants were required to pay a nominal fee of Rs 300 till 2012, and thereafter Rs 400. The course began in academic session 2009-10 with the enrolment of 16 male and 13 female participants, and has continued for 5 years. The course will conclude in 2014-15 with 4 male and 09 female participants. The guest faculty comprised of some of the regular faculty from the college – Dr. Murali Manohar Dwivedi, Dr. Santosh Kumar Chaturvedi, and Dr. Mohd Qaiser Alam; and specialists – Sri. Satya Narain Gupta (journalist), Sri. Shesh Narain Mishra (researcher), Sri. Balkrishna Vishwakarma (computer application), Sri. Gaurav Tripathi (computer application), Sri. Prakash Chandra Jaiswal (computer application). It is noteworthy that in recent years there have been attempts at government levels to augment tourism potential of Chitrakoot which is traditionally a prominent pilgrimage for Hindus, and is also located on the Khajuraho-Allahabad route. Hotels and a functional airport for Chitrakoot are planned for the near future.

UGC has approved a certificate course in Commercial Photography under the UGC scheme of Career Oriented Courses of First Degree Education. The said course is expected to be introduced in the college from 2015-16 at the first degree level for inculcating and promoting entrepreneurial skills and opening career opportunities. The introduction of the course is enabled by a one-time grant of Rs 10 Lacs as seed money by the UGC. The amount is to be utilized only for the purchase of books and journals, equipment, augmentation of laboratory facilities, and payment of remuneration to the Guest/Internal Faculty, and remuneration of course coordinator. The internal faculty involved with the course will be expected to arrange guest faculty, liaising with employing establishments for practical training of students, supervising field work and project work of students.

Prevailing rules of the University do not make provision for twinning and the Choice Based Credit System. The college can regrettably offer only a limited range of subjects for the Bachelor of Arts programme. There is therefore no latent and vertical mobility within and across programmes and courses.

Self financing courses were introduced for post graduate degree in the Master of Arts programme in Hindi and Sanskrit for three academic sessions in 2006-2009. The courses were granted temporary affiliation by Bundelkhand University. The fee structure of these courses was higher than the regular courses of the university essentially because of the expenses of the regular courses being fully borne by the government. The participants were charged a consolidated fee of Rs 5000 per annum. The admission to the self financed classes did not need to be regulated through a merit system in view of the fewer number of candidates opting for the same than those for the UG courses. In order to cater to candidates desiring regular admissions, additional sections for the undergraduate programme for the Bachelor of Arts were introduced in

the college with the permission of the university. The undergraduate additional sessions were introduced in Hindi, Sanskrit, History and Political Science. The curriculum was identical in every respect to the official syllabus of the university for both the undergraduate and post graduate self financed programmes. The process of recruitment of faculty for the courses was strictly according to the recruitment rules of the government and overseen by the university, and selected faculty needed to be formally approved by the university. There was no discrepancy regarding the eligibility conditions of the faculty. The salary could be met only with the resources generated by the courses and was regrettably lower than that of the regular faculty. The additional sections for the self financed undergraduate programme was stopped in 2009 as the university withdrew permission for the scheme in all its government aided affiliated colleges. The post graduate courses were discontinued after three academic sessions as approval for them remained pendent at the level of the government. The government has subsequently empowered the university to approve and grant permanent affiliation for such courses. The college has applied this year for renewal of the discontinued self financed courses from 2015-16.

The college is currently unable to provide additional skill oriented programmes.

The university does not presently provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combinations of their choice.

1.3 Curriculum Enrichment

The academic programme has a fundamental linkage with the institution's aspiration to extend to its student community the core features and the spirit of a liberal arts education, and a grasp of fundamentals with regard to the dynamics of further educational qualification and employment. The institution also endeavours to adduce dimensions to the curriculum in order to inculcate awareness of crucial issues influencing processes and events. The teaching of the curriculum is supported with information of the needs of examinations related to the recruitment by government agencies. Awareness of contemporary issues that are of crucial importance is also sought to be inculcated in the students for generation of their curiosity and with the hope that the student community will further develop its interests in the direction and equip itself for meeting the requirements of the recruitment processes. The faculty is available, and does extend whatever knowledge and expertise it possesses to assist students individually and in small groups of students progressing to further studies and desirous of preparing themselves for the job market, particularly for competitive examinations and for teaching positions. Teachers unstintingly and in addition to their normal workload, take, if necessary post graduate classes in subjects. Although no formal and

systematic modification and addition is currently permitted under the prevalent norms of the university, this approach of informally enriching the curriculum towards stimulating their curiosity, widening their grasp, augmenting their knowledge, and realising their capacities appears to have been in some degree productive. A number of students have graduated to further studies including doctoral studies. One student performed exceptionally well in his postgraduate programme in JNU. A number of students have qualified for the Junior Research Fellowship (JRF) and NET. In recent years, the number of students gaining employment in government and the private sector has significantly increased. Some of them have attained distinction in community service and in politics.

The process of enriching the curriculum has at the fundamental level involved integrating crucial historical and social issues related to gendered exclusion, caste oppression, ecology, human rights, and climate change. As mentioned earlier, any formal curricular modification aimed at such integration is not possible at the college level. However, as in other similar efforts the faculty has tried to take on board these themes during the teaching of the curriculum.

Sanskrit

It is well known that all literature also presents ideal concepts and practices in its representation of social realities. Sanskrit literature is similarly distinguished in this approach towards the real and the ideal. In Sanskrit classes in the college, issues and problems relating to the environment are discussed along with its effects while teaching the prescribed curriculum. One example that can readily be mentioned regarding this is the teaching of the invocation of *Abhijnanashakuntalam* in the second year undergraduate classes wherein the discussion of the prayer to the eight forms of Lord Shiva is naturally linked to a discussion on the changes that are being felt in the constitutive elements of the environment. To illustrate further, water, air, sky, earth, and fire are among the eight forms of the deity. These five forms are obviously crucial elements of the environment as well. On the plane of metaphysics, the prayer can be read as also an exhortation to save these elements from pollution. This is communicated to the students with an extended discussion on the ecology and the changing face of human concerns. In various curricular contexts, the idea of human rights is considered with references to ancient Indian thought. In this exercise the students are invited to speculate upon both the richness and the deficiency in related ancient Indian concepts. They can examine the comprehensive and deeply human imagination of these thinkers in the light of many practices of suppression and exclusion that are in evidence with the simultaneous concern with the well being of humanity, in fact of all creation, across space and time. Sanskrit literature is replete with illustrations of the dignity, if not always actual empowerment, and conversely the insult of womanhood. Class teaching conveys to the students the realistic portrayal of the position of women in

society in the texts prescribed for their study. If the heroine Shakuntala in *Abhijnanashakuntalam* is an insulted woman who comes to vindicate her position towards the end of the narration, Draupadi in *Kiratarjuneeyam* is the woman so grievously wronged but at the same time one who is equal in status to her five husbands and their partner in council. Students have opportunity to discuss these portrayals in interactions in class and to compare the historical with the present and to further speculate on the absence in the epics of the voice of the ordinary woman.

English

The contemporary study of English Literature also attempts to understand the texts and movements through the thematic of empowerment and exclusion. The study of the novel is particularly linked to such themes. Romantic poetry prescribed in the first year has nature as the most crucial element and class room teaching naturally refers in detail to the effects of spoilage of nature in the subsequent century. In the third year, Jane Austen's novel *Pride and Prejudice* is discussed as one of the first woman centric texts in English literature. The discussion of the relationship of literature and colonialism and the two world wars focuses on the thematic of exploitation, hegemony, racism and the warping of the psychology of the modern man.

History

The history curriculum has natural linkages with the presently crucial issues relating to gender, human rights and the environment. Students are conveyed that even though there might not be any direct mention of human rights in its modern form events beginning with the Renaissance and particularly after the French Revolution established human rights as an important concept, and how Abraham Lincoln's revolutionary step was one such event. In the papers on Indian history, the position of women is necessarily studied as one half of the population, and how women rulers became exceptions to the male centred political system, and kings such as Akbar and Aurangzeb tried to end the practice of suttee. In the study of the freedom movement, the crucial role of women is highlighted. Topics such as the laying waste of entire flourishing civilisational centres like the Indus Valley Civilisation due to drastic ecological changes, and the paintings of landscapes in the Ajanta emphasise the significance of the environment.

Political Science

Gender exclusion and empowerment are discussed in class during the teaching of the topic of women and the political process, and comparative politics in the second paper of the second year of the undergraduate programme, while the first year class engages with the concept of human rights during the teaching of rights and duties prescribed for study in the first paper. In the second year human rights is discussed in the first paper while studying the making of the

Indian constitution. The paper on Public Administration in the third year class includes a study of Information and Communication Technology in its chapter on Administrative Practice.

Towards the holistic development of students, certain value added courses have been introduced as part of the undergraduate programme. Environment has been included as a compulsory paper in all undergraduate programmes in Bundelkhand University for quite some years now. The university has introduced similarly a compulsory paper on Human Rights – with special reference to the vulnerable groups such as women, children, elderly, and the differently abled – in the undergraduate programme from this academic session.

1.4 Feedback System

Formally, colleges can contribute to the curriculum through the membership of its faculty on the Board of Studies. Two members have served as members till date. There is as yet no structural provision to obtain feedback from students in this regard. However, the college will try to set up such a system in the coming academic session and offer suggestions to the University for consideration in its statutory bodies. No new programmes have been introduced in the college in the last four years. The college has applied this year for renewal of the discontinued self financed post graduate programmes in Hindi and Sanskrit first introduced in 2007. Hopefully these two postgraduate programmes will recommence in the academic session 2015-16.

CRITERION II: TEACHING – LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

Before the commencement of admission process during June, the dates related to applying for admissions are displayed prominently on the notice board. For the present, a larger advertisement for the same has not been felt to be necessary. However, the college would review its policy at the end of this session and will publicly advertise its courses and the release of the respective lists of admission, and upload this information on its website. Since the academic session 2012, the admission process has been completely centralised at the level of the university. The seats are determined for each college by the Bundelkhand University in accordance with the Supreme Court judgement regarding teacher student ratio, and the statutory provisions for reservation of seats for categories such as SC/ST and OBC. The university determines the number of seats as per clusters of subjects. The candidates for admission are required to register online and the university subsequently uploads the merit list on its website. Marks attained by candidates in the two qualifying examinations (X & XII) constitute the basis of merit. The merit list for admissions is password protected and colleges are provided with their distinctive passwords, and the college displays the list of merit on its notice board. The candidate is allowed to simultaneously apply for a maximum of five colleges and can view his/her position on the list through the individual unique id. The college conducts its admissions according to the merit list and the allotment as per subject cluster. The admission process is finalised online through the university portal. Each admission is confirmed online by the university. On admission, the candidate is required to fill a separate admission form specifically at the college level.

The maximum and minimum percentage of marks of students admitted at entry level for the undergraduate programme offered by the college in 2014-15 is: Open category: 87.2% & 65.2 %; SC/ST: 69.8% & 49.8; OBC: 75.2% & 34.8%.

The nearest college in the district and affiliated to the Bundelkhand University, the Goswami Tulsidas Government Degree College, is 50 kms away and located in the district headquarters at Karwi. The maximum and minimum percentage of marks of students admitted at entry level for the undergraduate programme in Humanities and Social Sciences offered by the college in 2014-15 is: Open category: 93.8% & 72.4 %; SC/ST: 72% & 45%; OBC: 72% & 65%.

The student profiles are informally considered during the session but no concrete policy changes have been generally contemplated, mainly because the admission process is completely centralised at the university level and there is no scope for innovation at the college level. There is as yet no

established mechanism to annually review the student profile and adopt changes accordingly to upgrade the quality of corporate life. The college however recognises the crucial significance of such an evaluation. It is planned to seriously introduce such an evaluation onwards from the next academic session and implement innovations in teaching and learning strategies in view of the student profile.

As mentioned earlier there is little scope of changes at the college level regarding admission policy and its procedure. However, as regards student profile and the reflection therein of the national commitment to diversity and inclusion, such diversity has been aptly reflected in the history of the college. An overview of the student profile in recent years will evidence such diversity. In academic session 2012-13 out of total of 177 admitted to the first year of the undergraduate programme, 15 belonged to SC/ST category, 42 to the OBC category, and 17 in the minority category; during 2013-14 out of total of 154, 11 belonged to SC/ST category, 54 to the OBC category, and 06 in the minority category; and during 2014-15 out of total of 132, 16 belonged to SC/ST category, 51 to the OBC category, and 08 in the minority category. Roughly 60-70% of the seats allotted for SC/ST category, and 100% of the seats reserved for OBC category have been consistently filled over the years. Women have comprised 70% of the total number of students admitted to the initial class, and the precise numbers have been – 144 of 177 in 2012-13; 110 of 154 in 2013-14; and 88 of 132 in 2014-15. The number of students from the minority community, although lower than the general pattern of other categories, reflects the demographic pattern of the catchment area.

The following table will illustrate the numbers of students admitted to the first year of the undergraduate programme in the humanities and social sciences:

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG : BA			
2011-12	188	140	74.4%
2012-13	230	177	76.9%
2013-14	216	154	71.2%
2014-15	198	132	66.6%
PG : NA			
M.Phil. : NA			
Ph.D. : NA			
Integrated PG/Ph.D. : NA			
Value Added : NA			
Certificate in Tourism & Travel Management			
2010-11	10	10	100%
2011-12	14	14	100%
2013-14	16	16	100%
2014-15	13	13	100%
Diploma : NA			
PG Diploma : NA			
Any Other : NA			

The sanctioned seats for the college undergraduate programme cannot exceed the teacher taught ratio. In the past years the seats were almost all filled, and the college had for three academic sessions from 2006-07 to 2008-09 been granted permission to run extra sections in three subjects on self financed basis to accommodate the increased number of applicants. The slightly decreasing trend in the number of admissions to the institution is primarily due to the organisation of subject clusters which in a way limits the options before the candidates. The shortfall of candidates is in fact minimal. The scope of any modification in the subject clusters is currently not available to the college, and the sanctioned number of seats cannot be increased without augmentation of faculty.

2.2. Catering to Student Diversity

Special infrastructural facilities in accordance with regulations are being maintained in the institution for differently-abled students. There are presently no such students in the institution. The institution has currently not established mechanisms for the assessment of students' needs in terms of knowledge and skills before the commencement of the programme. Such assessments are informally done in the initial days of the session through teacher and student

interaction in class. However, it plans to introduce measures such as aptitude tests, subject familiarisation and interactive sessions with the beginning of the next academic session to facilitate a somewhat purposive and effective evaluation of the student capacities and evolve appropriate teaching plans and class room strategies.

The college was sanctioned financial assistance by the UGC during the 11th Plan for Remedial Coaching for SC/ST/OBC and Minorities and Coaching classes for entry in services for SC/ST/OBC and Minorities. Dr S Kureel was the course coordinator. The faculty for the remedial courses comprised some of the regular faculty of the college – Dr M M Dwivedi, Dr S K Chaturvedi, Dr S Kureel. The faculty for the coaching classes for entry in services for SC/ST/OBC and Minorities, included regular and guest faculty. Dr M M Dwivedi, Dr S K Chaturvedi, Dr S Kureel, Ms Himangi Tripathi, Mr. Nikhilesh Tripathi, Mr Vishvanath Mishra, Mr Rajeev Kumar, Ms Rekha Devi, Mr Vachaspati Mishra, Mr Puran Singh, Mr Balkrishna Vishwakarma, and Ms Noori Alam delivered lectures under the scheme.

The college's preferred method of sensitizing its staff and students on issues such as gender, inclusion, and environment has so far been centred on interactions with the staff, and in the case of students a combination of class room discussion and incorporating these topics in the curriculum. The college intends to formulate a system of presentations and interactive sessions, including group discussions and debates, and distribution of reading material. The schedule of such sessions will be drawn up before the commencement of the next academic session and implemented from the beginning of the session.

Advanced learners are usually identifiable from class room interactions and they are encouraged to graduate to more comprehensive learning tools and advanced course material. They are sought to be motivated to extend their intellectual horizon and deepen their grasp of the subjects involved. It is expected that the feedback mechanisms intended to be introduced from the commencement of the next academic session will make identification of advanced learners and response to their special educational needs increasingly effective. Regarding the needs of students who have to overcome odds such as economic and epistemic deprivation, the feedback in form of oral and written tests as well as personal interaction assists the institution to both identify the difficulties of such learners and to support their educational progress to prevent drop outs. The dropout rate in the college has traditionally been quite significantly minimal. The average dropout number in the last two years has been 8 and comes to 1.7% of the students enrolled in the programme.

2.3. Teaching-Learning Process

The academic calendar for every academic session is finalised after extensive consultations among the faculty at the commencement of the session. The workability of the calendar is determined after considering the adherence that

was possible with the calendar of the previous session. Similarly, a rudimentary teaching plan keeping in view of the likely academic climate is also finalised for every department. However, the teaching plan is not formalised. It has been decided to do so from the coming session. The academic calendar will be uploaded on the college website and also put up on the college notice board and printed in the college prospectus as well. The teaching plan will also acquire a more formal status, and be institutionally reviewed every month from the academic session. Since evaluation is conducted centrally by the university, it is an individual exercise on the part of the faculty and does not necessitate regulating by an academic map at the college level. The college however will attempt to formalise a system of internal assessment and will thereupon design a blueprint for the internal evaluation procedure. The IQAC has not as been set up in the college as this is the first time the college is applying for accreditation by NAAC. Teaching is student centric in the college but there are as yet no support structure and systems available for teachers to develop skills like interactive-learning, collaborative learning and independent learning among the students. The method of teaching in the college and the informality of its concern for the academic vibrancy among students contribute to the development of critical thinking and a scientific temper. The concepts and categories of thought, as well as the processes of history and culture that invariably constitute the staple of class room teaching and interactive sessions in class are a major step to this end. The students are consistently invited to interrogate both events and individuals even while remaining open to the positive elements of received wisdom. This helps them to mine their curriculum for conceptual resources to audit both historical legacy and current policy. This is expected to infuse rigour, criticality, and creativity in the thinking of the student community. This should hopefully reflect in their approach to the further studies and their attitude to knowledge and perception throughout their lives. The process of inculcation includes group discussions, debates, essay writing. These activities will be undertaken in a more structured manner from the next session.

Currently, technologies are not used by the faculty in their teaching. Two seminars were organised in the college. A seminar on Human Rights around September 2015, and a series of lectures on curricula and allied topics by visiting scholars are being planned for the next academic session. The schedule of such lectures is expected to be uploaded on the college website early in the next academic session. College faculty have routinely taken part in seminars and conferences and are thus routinely exposed to advanced levels of knowledge and skills. Of the faculty, Dr Gangeya Mukherji has served as convener of two international conferences at the Indian Institute of Advanced Study, Shimla, co-convener of a summer school, and has been regularly invited as resource person in schools on *Mahabharata* and on Mahatma Gandhi. Some instances regarding this – Convener of International Seminar

on “Exploring Non Violence”, organised at the Indian Institute of Advanced Study, Shimla, during October 20-22, 2008; Convener of International Seminar on “The Home and the World: Rabindranath Tagore”, sponsored by Ministry of Culture, Government of India, and organised at the Indian Institute of Advanced Study, Shimla, during November 14-16, 2011; Co-convener of the Summer School on “Exploring Agency in the Mahabharata: Ethical, Political and Dharmic”, organised at the Indian Institute of Advanced Study (IIAS), Shimla, during September 17-30, 2012. Lectures in the Spring School on the “Mahabharata”; organised during 14-18 April 2010 in IIAS, Shimla; Winter School on “Life and Thought of Gandhi”; organized at IIAS during 1-15 December 2009; Summer School on the “The Conceptual Resource of the Mahabharata”; organised during 12-26 June 2010 at IIAS; Winter School on “Life and Thought of Gandhi” organised during 1-15 December 2010 at IIAS; Winter School on “Life and Thought of Gandhi” organised during 1-15 December 2011 at IIAS; Winter School on “Life and Thought of Gandhi” organised during 1-15 December 2012 at IIAS; and Winter School on “Life and Thought of Gandhi” organised during November 2013 at IIAS.

The institution has attempted to provide the students with support in the form of information and advice on both the range of choice and the appropriate selection of options regarding further education and research, and on employment avenues. The faculty regularly supports students opting for post graduate courses as private candidates, teaching them in addition to their own regular undergraduate classes. Offering guidance for NET exams is a significant component of academic mentoring in the college. Happily, a number of students appear to have benefitted from such support and have qualified for JRF and NET in even a rural and technologically challenged region as Mau. Another significant component is organization of formal and informal interactive sessions of students with the local administrative units, development agencies, and banks on career options and entrepreneurship. It is estimated that around 50 students have benefitted from such exercise and are currently running their own private businesses. Around 60 students participated in an Entrepreneurship Awareness Motivation Programme conducted by the Mau branch of the Allahabad Bank under the auspices of the Political Science department on 17 January 2012. The Mau branches of the Bank of Baroda and the Banda District Cooperative Bank respectively set up a help desk in the special NSS camp on 5 February 2015 and informed the 50 participants of the camp of the various ways in which they could become entrepreneurs by making use of the various schemes run by the banks.

Innovations of teaching include occasional mock sessions patterned on the news channels, in certain subjects, interactive sessions and assessment. Students are urged to make productive use of journals, additional reading material, to consult canonical studies, and the internet. They are encouraged to share their queries and views in class. From the next academic session OHPs

and electronic boards will also be used for class room teaching. The library resources are comparatively meager. However the students are advised to make the most use of them. The faculty tries to share their own knowledge resources with the students as far as possible, and sincerely follows up on the questions raised by students in class. Completing the curriculum does represent a challenge in most subjects given the micro level of teaching that is required in a backward area. But such detailed attention is essential in an area such as Mau if teaching is to remain worth its name. The time allotted for the undergraduate curriculum does not obviously provide allowance for such detailed treatment of the courses/texts/topics. There is somewhat of a paucity of teaching days as the admission dates normally extend well into early academic session. There is just one teacher for each subject and any kind of leave for unavoidable personal reasons, and for academic duties and research purposes impacts adversely on the teaching days. The faculty strives to keep leave of absence to a minimum. The college has with a very fair degree of success managed to meet the challenge of completing the curriculum, by beginning early classes and taking extra and extended classes whenever required. The institution has so far informally monitored and evaluated the quality of teaching, albeit with regularity. In the coming session formal feedbacks will be solicited and faculty meetings will be scheduled every month to continuously monitor the quality of teaching learning.

2.4. Teacher Quality

The following table displays the teacher profile of the institution:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	
Ph.D.	NA	NA	03	00	03	00	06
M.Phil.	NA	NA	00	00	00	00	00
PG	NA	NA	00	00	00	00	00
Temporary Teachers							
Ph.D.	NA	NA	00	00	00	00	00
M.Phil.	NA	NA	00	00	00	00	00
PG	NA	NA	00	00	00	00	00
Part-time teacher							
Ph.D.	NA	NA	00	00	00	00	00
M.Phil.	NA	NA	00	00	00	00	00
PG	NA	NA	00	00	00	00	00

The college has tried to retain faculty through its recognition of their capacities and encouragement to research. As per rules of recruitment in the colleges aided by the government of the province, recruitment of faculty is done by the Uttar Pradesh Higher Education Services Commission. There is a general uniformity in recruitment rules and the colleges have not been allowed any autonomy in this regard. Likewise, there is little scope for small scale institutions with almost no financial reserves to introduce strategies on their part for enhancing teacher quality, other than participating in schemes sponsored for this purpose by the Government agencies such as UGC and MHRD. However, the college needs to explore fresher avenues in this respect.

The number of faculty nominated to academic staff development programmes is detailed in the following table:

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	2
HRD programmes	Nil
Orientation programmes	1
Staff training conducted by the university	Nil
Staff training conducted by other institutions	1
Summer / winter schools, workshops, etc.	Nil

The institution has been so far unable to undertake any programme for its faculty for empowering and enabling the use of various tools and technology for improved teaching-learning. The institution recognises this as a serious shortcoming and will sincerely explore chances of organising such programmes in the next session. A single faculty member comprising 16% of the total faculty, has been consistently invited as resource person in national and international Workshops, Seminars and Conferences. 80% of the faculty have participated and presented papers in Workshops, Seminars, and Conferences.

The teachers are encouraged to apply for research grants from funding agencies and the institution is always willing to provide clearance for the same. Sadly, the institution does not possess the financial wherewithal to fund research projects and sponsor publications and so cannot venture to support its teachers in these endeavours even though it would have otherwise gladly done so. It has been willing to grant study leave to its teachers for their research even though all the departments are comprised of single faculty and naturally leave is highly difficult in such circumstances. Two faculty members have availed of study leave to undertake research in renowned institutions. No member of the faculty has yet received awards or recognitions at the state, national and international level for excellence in teaching. The institution is also yet to introduce evaluation of teachers by the students and external peers.

2.5 Evaluation Process and Reforms

The evaluation process of the annual examinations is completely centralised at the level of the university and so any reform is not possible in this direction under existing rules. There is currently no system of a formal internal assessment, formative and summative, in the college to evaluate student achievement. As indicated earlier, the institution will urgently consider

introducing a system of assessment which will take on board behavioural aspects, independent learning, communication skills, and will also approximate to an effective evaluation which can subsequently serve as the basis of the evaluative process that will be part of the future semester system. This evaluative process will hopefully be effective starting next session and constitute a feedback of student capacities and student achievement along with the efficacy of the learning process in the institution.

The conduct of annual university examinations in the college are characterised by total transparency. The college enjoys a well deserved reputation for conducting smooth and fully fair examinations. In recent years technology has played a crucial role in the management of the examinations. Forms are registered and submitted online to the university and, check lists, roll lists, admit cards and verification cards are now made available to the college online through the university portal. The documents are password protected. The college downloads them and distributes the admit cards to the students. There has not been a single breach of security or lapse of any kind related to procedure and punctuality in the conduct of examinations in the history of the college. The institution has tried its utmost to eliminate all hassles for the students, and to iron out obstructions that may crop up from filling of examination forms to the declaration of results and distribution of marksheets.

As currently provided in the regulations, a candidate grieved by the evaluation of her answer sheet can seek to view the same through an application to the university under the Right to Information Act. She can have further recourse to legal remedy and petition the court for a revaluation. The most elementary channel of redressal is through an application of scrutiny of the answer sheet whereupon a rechecking of the total number of marks given can be done.

2.6. Student performance

The college has not as yet ventured to clearly state its learning outcomes. This has remained a grave deficiency and needs to be remedied at the earliest. The institution will try to take some concrete measures in this direction in the coming months and this should be reflected in the coming academic session.

The following encapsulates the pattern of results for the last four years in the undergraduate programme offered by the college.

Year	Class	Enrolled	Passed	Pass percentage	Number of First classes
2011	B.A. First Year	129	113	87%	---
	B.A. Second Year	166	160	96%	---
	B.A. Final Year	250	241	96%	18
2012	B.A. First Year	159	155	97%	----
	B.A. Second Year	112	109	97%	----
	B.A. Final Year	160	155	96%	19
2013	B.A. First Year	177	162	91%	----
	B.A. Second Year	154	148	96%	---
	B.A. Final Year	110	105	95%	04
2014	B.A. First Year	154	136	88%	---
	B.A. Second Year	163	154	94%	---
	B.A. Final Year	145	142	98%	13

Excluding 2013 where the atmosphere of the college was vitiated, reflecting adversely upon the results that year, the profile of the examination results remains somewhat constant. Meritorious performances remain equally and consistently shared between male and female students according to the proportion of their participation. High end performances are regrettably very few, and most examinees are clustered around the middle of the spectrum.

The institution maintains a record, but does not collect and analyse data on student performance and learning outcomes, or use assessment and evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning. As mentioned above, the institution will seek to rectify in some measure this crucial deficiency by the commencement of the next session.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

Since the college offers only undergraduate programmes without provision for further progression to postgraduate and doctoral level, it does not have a recognized research centre. The institution also does not have a research committee to monitor and address research issues. However, significant research activity has been undertaken by the faculty in the institution. The institution has consistently played a highly positive role in encouraging and facilitating research by its faculty. The smooth progress and completion of research projects undertaken by the faculty has been made possible by the assistance rendered to them at the level of the institution. The institution extends complete autonomy to the investigator and ensures prompt availability of funds that are channelled through the institution. Within the inevitable constraints arising from only single member departments constituting the college, leave is still, comparatively, easily granted to scholars for purposes of research, and college infrastructure is made available to the faculty for research. Similarly, the college facilitates timely auditing and submission of utilization certificate to the funding agency.

Five serving and former members of the faculty have undertaken research projects in recent years.

Dr R K Sharma and Dr M M Dwivedi (Sanskrit) are supervising doctoral theses.

Dr R K Sharma

Suman Singh, *Beeswin Sadi ke Antim Dashak ke Anchalik Upanyasyon mein Samajik Chetna*, Rajarshi Tandon Open University, (thesis submitted in 2014).

Shardendu Shukla, *Adhunik Mahakavyon mein Alankar Yojana*, Bundelkhand University (in progress).

Omjaya Singh, *Naari Utthan mein Premchand ke Upanyas Sahitya ka Avadan*, Bundelkhand University (in progress).

Dr M M Dwivedi

Doctoral awards

Bhupendra Mani Pandey, *Hammeermahakavyam ka Samalochnatmak Adhyayan*, Bundelkhand University, Jhansi, 2006.

Balendu Shekhar Pandey, *Dashkumarcharitam ke Samajik evam Arthik Pakshon ka Samalochnatmak Adhyayan*, Bundelkhand University, Jhansi, 2007.

Krishna Kumar Singh, *Purano me Upalabdha Ayurvediya Samagriyan*, Bundelkhand University, Jhansi, 2008.

Nisha Kumari, *Agnipurana me Kavyasahitiya Tattva*, Bundelkhand University,

Jhansi, 2009.

Vashisht Singh Kushvaha, *Raghuvansham Mahakavya me Shastriya Sandarbha*, Rajarshi Tandon Open University, 2014.

Ajay Kumar, *Richaon ka Rakshak Rik Pratishakya: Ek Vivechanatmak Adhyayan*, Bundelkhand University (submitted in 2014).

Janakisharan, *Patanjalya Yoga ke Pramukh Siddhanton ka Vartaman Manav Shaili ke Pariprekshya mein Adhyayan* (published in 2014).

The college has so been so far unable to organise workshops, training programmes, sensitization programmes on capacity building for research and imbibing research culture among staff and students. The major research areas for the faculty – *Madhava Vedanta*; Vedic Mathematics; Astrology; Intellectual history with a focus on capacious concepts; The imagining of modern India with special reference to 19th & early 20th century Bengal; Vivekananda; Tagore; Gandhi; Post Colonialism; Folk literature; Trends of FDI flows; globalization, applied econometrics, specialised in time social analysis; international finance.

Two members, comprising 33% of the faculty have availed sabbatical leave for research activities. The provision of sabbatical leave has significantly contributed to the quality of research by providing the essential time out for academics and connecting the concerned scholars with institutions of renown. Their sojourn in institutions of advanced research has added epistemic nuance and variety to the intellectual repertoire of the scholars. The details of the sabbatical availed are as follows:

Gangeya Mukherji, Fellowship for two years at the Indian Institute of Advanced Study, Shimla during 2008-10.

Md. Qaiser Alam, Research Fellow for a year at the Department of Business Administration and Economics, King Saud University, Kingdom of Saudi Arabia during 2011-2012.

3.2 Resource Mobilization for Research

Due to consistent financial deficiency, the college has had to operate always under budgetary limitations and it has consequently not been possible for the college to make budgetary allocations for research. There is naturally also no provision to provide seed money to the faculty for research. Being an undergraduate institution the college has no doctoral students and does not desperately require extending financial support to its students for any research activity. Regrettably, there has so far not been any move by the faculty in the direction of interdisciplinary research. Faculty research has been of individual nature and concentrated in the areas of interest of the faculty members. Library and internet and related facilities are available to the students and faculty for academic activity. The institution has not received any special

grants from the industry or other beneficiary agency for developing research facilities.

Five present and former members of the faculty have undertaken minor research projects funded by UGC. Dr Durga Prasad Singh, Dr Ajay Prakash Khare, Dr Santosh Kumar Chaturvedi, Dr Mohd Qaiser Alam completed their projects during the last of four years. There is no ongoing funded research project in the present.

The following table provides the details of the research projects completed within the last four years.

Nature of the Project	Duration Year From - To	Title of the Project	Name of the funding agency	Total Grant in Rupees		Total grant received till date
				Sanctioned	Received	
Minor projects	2008-2012	Swatantrayottar Hindi Kahaniyon Mein Bhoomi Samasya	UGC	55000=00	42500=00	42500=00
	2010-2012	Ideological Implications In the Writings of Early European Scholars on the Proto-Historic period of Indian History	UGC	115000=00	92500=00	86407=00
	2010-2012	Bhojpuri Lokgeeton mein Bharatiya Swadhinata Sangram	UGC	120000=00	95000=00	95000=00
	2010-2012	Putting-out System of Labour Process in Tendu Leaves Collection and Bidi Making: A Case Study of Chitrakoot district, Uttar Pradesh	UGC	95000=00	54750=00	54750=00
Major Projects	NA					
Interdisciplinary	NA					
Industry	NA					
Students' research projects	NA					
Any other (specify)	NA					

3.3 Research Facilities

There are no special research facilities available to the students and research scholars within the campus. Given the status of the institution as an undergraduate college with only one programme on offer with a very limited range of subjects, it unfortunately has in the present neither any immediate

necessity nor the financial resources to envision institutional strategies for planning, upgrading and creating infrastructural facilities with a view to meeting advanced research needs. The institution has not received any special grants from the industry or other beneficiary agency for developing research. The college has been unable to create research facilities outside the campus. It has neither developed an information resource centre or library facilities particularly for researchers, nor does it house any collaborative research facilities developed by the research institutes in the college.

3.4 Research Publications and Awards

The faculty has reasonable research achievements to its credit in the field of humanities and social sciences. Their research and publication is centred on relevant human concerns, developments that influence and also promote or encroach upon, human aspirations. The faculty have in their research debated on the hand on the nuances of aesthetics and its relationship with society and on the other hand the process of history and the unfolding of the present. Intellectual history with a focus on capacious concepts, translating into an epistemic interrogation of particular individuals and specific ethical concepts, as well as of the play between these two categories forms an important thematic of research undertaken by the faculty. Books and papers published by the faculty have earned the attention of the scholarly community and on occasion been cited in international journals. However, since their research is not related to science no patents have been obtained and filed, and might not have contributed to product improvement. But the research can no doubt be said to have in some degree benefited the community by attempting to understand the transactions between social and community aspirations and the formulation of policy. Research inputs in the social sciences by college faculty will hopefully contribute to social development.

Rohitashwa Kumar Sharma

Edited Volume

Adhunik Hindi Kahani, Agra: Ranjana Prakashan, 2011.

Murali Manohar Dwivedi

Contribution to Volume

‘Narayan Panditasya Beejganitavatansah’, in Haridutt Sharma (ed), *Sanskrit mein Vijnan evam Vaijnyanik Tattva*, Allahabad: Department of Sanskrit, University of Allahabad, 2005.

Gangeya Mukherji

Books

An Alternative Idea of India: Tagore and Vivekananda, Delhi; London: Routledge, 2011.

Gandhi and Tagore: Politics, Truth, and Conscience, Delhi; London: Routledge (forthcoming, 2015).

Edited Volume

Learning Non Violence, Delhi: Oxford University Press (forthcoming, 2015).

Contributions to Volumes

‘Himsa-Ahimsa in the *Mahabharata*: The Lonely Position of Yudhishtira’, in Arindam Chakrabarti and Sibaji Bandyopadhyay (eds), *Mahabharata Now: Narration, Aesthetics, Ethics*, Delhi; London: Routledge, 2014.

‘Reading *King Lear*: The Evil of Lying and the Perception of Truth’, in Shormistha Panja (ed.), *Shakespeare and the Art of Lying*, Delhi: Orient BlackSwan, 2013.

‘Nehru and Later’, in Neelum Saran Gour (ed.), *Allahabad: Where the Rivers Meet*, Mumbai: Marg Publications, Vol. 61 No. 1, September 2009.

‘Tagore as Public Intellectual’, in Shreesh Chaudhury *et al* (eds.), *Reflections On English Studies: Essays In Memory of Shankarnand Palit*, Darbhanga: Panchjanya Trust Pindarauch, 2009.

Contributions in Forthcoming Volume

‘Gandhi: Calling to Non Violence Joined by a Strong Pragmatism’, in Rajeev Bhargava (ed.), *Reading Hind Swaraj*, Routledge (forthcoming).

Ongoing and Future Projects

Exploring Agency in the Mahabharata: Ethical, Political, Dharmic, co-edited with Sibesh Chandra Bhattacharya & Vrinda Dalmiya, Routledge (forthcoming).

Invited by Sahitya Akademi to edit two plays, *The Persecuted & Chukerbutty Faction*, for its Reprint of Rare Books series. The manuscript will be finalised by June 2015.

Invited by Routledge India to compile a selection of the writings of Mahatma Gandhi, entitled, *Gandhi: A Contemporary Reader*. The manuscript will be completed by December 2015.

Invited by Routledge India to do a book on Vivekananda around the thematic of ‘Renunciation and Responsibility’. The manuscript is expected to be completed by December 2016.

Papers

‘Vivekananda: The ethics of responsibility and the imagining of Modern India’, Occasional Paper: History and Society, New Series, 52, New Delhi: Nehru Memorial Museum and Library, 2014.

‘Thinking Community and Nation: Relevance of Vivekananda’, *IIC Quarterly*, New Delhi: India International Centre, Summer 2012, vol. 39, Number 1, pp. 20-29.

‘Open Texture of Nationalism: Tagore as Nationalist’, *Rupkatha Journal: On Interdisciplinary Studies*, [An Online open-access E-Journal, <http://www.rupkatha.com/>]; Special issue on Rabindranath Tagore, 150 Years, vol. 2, no. 4, November 2010, pp. 373-384.

‘Gandhi: Non-Violence and Pragmatism’, *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. XVI, nos. 1 & 2, 2009, pp. 95-117.

[Since citation is important, I would like to mention that the presentation on which this essay is based has since been cited in Uday Singh Mehta, “Gandhi on Democracy, Politics and the Ethics of Everyday Life”, *Modern Intellectual History*, 7, 2 (2010), pp. 355-371; Cambridge University Press, [doi:10.1017/S1479244310000119]; citation reads: ‘Among those who responded to Gandhi’s views on Jews in Germany, the Nazis and migration to Palestine were Hannah Arendt, Joan Bondurant, Martin Buber and Judah Magnes. Gandhi’s views on these matters have been very thoughtfully considered by Gangeya Mukherji in “Gandhi: Calling to Present Non-violence Joined by a strong Pragmatism” (unpublished). (p.366n16)]

‘Exploring Non Violence: A Seminar Report’, *Economic & Political Weekly*, Mumbai: Sameeksha Trust, vol. XLIV, no. 24, June 13-19, 2009, pp. 23-25.

‘Tagore in the Context of Postcolonialism’, *Sandhan*, New Delhi: Centre For Studies In Civilizations, vol. VIII, no. 1 Jan-June 2008, pp. 27-93.

‘Tagore: Transcending Post Colonial Attitudes’, *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. XII, no. 2, Winter 2005, pp. 75-95.

‘The Myriad Voices of The Indian Renaissance: Transmutation of the Regional to the Universal’, *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. XI, no. 1, Summer 2004, pp. 93-120.

‘A Philosophy for Disarmament?’, *Seminar*, New Delhi: Rameshraj Trust, 532 – December 2003.

‘Synthesizing Modernity & Tradition: the Relevance of Vivekananda’, *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. VII, no. 2, 2000, pp. 83-107.

‘Modern Indian Education and Human Values’, *Mainstream*, New Delhi: Perspective Publications Private Ltd., Annual, December 23, 2000, pp. 97-102.

‘Vivekananda at the Time of Break-up of Nations’, *Mainstream*, New Delhi: Perspective Publications Private Ltd., Republic Day Special, vol. XXXVIII, no. 6, Jan 29, 2000, pp. 37-40.

Book reviews

Sanjay Palshikar, *Evil and the Philosophies of Retribution: Modern Commentaries on the Bhagavad-Gita*, Delhi: Routledge, 2014, in *Seminar*, New Delhi: Rameshraj Trust, 662 –October 2014, pp. 79-82.

Mahatma Gandhi, *Indian Home Rule [Hind Swaraj]*: A Centenary Edition with an Introduction by S. R. Mehrotra, New Delhi & Chicago: Promilla & Co., Publishers in association with Bibliophile South Asia, 2010, in Satish Aikant (ed), *Summerhill: IIAS Review*, Shimla: Indian Institute of Advanced Study, vol. XVI, No. 1, (Summer 2010), pp. 85-86.

Commissioned papers

‘Statement of Outstanding Universal Value and Justification of Criteria’ as Consultant for the team preparing the Dossier for the Ministry of Culture, Government of India, for nominating Santiniketan as a UNESCO World Heritage Site.

‘South Asian Philosophies of Peace: Tagore and Vivekananda’, for the Nelson Mandela Center for Peace and Conflict Resolution, Jamia Millia Islamia, Delhi, 2009.

Santosh Kumar Chaturvedi

Books

Bharatiya Sanskriti, Allahabad: Lokbharati Prakashan, 2011. [ISBN: 978 818031 593 0]

Bhojpuri Lokgeeton mein Swadhinata Andolan, Allahabad: Lokbharati Prakashan, 2014. [ISBN: 978 81 8031 843 6]

Pahleebhar (poetry collection), New Delhi: Bharatiya Gyanpeeth, 2009. [ISBN: 978 81 263 1695 3]

Dakshin ka bhi Apna Purab Hota Hai (poetry collection), Allahabad: Sahitya Bhandar, 2014. [ISBN: 978 81 7779 361 1]

Prathamik evam Madhyamik Shiksha: Samsyaayen aur Nidan, Allahabad: Dewa Vani Prakashan, 2006. [ISBN: 81 902557 2 X]

Edited Books

Kavya Saragam, Allahabad: Lokbharati Prakashan, 2010.

Katha Kusum, Allahabad: Lokbharati Prakashan, 2010.

Madhyakaleen Bhakti Andolan: Ek Naveen Vimarsha, Allahabad: Sahitya Bhandar (in the pipeline)

Edited Magazines

Assistant Editor, *Katha* (A literary and cultural magazine), Allahabad, during 1998-2010.

Editor, *Anahad* (A literary and cultural magazine), Allahabad, 2011 onwards [ISSN: 2248 9053].

Editor, www.pahleebhar.in (online magazine), June 2011 onwards.

Editor, www.jaganipatrika.blogspot.com (online college magazine), August 2014 onwards.

Consulting Editor, *Gathantar* (Quarterly), Azamgadh.

Papers

1. Adhunik Kal me Mahila Matadhikar Andolana, (pp. 556), UP History Congress, 2010, Conversations in Indian History, Edited by A. K. Sinha & S.Z.H. Jafri, Anamika Prakashan, New Delhi, 2010, (ISBN- 978-81-7975-342-2)
2. Bharatiya Lok-Vishwas me Ped-Paudhe Aur Paryawaraneeeya Chetana (pp. 79-88), Sahitya Aur Sanskriti Me Paryawaraneeeya Samvedana, Ed.- Narendra Nath Singh, Hemawati Nandan Bahuguna PG College, Naini, Allahabad, 2011, (ISBN- 978-81-921037-1-6)
3. Nagarjun Ka Lok Aur Lok Ke Nagarjun (pp.32- 39), Jan Samvedana Ke Kavi Nagarjun, Ed.- Dr. Vimla & Dr. Govind Das, Shyama Prasad Mukherji College, Fafamau, Allahabad (2012), (ISBN- 978-81-920354-2-0)
4. Stree Jeewan Ki Katha-Vyatha, (pp. – 44-52), Lamahi, Oct-Dec. 2012, (Ed.- Vijay Rai), Lucknow, (ISSN- 2278-554-X)
5. Aata Hai Abhi Dekhiye Kya-Kya Mere Aage (Swatantrata Andolan me Awadh Kshetra Ki Bhumika), Uttar Pradesh, Ed.- Suresh Ujala, August 2007, Lucknow.

6. Prachin Bharat Me Tel Ewam Tailik Warg Ka Vikas, Prachin Bharat men Samajik Ewam Aarthik pariwartan (Ed.- Ajay Kumar Pandeya), Pratibha Prakashan, Nayi Delhi. 2008
7. 'Katha Markandeya Aur Main, pragatisheel Wasudha,-85, (Ed.- Prof. Kamala Prasad), Bhopal, April-June 2010
8. 'Markandeya : Smaran Me Hain Aaj Jeewan' : Markandeya Parampara Aur Vikas (Ed.- Prakash Tripathi), Vachan Publications, Allahabad, 2011.

Awards

- **Won essay contest organised by British Broadcasting Corporation Hindi Service (Nai Pirhi Programme) in 1993.**
- **Won Consulation prize in "Muktibodh Kavya Pratiyogita" organised by 'Kal Ke Liye' magazine in 1994**
- **Won 'Yuva Lekhan Protsahan Puraskar' organised by Punarnawa, Dainik Jagaran Newspaper in 2008.**
- **Won Malkhan Singh Sisaudiya Poetry Award 2014 organised by Wartman Sahitya, Aligadh (On my first Poetry Collection 'Pahleebar'.)**

Md. Qaiser Alam

Contributions to volume

- "The Regionalism and Multilateralism in the International Trade: A Post - WTO Perspective", *Regionalism and Multilateralism*, New Delhi: Deep & Deep Publications Pvt Ltd, 2012, pp. 270-281. [ISBN 978-81-8450-432-3].
- "Global Financial Crisis and the Indian Economy: Myth and Reality", *Global Recession and Economic Recovery*, New Delhi: Deep & Deep Publication Pvt Ltd, 2010, pp. 61-68. [ISBN 978-81-8450-356-2].

Papers

- "Does Trade Openness affect Long-run Growth: An Empirical Evidence for India" Paper Published in *The Indian Economic Journal*, **December, 2014**, ISSN 00194662 pp. 54-66.
- "Economic Growth and Environmental Sustainability in India: The Bound test Analysis", Published in the Journal entitled "*Journal of Economics and Commerce*". Vol. **05/ Issue 02/July-December, 2014**, ISSN 0976-9528, pp-38-47.
- "*The Determinants of Inflation in India*". Paper published in the *Economy India*, Vol.8, and Issues.6 June 2014, ISSN 2394-210X, pp-49-51.

- ***“Climate Change, Agricultural Productivity and Economic Growth in India: The Bounds Test Analysis”***. Paper Published in the **International Journal of Applied Research and Studies**, Vol. II/ Issue 11/Nov, 2013/670, ISSN 2278-9480.
- ***“Carbon Dioxide Emissions, Energy Consumption and Economic Growth in Saudi Arabia: A Multivariate Cointegration Analysis.”*** Paper published in the **British Journal of Economics, Management & Trade**. SCIENCEDOMAIN International, England, 2(4): 327-339, 2012.
- ***Foreign Direct Investment (FDI) in India: A Review of the Post Reform Period.”*** Paper Published in the **Convergence Asia, The Journal for knowledge Economy Management**, Vol. VI-2&3 April-Sept 2008, ISSN 0973-9033 PP.42-53.
- ***Foreign Direct Investment and Economic Growth: An Indian Experience.”*** Paper Published in the **Journal of Business and Economic Studies**, Vol.III, 15 Aug 2009, pp. 34-42.
- ***“Foreign Direct Investment in India since Liberalization: An Evaluation”***. Article Published in the **Southern Economist Journal**, Volume 41, Sept 2001, Published From Bangalore. ISSN 0038-4046, pp.13-18.
- ***“Role of Foreign Direct Investment in the Indian Economy”***, Paper published in the 92nd IEA Conference Volume, *December, 2009*, pp.438-442.
- ***The Economics of Sustainable Development: An Introduction***, Paper Published in the 91st IEA Conference Volume, *December, 2008*, pp.1330-1334.
- ***“Role of Foreign Direct Investment in the selected Asian countries of Asian Economic Community”*** Article Published in the Indian Economic Association, 87th Volume, Dec 2004. Pp.920-928.
- ***“Impact of WTO on Foreign Direct Investment flows in India.”*** Paper published in the Indian Economic Association Conference, 88th volume, December, 2005 pp. 427-428.
- ***Impact of FDI on Growth and Development of Indian Economy: An Empirical Evaluation”***, Paper published in the conference volume of 5th annual conference volume of UPUEA, October, 2009, pp-142-145.

3.5 Consultancy

The college has not evolved any system and strategy for establishing institute-industry interface. The institution would like to promote consultancy and encourage the staff to utilize their expertise for consultancy services. There have been no instances of faculty undertaking consultancy services and no revenue has been generated from the same. Consequently no policy needed to be formulated on the part of the institution regarding sharing of income generated from consultancy.

3.6 Extension Activities and Institutional social Responsibility

The college promotes institution-neighbourhood-community network and holistic development of its student community through student engagement in social service. This is accomplished primarily through the national Service Scheme which establishes relationship with villages and slums, and through its regular programmes and special camps performs many socially responsible functions and campaigns pertaining to literacy, cleanliness, environment, tree planting, discouraging use of polythene, awareness against use of dowry, saving the girl child and schooling of girls, particular cooperation with the women and the elderly, and mobilising support for, and participation in, the polio immunisation campaign. Crucial principles and community values such as national integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood relief, drought relief, blood donation, and small family norms receive special focus in the awareness campaigns undertaken by the NSS volunteers through speeches, debates and interactive sessions, group visits, rallies, skits and plays and wall writings. Public awareness campaigns for traffic rules and safety regulations are run in the month of November which is designated by the government as the traffic month. As part of the National Literacy Mission, the volunteers have assisted in extending educational motivation by teaching in various primary and middle schools in Tehsil Mau. Notably, as part of Systematic Voter Education and Electoral Participation (SVEEP) programme, NSS volunteers have rendered a highly active role in facilitating registration of eligible students as voters and motivating casting of franchise in areas with traditionally low voting behaviour.

In academic session 2013-14, the NSS unit of the college began their outreach activity by motivating public participation in the polio immunisation campaign and also with administering polio drops along with the Medical Superintendent of the Primary Health Centre, Mau and Sub Divisional Magistrate, Mau. In July the unit participated in a tree planting drive in the college premises. Special programmes were organised to commemorate Independence Day, and the birth anniversaries of Mahatma Gandhi and other national leaders. Special focus was brought to bear on the values of harmony and tolerance during the commemoration of National Integration Day.

Similarly, World Aids Day was commemorated in the presence of administrative and medical authorities, and a Red Ribbon Club was created with a discussion on blood donation. A rally and a cultural event was organised on the National Voters Day in January. Earlier, in October students had set up help desks throughout the month for voter mobilisation and for initiating the process of including the names of eligible students in the voter rolls. Two special camps were organised for registering women voters in order to strengthen gender ratio in electoral participation. In all, forms of 150 new voters were filled and submitted in the Tehsil Voter Registration centre in Mau. A large rally was taken out under the auspices of the election bus journey on the demarcation line between the villages of Hatwa and Dadari with the help of the volunteers of the college NSS unit in January. Volunteers of the NSS unit living in the day and night camp during 01/02/14 – 07/02/2014 in the village of Dadari, in addition to the regular activity of the camp, attempted to assist in remedying drawbacks in the village relating to cleanliness and drainage and waste management, voter registration, problems of the elderly and the infirm, and clean drinking water by contacting the officials of the government departments concerned with the problems.

Earlier, Dr Sakathu Kureel, the Programme Officer of the NSS unit, had been nominated as the SVEEP coordinator for the district of Chitrakoot. For his own efforts in his individual capacity as SVEEP coordinator, and for leadership of the NSS unit in this respect he has been twice accorded special recognition, including a shield and letter of appreciation by the Governor of Uttar Pradesh for his contribution in increasing voter awareness.

The Election Commission of India conducted an extensive SVEEP campaign in Chitrakoot district before the general elections in 2014 with special focus on those polling stations which had witnessed a voting percentage lower than 33% in the previous election. The campaign resulted in a substantial increase in the voter turnout in the district in the 2014 election.

The outreach activities of the college have had noticeable returns primarily because of the linkages formed with the administrative organs, legislative units including local self government bodies such as panchayats and the block development councils, and units of the media. They have familiarised the students with the dynamics of class, caste and gender aspirations and suppressions. These activities have contributed to a sensitization of the student community to the complexity and change in the Indian political community, and the nuances of representational politics. The students are introduced to the ethics of social responsibility and the crucial function that a citizen has to play in a modern inclusive republic.

3.7 Collaboration

The institution has as yet not collaborated and interacted with research laboratories and industry for research activities. No MoUs or collaborative

arrangements have been signed. There has been as yet no industry-institution-community interaction contributing to the establishment and up-gradation of academic facilities, and infrastructural facilities of the institution.

The institution has organised two seminars. The details are as follows:

A UGC funded two day national seminar on '*Madhyakalin Bharata mein Bhakti Andolan aur Vartaman Sanskritik Chunauiyan* (The Bhakti Movement in Medieval India and Present Cultural Challenges)' was organised in the college during 26-27 February 2011. Dr Santosh Kumar Chaturvedi was the convener of the seminar. The seminar was organised to discuss the values and long term influence of the Bhakti movement in India and to revisit the ethos and the dynamics of the Bhakti movement in the shadow of the rise of a retrogressive and revanchist culture in present times. The struggle of a society to establish new systems and its history and culture can be a resource in this struggle. Culture has undergone so many transformations in history and analyses of such transformations constitute a prominent theme in cultural history. Each transformation has played some constructive part in the history of culture. For instance, in recent history Capitalism had played a role in liberating society from outworn ideas. The seminar explored the bhakti movement as a crucial resource of ideas in the formation a pluralistic, tolerant and progressive society in the immediate context of a politics of divisiveness and hate. The seminar was organised into four sessions: Medieval society, history and culture; medieval bhakti literature and society; the present cultural challenges and the bhakti movement; and, Indian tradition of thought and Mahamati Prannath. The inaugural lecture was delivered by Mohan Priyacharya of the Pranami sect. Professor Prakash Udaya (Varanasi), Dr Kiran Sharma (Gyanpur), Savita Kumari Srivastava (Gyanpur), Dr Anil Kumar Mishra (Baram, Rajasthan), Dr Chitragupta (Jhansi), Kranti Bodh (Ghaziabad) and Dr Ramakant (Jaunpur) presented papers in the first session which was chaired by Professor Satyadeo Tripathi (Varanasi). Presentations including those by Dr Mahesh Chandra (Bokaro), Dr Namrata Prasad (Allahabad), Dr Archana Srivastava (Allahabad), Dr Sapna (Allahabad), Dr Surendra Singh (Mirzapur), Dr Ajaya Khare (Bhopal), Professor Kusum Singh (Chitrakoot), Dr Lalit Kumar Singh (Chitrakoot), Dr Avaneesh Mishra (Chitrakoot) and Dr Mahendra Upadhyaya (Chitrakoot) comprised the second session, chaired by Dr Kshama Shanker Pandey (Gyanpur). Professor Rampal Gangawar (Allahabad), Brijbhushan Dwivedi (Chitrakoot), Anshuman Kushwaha (Allahabad), Mahendra Tripathi (Mau), Sakathu Kureel (Mau), Dr Murali Manohar Dwivedi (Mau), Dr Shiv Mangal Ram (Mau), Ramayan Ram (Allahabad) presented papers in the third session with Professor Lal Bahadur Verma (Allahabad). The fourth session was chaired by Professor Rajendra Kumar (Allahabad) with presentations from Jayapal Singh Prajapati (Korba), Sandhya Pandey (Korba), Rama Murti Tripathi (Chitrakoot), Dr Saroj Gupta (Chitrakoot), Dr Aparna Singh (Chitrakoot), Himangi Tripathi (Chitrakoot),

Vachaspati Mishra (Allahabad), Bharati Dwivedi (Allahabad), Shailaendra Tripathi (Allahabad), Dr Arun Kumar Gupta (Moradabad). Professor Lal Bahadur Verma (Allahabad) and Professor Rajendra Kumar (Allahabad) made the valedictory presentations. The valedictory session was chaired by Professor Om Prakash (Vice-Chancellor, Rohillkhand University, Bareilly).

A two day Seminar on 'Climate Change: Economic Growth and Sustainable Development, and Challenges and Opportunities before India', was organized during 30-31 March, 2013. It was sponsored by the Uttar Pradesh Higher Education Council, of the Government of Uttar Pradesh. Dr Murali Manohar Dwivedi was the convener of the seminar. The seminar attempted to explore from a contemporary Indian economic perspective the dynamics of climate change, and the special challenges posed by the phenomenon to economic policy makers. It relatedly tried to probe the opportunities, which are emerging from the changed ecological scenario, of evaluating and repositioning the principles, objectives and the institutions connected with economic development in India. Issues regarding the political will needed to effect fundamental policy changes, the realism of alternate economic models, the relevance of thinkers like Gandhi, and the reflections of such concerns in literature and the arts were also discussed in the seminar. Dr. Pradeep Kumar Sharma (Allahabad), Ramayan Ram (Allahabad), Dr. Vivek Tripathi (Kaushambi), Dr. Sumit Saurabh Shrivastava (Allahabad), Janki Sharan Tripathi (Chitrakoot), Dr. Satish Kumar Tripathi (Banda), Dr. Satish Kumar Srivastava (Banda), Dr. Anoop Kumar Singh (Varansi) Dr. Amit Kumar Singh (Varanasi), Rajneesh Kumar Singh (Kanpur Dehat), Dr. Sharad Dixit (Kanpur Dehat), Dr. Satish Chandra (Chitrakoot), Dr. Dharmendra Singh (Chitrakoot), Dr. Lalit Kumar (Chitrakoot), Deepa Dwivedi (Kanpur), Sitara Bano (Kanpur), Ashwini Singh Parihar (Kanpur), Rajeev Kumar (Mau), Deen Bandhu (Karwi), Brij Bhushan (Mau), Himangi Tripathi (Chitrakoot) presented papers in the seminar.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

Infrastructural deficiency has unfortunately continuously affected the institution. There has also been, with some very munificent exceptions, a lack of private and institutional donors to enable the institution to plan for a systematic augmentation of infrastructural facilities. However, the students have spiritedly put up with what could by normal standards be termed as poor infrastructural facilities of seating, learning and recreation in the college. The institution is proud of the fact that in spite of the lack of such facilities the faculty has sincerely undertaken its teaching duties and pursued research of high standard, overall discipline has been very well maintained in the college because of cooperation from the student community, and a harmonious atmosphere unexceptionably prevails among all the partners in this enterprise

of learning. The college will be able to plan for expansion of its infrastructure with improvement in its resources, and is exploring possibilities in this regard.

Basic facilities existing in the institution include 7 class rooms, 1 computer room, 1 meeting hall, library, 1 girls common room with attached toilet, 1 jointly used room for storage of equipment related to sports & NSS, toilets, guest house. The institution does not have legal title and possession of the field located at the back of the building although it currently has access to the space and uses it as a rudimentary games field and also some incurs expense for its annual leveling and the like. No construction of structures relating to sports such as basketball court etc is thus possible on it. Although the available infrastructure is hardly in line with the academic growth and the growing needs of higher education regarding facilities related to communication technology, the institution strives to optimally utilize its existing infrastructure by clubbing functions in shared spaces, and by using spaces in such manner that they become effectively common to different functions. Different cells can thus function from the same shared room with allocated storage spaces respectively necessary for them. A meeting hall with adjacent computer room, and a guesthouse with functional amenities comprise the facilities developed or augmented in the last four years. The construction of the meeting hall was wholly financed and supervised by the Pranami Trust. It was completed in 2012 at a total cost of Rs 18 Lacs. The construction of the guest house was fully financed by Delhi based former bureaucrat and philanthropist Ramesh Chandra Rastogi. It was completed in 2013 at a total cost of Rs 2.5 Lacs. The college has approached the Pranami Trust for constructing a wing above the meeting hall. If the proposal is accepted, the college plans to shift the library complex with cabins for the departments, to the said wing. The library will gain by being shifted to the proposed wing as its layout will in this case be better planned and will be considerably more endowed with natural light. This will be a highly welcome feature for a library and reading room. The existing library can then be used as cabined spaces for the different cells such as the Women Cell, Grievance Redressal Cell, and the future IQAC. As the college has so far not had differently-abled students it has yet to consider equipping the premises with comprehensive facilities in this respect. Only ramps have been so far constructed to meet such possible requirements in the future. The college needs to look into this respect with a long term view and will include provisions for meeting such requirements in future plans of expansion of infrastructure. There are no residential facilities on the campus. The college has not been able so far to make provisions of health care on the campus. During the very few occasions of students needing health care during college hours the college has been able to use its good offices with the local Community Health Centre and the medical fraternity to ensure timely medical care for its students. The staff has traditionally lived in close community feeling and the institution's goodwill has likewise ensured appropriate medical

support in times of need. There are yet no spaces that are specifically designated for special units, Health Centre and Canteen. There are no recreational spaces for students and students. The girls' common room and occasionally empty class rooms are used by students for indoor games, and the rudimentary playing field for cricket. The meeting hall serves as the auditorial space for the institution. The institution has a water cooling unit with purifier. A master plan of the campus is enclosed with the SSR.

4.2 Library as a Learning Resource

The institution has been particularly unfortunate in never having had an occupant to the position of librarian as well as trained library staff since its establishment. The sanctioned post of librarian can only be filled at the level of the government, and because of a procedural obstruction there has not been any recruitment of librarians by the government in recent years. Consequently a librarian has not been yet assigned to the college, and in the initial years, litigation concerning the post of the librarian had blocked any assignment to the position of college librarian by the government. The library used to function minimally with a peon issuing and returning books. There was also no library reading room for many years. Some years back, the institution was able at long last to construct a working space for the library including a reading room, and since a few years an untrained was assigned the job of book lifter. Efforts to streamline and improve the functioning of the library received a setback early last year when the book lifter was diagnosed with malignant tumour of the brain and has not kept well since. However, the institution hopes to overcome this setback and is actively considering an active plan to improve the library facilities in the college. The advisory committee has been customarily constituted of four faculty members and the book lifter manning the library. For purposes of democratization and transparency, three student representatives, one each from the three undergraduate classes, are being co-opted to the advisory committee. The committee will begin meeting in early March and regular monthly meetings will be held thereafter to consider acquisition and ways to making the library more user friendly. Student perception regarding the library will be of crucial importance in this endeavour.

The total area of the library is 110.8 sq. mts. Currently fifty students can be seated at one time in the reading room of the library. The working hours of the library are 10.00 AM to 1.00 PM and are limited to only working days. The working hours will be increased by one hour from July this year, to 10.00 AM – 2.00 PM. The library will remain open from 10.00 to 12.00 noon during the examinations. The institution does not plan to open the library on holidays and vacations, because of scarcity of staff, and also due to the fact that students are unlikely to visit the college during holidays and vacations as most of them come from villages located at some distance from the college. At present the

reading room has long reading tables and benches. There are no IT zone and e-resources in the library.

The library has so far acquired titles on the recommendation of the faculty. The reconstituted advisory committee with student representatives will have ensure inclusion of student preferences in the purchases of titles and journals in the next session. Rs. 129867=00 has been spent on library purchases over the last four years.

Library holdings	Year - 1		Year - 2		Year - 3		Year - 4	
	Number	Total cost (Rs)	Number	Total cost (Rs)	Number	Total cost (Rs)	Number	Total cost (Rs)
Text Books	48	30470	00	00	682	78805	65	4620
Reference Books	00	00	00	00	12	5640	00	00
Journals/Periodicals	00	00	00	00	00	00	00	00
e-resources	00	00	00	00	00	00	00	00
Any other (specify)	00	00	00	00	00	00	00	00

The college has so far not been able to deploy ICT and other tools to provide maximum access to the library collection. There are currently no computers and printers for public access in the library. The institute does not participate in Resource sharing networks. The institution is arranging to introduce OPAC from the next session.

There are on average 30 walk-ins, and on an average 35 books are issued or returned on working days. The current ratio of library books to students enrolled are – 1: 10.06. On an average 244 books have been added in the last three years. There have been no logins to either OPAC or e-resources as these services are yet to be provided by the library. No information literacy trainings have been organized and no weeding out of books has been undertaken till date. The institution currently does not provide any specialized services to the library. The library does not offer any special facilities to physically challenged persons. As mentioned earlier the library suffers from serious deficiency of staff and this has acted as a grave drawback to its providence of substantial support to the students and teachers of the college. It is primarily because of this situation that the task of obtaining feedback from the users of the library has not been taken up in any planned way. The institution will try to take whatever steps it can to collect feedback from library users from the next academic session and act positively on the feedback obtained.

4.3 IT Infrastructure

The institution currently has 23 computers each with Pentium(R) Dual-Core CPU 3.2GHz with 2.00 GB Ram, and 32-bit Operating system. All 23

computers provide stand alone facility and use Windows 7 as licensed software. The current computer student ratio is 1: 0.05. 15 computers are connected to the internet. The computers are joined by LAN. The institution is able to provide very limited facilities to the faculty and students. The facilities will be augmented from the next session. Maintenance cost on computers has been very modest so far. During the last four years, Rs. 2000=00 was provided for computer maintenance and accessories in academic session 2011-12 but the entire amount remained unutilized. Similarly, Rs. 2000=00 was provided for computer maintenance and accessories in academic session 2012-13 but the entire amount remained unutilized. Rs. 5000=00 was provided for computer maintenance and accessories in academic session 2013-14 and the total expenditure that year on this account came to Rs 4900=00. The institution has so far not been able to facilitate extensive use of ICT resources. The teaching in the college also does not deploy technologies such as on-line teaching learning resources and ICT enabled class rooms. The institution also does not avail of the National Knowledge Network connectivity either directly or through the affiliating university. The college has acquired 6 OHPs and electronic boards and will deploy them for purposes of teaching and learning from the next academic session.

4.4 Maintenance of Campus Facilities

The institution tries to ensure adequate resources for the maintenance of facilities such as building, furniture, equipment and computers by optimal allocation of the funds available to the college under the rubric maintenance account. In the absence of a grant from the government for the purpose, the maintenance account is fed and replenished by income drawn by the college from the sale of admission forms, an allowed portion of the tuition fee, interest from fixed deposits pledged to the university as surety, and interest accruing to the maintenance account itself. Since the college has to both fund its regular operational expenses such as official travel, postage etc, and maintenance expenses from the same fund, it is only through a planned and judicious allocation and utilization that it can expect to meet its various requirements. The amounts earmarked for the major expenses are variable and depend on the maintenance needs that emerge from time to time. Besides the recurrent expenses relating to travel bills, postage and stationary, needs pertaining to building repair and renovation, and furniture repair also need yearly allocation. The amount may vary from year to year according to need. The college does not need to fund vehicle maintenance as it does not have a vehicle. Moreover, a reserve fund acts as a small reservoir to meet spill over expense under any allocated item of expenditure.

The following table illustrates the management of resources for purposes of maintenance of facilities.

s. no	Item of expenditure	2013-14		2012-13		2011-12		2010-11	
		Allotted expenditure (Rs)	Actual expenditure (Rs)	Allotted expenditure (Rs)	Actual expenditure (Rs)	Allotted expenditure (Rs)	Actual expenditure (Rs)	Allotted expenditure (Rs)	Actual expenditure (Rs)
1	Building	20000	19900	10000	9827	40000	36200	50000	39710
2	Furniture	3000	3000	2000	1900	8000	5000	20000	19100
3	Equipment	NA	NA	NA	NA	NA	NA	NA	NA
4	Computers	5000	4900	2000	00	2000	00	00	00
5	Vehicles	NA	NA	NA	NA	NA	NA	NA	NA
6	Any other	NA	NA	NA	NA	NA	NA	NA	NA

There is no sanctioned post in the college for technical staff such as electrician etc to enable in house maintenance and upkeep. The college has to ensure proper maintenance at the primary level by ensuring proper location and checking of infrastructure and sensitive equipment. Certain technical personnel have been identified who have consistently rendered service to the institution at economical rates. They have over the years become familiar with the set up and equipment of the college and this has led to a very careful maintenance record in the institution.

One 120 feet deep bore well with heavy duty submersible pump sends water to overhead tanks ensuring constant water supply. A water cooling unit with water purifier has been installed. One 16 kw silent generator ensures power supply with the minimum of disturbance and sound pollution. The generator, 2 voltage stabilizers and inverters fulfill crucial needs in a region plagued with recurrent power shortage and erratic voltage during power supply. The generator is placed under a tin shed with a locked wire mesh enclosure for protection against damage and pilferage. The institution has paid attention to the proper placement of equipment and their protection from voltage fluctuations. Almost the entire electric supply in the building is routed through two 5 kv voltage stabilizers placed in the computer room to prevent damage to equipment. The two sensitive photocopiers are placed in the office and principal's office respectively. The third advanced photocopier is yet to be used and is for the present kept in the library till a college functionary is sufficiently coached for operating it.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

The institution publishes a prospectus every two years. The prospectus provides to students information regarding the vision of the college, the courses offered by the college, rules regarding admission, fee structure, scholarship, guidelines pertaining to discipline, extension activity such as NSS, and the various committees. The institution is alert to any dilution in its

objectives and faculty interactions are an important source of vigilance against such dilution. From this year student and alumni feedback will be formally taken on board in this exercise.

Every student applicant the total yearly income of whose family falls below the statutory limit fixed by Government of Uttar Pradesh is eligible for Free ship amounting to the reimbursement of total non-refundable fee deposited in college. In addition, every student applicant the total yearly income of whose family falls below the statutory limit fixed by Government of Uttar Pradesh is eligible for scholarship. Both these categories of financial aid are extended by the Government of Uttar Pradesh. The names of the students who fulfill the conditions of eligibility for scholarship are forwarded by the college, and financial aid is disbursed by the District Social welfare officer, in case of students belonging to SC/ST, and General category respectively; by the District Other Backward Classes Welfare Officer in case of students belonging to OBC category; and by the District Minority Classes Welfare Officer in case of students belonging to Minority category. The financial assistance is directly credited by the concerned government department to the respective bank accounts of the students. In 2011-12, the free ship amount only was disbursed vide bank through the college. The names of eligible candidates have been forwarded every year by the college on time. The disbursement of freeship and scholarship is processed by government agencies.

The college however has no concrete information regarding the number, and the names, of the candidates who have received assistance, and the exact amount of scholarship finally disbursed by the government agencies. It is expected that all the students whose names were forwarded by the college on the basis of eligibility will have received scholarship. The following table displays the number of eligible students whose names were forwarded by the college for disbursement of scholarship.

S.no	Student Category	Academic Session			
		2014-15	2013-14	2012-13	2011-12
1	General	128	219	168	163
2	OBC	115	122	97	109
3	SC/ST	31	41	35	47
4	Minority	26	22	31	21

More than 70% of the students have expectedly received the scholarships and freeships detailed above over the last four years.

The college was sanctioned financial assistance by the UGC during the 11th Plan for Remedial Coaching for SC/ST/OBC and Minorities and Coaching classes for entry in services for SC/ST/OBC and Minorities. Dr S Kureel was course coordinator. The faculty for the remedial courses comprised some of the regular faculty – Dr M M Dwivedi, Dr S K Chaturvedi, Dr S Kureel. The faculty for the coaching classes for entry in services for SC/ST/OBC and Minorities, included regular and guest faculty. Dr M M Dwivedi, Dr S K Chaturvedi, Dr S Kureel, Ms Himangi Tripathi, Mr. Nikhilesh Tripathi, Mr Vishwanath Mishra, Mr Rajeev Kumar, Ms Rekha Devi, Mr Vachaspati Mishra, Mr Puran Singh, Mr Balkrishna Vishwakarma, and Ms Noori Alam delivered lectures under the scheme.

The institution is unable to provide medical assistance to students. The institution currently does not organize classes for skill development. The institution plans to publish the student magazine in the next academic session. The institution has attempted to provide the students with support in the form of information and advice on both the range of choice and the appropriate selection of options regarding further education and research, and employment avenues. Another significant component is organization of formal and informal interactive sessions of students with the local administrative units, development agencies, and banks on career options and entrepreneurship. It is estimated that around 50 students have benefitted from such exercise and are currently running their own private businesses. Around 60 students participated in an Entrepreneurship Awareness Motivation Programme conducted by the Mau branch of the Allahabad Bank under the auspices of the Political Science department on 17 January 2012. The Mau branches of the Bank of Baroda and the Banda District Cooperative Bank respectively set up a help desk in the special NSS camp on 5 February 2015 and informed the 50 participants of the camp of the various ways in which they could become entrepreneurs by making use of the various schemes run by the banks.

The institution encourages students to participate in extracurricular activities and the faculty tries to provide support in terms of information, perception and ideas. As examinations are fully centralized it is not possible to translate support in terms of flexibility in examinations. The college financially supports travel for participation in sporting events and cricket matches.

Guidance for NET exams is a significant component of academic mentoring in the college. Happily, a number of students appear to have benefitted from such support and have qualified for JRF and NET in even a rurally and technologically hindered region as Mau. Out of around 20 students appearing for the JRF/NET examinations, 5 students have qualified for JRF and 3 students have passed the NET.

The college has currently no structured mechanism for career guidance and placement of its students. The existing student grievance redressal cell of the

college is being expanded to include student representatives on board. Four teachers, one representative from the office and six students will now comprise the student grievance redressal cell. The cell will meet in early March and monthly meetings will be scheduled from the next session. There have traditionally been no complaints made against the institution by students as the institution has generally functioned as a family and problems of the students have been solved informally and in very amiable spirit. There has been only one exception to this. A student had assaulted a member of the staff and when officially charged expressed contrition. On appearing before the committee of enquiry, he produced a written statement in contradiction of his earlier position and attempted to implicate some other members of the staff. The committee found him guilty and recommended appropriate disciplinary action against him. He has tried to muddy waters by bringing concocted charges and subsequently filing a criminal case against the members of the enquiry committee. The matter is pending in court.

The Women Protection Cell exists for resolving issues pertaining to sexual harassment. The existing anti ragging committee is similarly being expanded to include student representatives and will meet in early March. Happily, the institution has known no instances of either sexual harassment or ragging. An alumni organization has been set up under the rubric of Alumni Advisory Group. It will meet formally in early March.

5.2 Student Progression

It is somewhat difficult for the institution to follow student progression to higher education and employment given its rural character and the inevitable dispersal of the students to different higher education institutions and different urban centres for employment. The details as below are only indicative and may not depict the full scenario. They are at best pointers to the transference of students to higher education and self/employment and the professions. One positive aspect is that the developments can be said to be increasingly positive in this regard.

Student Progression	%
UG to PG	30%
PG to M.Phil.	NA
PG to Ph.D.	Negligible
<i>Employed</i>	
Campus selection	No selections
Other than campus recruitment	5%

The following table displays the programme wise (including the year wise break up) pass percentage and completion rate for the last four academic sessions/years. Students graduating with first division are also shown in the list. The second table gives details of the pass percentage of the final year batch, over the last three years, of the undergraduate programme in humanities and social sciences offered by the Goswami Tulsidas Government Degree College in Karwi. This college is similarly affiliated to the Bundelkhand University and is situated at Karwi, the district headquarters of Chitrakoot.

Mahamati Prannath Mahavidyalaya, Mau-Chitrakoot

Year	Class	Enrolled	Passed	Pass percentage	Number of First classes
2011	B.A. First Year	129	113	87%	---
	B.A. Second Year	166	160	96%	----
	B.A. Final Year	250	241	96%	18
2012	B.A. First Year	159	155	97%	----
	B.A. Second Year	112	109	97%	----
	B.A. Final Year	160	155	96%	19
2013	B.A. First Year	177	162	91%	----
	B.A. Second Year	154	148	96%	---
	B.A. Final Year	110	105	95%	04
2014	B.A. First Year	154	136	88%	---
	B.A. Second Year	163	154	94%	---
	B.A. Final Year	145	142	98%	13

Goswami Tulsidas Government Degree College, Karwi-Chitrakoot.

Year	Class	Enrolled	Passed	Pass percentage	Number of First classes
2011	B.A. Final Year	Not available	Not available	Not available	Not available
2012	B.A. Final Year	79	75	94%	Not available
2013	B.A. Final Year	93	91	97%	Not available
2014	B.A. Final Year	94	94	100%	Not available

Advanced learners are usually identifiable from class room interactions and they are encouraged to graduate to more comprehensive learning tools and advanced course material. They are sought to be motivated to extend their intellectual horizon and deepen their grasp of the subjects involved. The institution has attempted to provide the students with support in the form of information and advice on both the range of choice and the appropriate selection of options regarding further education and research, and employment avenues. The faculty regularly supports students opting for post graduate courses as private candidates, teaching them in addition to their own undergraduate classes. Guidance for NET exams is a significant component of academic mentoring in the college. Regarding the needs of students who have to overcome odds such as economic and epistemic deprivation, the feedback in form of oral and written tests as well as personal interaction assists the institution to both identify the difficulties of such learners and to support their educational progress to prevent drop outs. The dropout rate in the college has traditionally been quite significantly minimal. The average dropout number in the last two years has been 8 and comes to 1.7% of the students enrolled in the programme.

5.3 Student Participation and Activities

The students have preferred indoor games such as playing carom, chess etc. Sporting activities such as javelin, discus throws and shot put are also preferred. Cricket matches and playing badminton have been common in the student community of the college. Practicing weight lifting is also preferred. As mentioned earlier, the absence of a proper playing field has deterred the institution from fixing a formal calendar of the sporting activities scheduled every year. This will be rectified from the coming session. The informal access of the college to its adjacent ground is planned to be utilized as a playing field in a more systematic manner. A broad plan envisages intra institution indoor competitions from September to October 2015. Intra, and possibly inter institutional, matches will be organised during the months of

December and January. Badminton matches will similarly be organised during November and December. Discuss throws, shot put, javelin throws and limited track and field events will also be organised in the months of December and January. This calendar will be displayed on the college website in July and posted on the notice board. The extracurricular and cultural events including debates, public speaking, and songs are mainly organised around the NSS programmes. The annual farewell function is an important cultural event. A cultural cell is being set up with student representatives and will start meeting from the beginning of the academic session. The calendar for events pertaining to debates, essay competition and similar events will be fixed at the beginning of the session and will be posted on the college website. The college has recently started an online space to publish essays and creative writing by students. It plans to publish the college magazine during the next academic session.

The college provides for a Students Union of all enrolled students with an executive elected from the membership. The elections are annual. The President, Vice President, General Secretary, Assistant General Secretary, and Treasurer comprise the executive. The Principal of the college is the Patron of the Students Union. A senior member of the faculty is in charge of the union and functions as the Election Officer. The union is expected to play a constructive role in the corporate life of the college. The last elections were held in 2012. Elections to the Student Union in colleges since then have been stayed on technical grounds every subsequent year by the High Court of Uttar Pradesh.

Most of the academic and administrative bodies of the college are being reconstituted and expanded to include student representatives on board and they will be constituted, and meet in early March. Many of them such as the scholarship committee already have student representatives on them. The membership of the committees will be shown in the college prospectus and will also be displayed on the college website in the first month of the next academic session. The committees will meet regularly. Each of such committees will include representatives from the faculty, the office, and the student community. Gender and caste representations will be ensured. The committees are – Scholarship committee, Disciplinary Committee, Student Grievance Cell, Women Protection Cell, SC/ST Cell, Games Committee, Cultural Committee, NSS Committee, Library Committee, Campus Beautification Cell, and Development Cell.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

The college was established to facilitate a liberal arts education in Mau, a rural area which was then, and to an extent still is, almost perpetually in a state of economic and educational underdevelopment. Higher education was largely

inaccessible to girls from the area in the prevailing socio-cultural scenario. It is worth mentioning that making education accessible to women in the area was also a significant factor driving the courageous resolve of the group of individuals who decided to find a college in their native village. The college had already acquired a reputation by the early nineties for regular classes by sincere faculty and fully fair examinations. With the years there has been significant improvement in the employability of its students. In the recent years, girls have come to comprise the majority of students in the college. The college has endeavoured to familiarise students, in the initial weeks of every academic session itself, with the objectives and mission of the institution to introduce an academic culture in the student community in accordance with the general objectives of the graduate system of the country along with the aspirations which lay behind the establishment of the college in Mau. It is a matter of some satisfaction that the student community has generally tried to be sincere in pursuance such aims.

The objective of founding the institution lay in the providence of a graduate degree, for further pursuance of education and employment, in a limited spectrum of 6 disciplines consisting of a few languages and social sciences. The objectives of the institution have however not remained confined to a simple transference of information and knowledge. In addition to the primary function of enabling the students for further educational qualifications, the institution aspires to inculcate awareness required to be members of a responsible ethical citizenry. Towards this aspect, teaching the curriculum has on the part of the faculty involved a linkage with crucial issues regarding marginalisation, gender, economy, ecology, culture and society. From the next academic session, the college intends to organise formally in the beginning of each academic year a series of specific lectures and interactive sessions on the said topics, as well as on the general vision of education and educational institutions to introduce related questions in the student community. The Principal and Faculty have played a positive role in the implementation of its vision through upholding a culture of excellence in the field of research and teaching.

6.2 Strategy Development and Deployment

The institution has not yet formulated a quality policy. The development plans, not explicitly formulated, envisage the college as a space that aspires to foster a holistic development of the student community, strives for academic excellence, and enriches the values of participative democracy. The Principal is the executive authority of the college who formulates overall objectives and oversees the adherence to the plans regarding teaching and learning. The office and staff of the institution assist in the implementation of objectives and are primarily responsible for the operation of rules and the day to day functioning of the college. The faculty is responsible for teaching-learning and a partner and facilitator in the imagining of the future of the institution,

through commitment to a life of the mind. The Principal and the Faculty have traditionally functioned as a team and there has been no instance of collision or contradictoriness among them in the history of the college. The collegial atmosphere has rendered the college as a family. Former faculty members cherish memories of their tenure in the institution. The collegiality among the entire staff has ever transferred to the student community and instances of indiscipline and attempts to mar the fairness of examinations have been extremely rare. The commitment of the staff and transparency of procedure has been a crucial element in the successful translation of goals and strategies.

The college management was suspended in 1996 by the Government of Uttar Pradesh on grounds of grave procedural and financial irregularity, and subsequently the District Magistrate was made the Authorised Controller of the college. The arrangement has since then been extended every year. In recent years the Additional District Magistrate has been deputed by the District Magistrate to discharge the functions and obligations of the Authorised Controller. The Authorised Controllers have been extremely supportive of the college. They have invariably made it a point to be available to the college in times of need and have been a source of support in times of crisis. They have offered constructive suggestions and sincerely endeavoured to help the institution in its development plans. The leadership role, and the courtesy and support of the Authorised Controllers is a highly positive element in the corporate life of the college and have in no small measure aided in the realisation of its objectives. The affiliating university does not provide for the status of autonomy to an affiliated college.

The institution has shown sensitivity for cooption and collegiality. As such, grievance and complaints have been very rare. On the very few occasions that a situation involving complaint has arisen it has been attended to and resolved effectively. The college however, recognises the necessity of introducing a mechanism to analyse the nature of grievances for promoting harmony and operability of objectives in consonance with institutional norms and the aspirations of higher education institutions. The grievance cell will also look into this aspect in future.

No court cases have been filed by and against the Institute. However, a single case, disputing the title of the institution to a plot of land, is pending before the concerned civil court for more than the last twenty years.

6.3 Faculty Empowerment Strategies

The teachers are encouraged to apply for research grants from funding agencies and the institution is always willing to provide clearance for the same. It has been willing to grant study leave to its teachers for their research even though all the departments are comprised of single faculty and naturally leave is highly difficult in such circumstances. Two faculty members have so far availed study leave to undertake research in renowned institutions. The

faculty are similarly encouraged to apply for workshops and training courses to upgrade capabilities and will be readily permitted to participate in such workshops etc whenever required. The institution attempts to familiarise faculty with innovative managerial and academic practices. The performance appraisal system conforms to the norms of the UGC. The performance appraisal includes reports on teaching values, excellence in research, and contribution to the corporate life of the institution. In recent years, extension and outreach activities have acquired equal importance in the performance appraisal of the faculty.

A cooperative society named 'Mahamati Prannath Mahavidyalaya Salaried Employees Cooperative Society' registered since 1993 under government rules provides loans through the Cooperative Bank to all employees and constitutes and is repayable in monthly instalments. This constitutes a significant welfare scheme. Around 70% of the staff & faculty of the college have availed of the scheme in the last four years.

6.4 Financial management and Resource Mobilization

The institution regularly monitors and reviews the efficacy and propriety of the allocation and utilization of its resources. This to a large extent ensures efficiency in its utilization of financial resources. There are also provisions for audit by statutory agencies. The college finances are audited by Local Audit Services and the office of the Accountant General of Uttar Pradesh. The last audit was done for the financial year 2013-14. The major audit objections pertained to the omission of inviting tenders for purchase of equipment, incompleteness of the Stock Register, non adjustment of unutilized amounts in the UGC project grants of two faculty members and non valuation of immovable assets of the institution and the non recording of said value in the stock register. In compliance, the institution has communicated to the audit authorities that adjustments pertaining to the UGC projects have been done, that it will in future ensure against procedural shortcomings regarding purchase through tender, and that valuation of assets and completion of stock registers is in process and will be shortly completed. The audited income and expenditure statements of the institution for the last four years are given below. There is no corpus fund with the institution. The institution has not secured any additional funding in the last four years.

Financial Year 2013-14

Sr.N.	Income	Amount	Sr.N.	Expenditure	Amount
1	Balance from Previous Year	29921=38	1	Printing And Stationary	18155=00
2	Income of 20% of Tuition fee	4167=20	2	T.A.	59803=00
3	Interest from FD	20000=00	3	Building Repair	19900=00
4	Interest from Saving Account	2323=00	4	Telephone	4210=00
5	Miscellaneous	93600=00	5	Postage	1500=00
			6	Court Case Expenditure	3500=00
			7	Furniture	3000=00
			8	Computer Repair & Ink refill	4900=00
			9	Miscellaneous	19950=00
			10	Reserve Fund	Nil
	Total	150011=58			134918=00

Financial Year 2012-13

Sr.N.	Income	Amount	Sr.N.	Expenditure	Amount
1	Balance from Previous Year	1881=98	1	Printing And Stationary	14959=00
2	Income of 20% of Tuition fee	3683=20	2	T.A.	49772=00
3	Interest from FD	20000=00	3	Building Repair	9827=00
4	Interest from Saving Account	2771=00	4	Telephone	3854=00
5	Miscellaneous	100800=00	5	Postage	
			6	Court Case Expenditure	3000=00
			7	Furniture	1900=00
			8	Computer Repair & Ink refill	
			9	Miscellaneous	15860=00
			10	Reserve Fund	
	Total	129136=18			99172=00

Financial Year 2011-12

Sr.N.	Income	Amount	Sr.N.	Expenditure	Amount
1	Balance from Previous Year	56864=58	1	Printing And Stationary	17587=00
2	Income of 20% of Tuition fee	4388=40	2	T.A.	59953=00
3	Interest from FD	20000=00	3	Building Repair	36200=00
4	Interest from Saving Account	3800=00	4	Telephone	5000=00
5	Miscellaneous	69000=00	5	Postage	1500=00
			6	Court Case Expenditure	3000=00
			7	Furniture	5000=00
			8	Computer Repair & Ink refill	
			9	Miscellaneous	24835=00
			10	Reserve Fund	
	Total	154952=98			153075=00

Financial Year 2011-12

Sr.N.	Income	Amount	Sr.N.	Expenditure	Amount
1	Balance from Previous Year	123264=00	1	Printing And Stationary	23668=00
2	Income of 20% of Tuition fee	6043=00	2	T.A.	39710=00
3	Interest from FD	20000=00	3	Building Repair	49034=00
4	Interest from Saving Account	6341=00	4	Telephone	5972=00
5	Miscellaneous	86250=00	5	Postage	2000=00
			6	Court Case Expenditure	10968=00
			7	Furniture	19100=00
			8	Computer Repair & Ink refill	
			9	Miscellaneous	34582=00
			10	Reserve Fund	00
	Total	241898=00			185034=00

6.5 Internal Quality assurance System (IQAS)

The Internal Quality Assurance Cell has yet to be established in the institution. The institution has not yet introduced an integrated framework for Quality assurance of the academic and administrative activities and does not provide training to its staff for effective implementation of the Quality assurance procedures. The institution has till now undertaken no Academic Audit or external review of its academic provisions. However, we are aware that such an audit will prove to be a highly valuable instrument of critical appraisal and introspection as well as a fruitful pointer to improvement and up gradation. We will put in our sincere effort to introduce the system of external academic audit in the following session itself by some respected members from the world of academe.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

The institution has not yet begun conducting a green audit of its campus. It will however, rectify this deficiency and introduce such audit in the next session.

The Institute pays special attention to energy conservation through use of CFL etc. The institution is approaching the concerned agencies for solar panels and it will hopefully be able to set up the first such panels in the coming few months. The college has throughout paid particular attention to tree planting and the campus can be now called quite well endowed in this regard. This can be regarded as somewhat of an achievement given the dry soil of the region. The college discourages the use of plastic and particular care is taken to segregate degradable from bio degradable waste in its disposal of waste. The institution is seriously considering to altogether discontinuing the use of plastic on its premises in the near future.

7.2 Innovations

The growth registered by the college on the planes of quality and achievement flow from the dedication and cooperation of the larger family that constitutes the college fraternity. The achievements can only be said to be modest. Sadly, it is difficult for the college to specify any innovation that might have contributed to endow with quality the functioning of the college.

7.3 Best Practices

It will at this stage be rather presumptuous on the part of the institution, with it somewhat modest achievements and quite limited infrastructural facilities, to claim credit for following best practices to the end of achieving excellence. It will on the contrary be truthful on its part to state that its humble success as an institution lies in the field of research and teaching learning, due to the

dedication and commitment of all stakeholders and to the collegiality that prevails among its staff and student community. It hopes to present evidence of such excellence as mentioned during the peer visit to the institution.

Contact Details

Name of the Principal : Rohitashwa Kumar Sharma

Name of the Institution : Mahamati Prannath Mahavidyalaya

City : Mau-Chitrakoot (Uttar Pradesh)

Pin Code : 210209

Accredited Status : Applying for Cycle 1

Work Phone : 05195-220247 Fax:

Mobile : 91 9450 1701 74

Website: www.mpmcollege.org.in E-mail: principalmppm@gmail.com

3. Evaluative Report of the Departments

Since the college is small and there are no specific departments in vogue, a consolidated statement regarding the six subjects offered under the undergraduate programme offered by the college is being presented.

1. Name of the College **Mahamati Prannath Mahavidyalaya**
2. Year of Establishment **1982**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) **UG**
4. Names of Interdisciplinary courses and the departments/units involved **English, Hindi, Sanskrit, Economics, History & Political Science**
5. Annual/ semester/choice based credit system (programme wise) **Annual**
6. Participation of the department in the courses offered by other departments **NA**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NA**
8. Details of courses/programmes discontinued (if any) with reasons **NA**
9. Number of Teaching posts

Position	Sanctioned	Filled
Professors	NA	NA
Associate Professors	3	3
Asst. Professors	3	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of year of Experience	No. of Ph.D Student guided for the last 4 years
Rohitashva Kumar Sharma	MA Ph.D	Reader & Principal	Hindi	27	3
Murali Manohar Dwivedi	MA Ph.D	Reader	Sanskrit	27	4
Gangeya Mukherji	MA Ph.D	Reader	English	25	Nil
Santosh Kumar Chaturvedi	MA Ph.D	Lecturer	History	14	Nil
Md. Qaiser Alam	MA Ph. D	Lecturer	History	11	Nil
Sakathu Kureel	MA Ph.D	Lecturer	Political Science	11	Nil

11. List of senior visiting faculty **Nil**
 12. Percentage of lectures delivered and practical classes handled (programme wise)
 by temporary faculty **NA**
 13. Student -Teacher Ratio (programme wise) **1: 80**
 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled **Sanctioned: 9; Filled: 6**
 15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. **6 (Ph.D)**
 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received **Nil**
 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received **Nil**
 18. Research Centre /facility recognized by the University **Nil**
 19. Publications: **Detail as follows:**

Rohitashwa Kumar Sharma

Edited Volume

Adhunika Hindi Kahani, Agra: Ranjana Prakashan, 2011.

Murali Manohar Dwivedi

Contribution to Volume

‘Narayan Panditasya Beejganitavatansah’, in Haridutt Sharma (ed), *Sanskrit mein Vijnan evam Vaijnyanik Tattva*, Allahabad: Department of Sanskrit, University of Allahabad, 2005.

Gangeya Mukherji

Books

An Alternative Idea of India: Tagore and Vivekananda, Delhi; London: Routledge, 2011.

Gandhi and Tagore: Politics, Truth, and Conscience, Delhi; London: Routledge (forthcoming, 2015).

Edited Volume

Learning Non Violence, Delhi: Oxford University Press (forthcoming, 2015).

Contributions to Volumes

‘Himsa-Ahimsa in the *Mahabharata*: The Lonely Position of Yudhishtira’, in Arindam Chakrabarti and Sibaji Bandyopadhyay (eds), *Mahabharata Now: Narration, Aesthetics, Ethics*, Delhi; London: Routledge, 2014.

‘Reading *King Lear*: The Evil of Lying and the Perception of Truth’, in Shormistha Panja (ed.), *Shakespeare and the Art of Lying*, Delhi: Orient BlackSwan, 2013.

‘Nehru and Later’, in Neelum Saran Gour (ed.), *Allahabad: Where the Rivers Meet*, Mumbai: Marg Publications, Vol. 61 No. 1, September 2009.

‘Tagore as Public Intellectual’, in Shreesh Chaudhury *et al* (eds.), *Reflections On English Studies: Essays In Memory of Shankarnand Palit*, Darbhanga: Panchjanya Trust Pindarauch, 2009.

Contributions in Forthcoming Volume

‘Gandhi: Calling to Non Violence Joined by a Strong Pragmatism’, in Rajeev Bhargava (ed.), *Reading Hind Swaraj*, Routledge (forthcoming).

Ongoing and Future Projects

Exploring Agency in the Mahabharata: Ethical, Political, Dharmic, co-edited with Sibesh Chandra Bhattacharya & Vrinda Dalmiya, Routledge (forthcoming).

Invited by Sahitya Akademi to edit two plays, *The Persecuted & Chukerbutty Faction*, for its Reprint of Rare Books series. The manuscript will be finalised by June 2015.

Invited by Routledge India to compile a selection of the writings of Mahatma Gandhi, entitled, *Gandhi: A Contemporary Reader*. The manuscript will be completed by December 2015.

Invited by Routledge India to do a book on Vivekananda around the thematic of 'Renunciation and Responsibility'. The manuscript is expected to be completed by December 2016.

Papers

'Vivekananda: The ethics of responsibility and the imagining of Modern India', Occasional Paper: History and Society, New Series, 52, New Delhi: Nehru Memorial Museum and Library, 2014.

'Thinking Community and Nation: Relevance of Vivekananda', *IIC Quarterly*, New Delhi: India International Centre, Summer 2012, vol. 39, Number 1, pp. 20-29.

'Open Texture of Nationalism: Tagore as Nationalist', *Rupkatha Journal: On Interdisciplinary Studies*, [An Online open-access E-Journal, <http://www.rupkatha.com/>]; Special issue on Rabindranath Tagore, 150 Years, vol. 2, no. 4, November 2010, pp. 373-384.

'Gandhi: Non-Violence and Pragmatism', *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. XVI, nos. 1 & 2, 2009, pp. 95-117.

[Since citation is important, I would like to mention that the presentation on which this essay is based has since been cited in Uday Singh Mehta, "Gandhi on Democracy, Politics and the Ethics of Everyday Life", *Modern Intellectual History*, 7, 2 (2010), pp. 355-371; Cambridge University Press, [doi:10.1017/S1479244310000119]; citation reads: 'Among those who responded to Gandhi's views on Jews in Germany, the Nazis and migration to Palestine were Hannah Arendt, Joan Bondurant, Martin Buber and Judah Magnes. Gandhi's views on these matters have been very thoughtfully considered by Gangeya Mukherji in "Gandhi: Calling to Present Non-violence Joined by a strong Pragmatism" (unpublished). (p.366n16)]

'Exploring Non Violence: A Seminar Report', *Economic & Political Weekly*, Mumbai: Sameeksha Trust, vol. XLIV, no. 24, June 13-19, 2009, pp. 23-25.

'Tagore in the Context of Postcolonialism', *Sandhan*, New Delhi: Centre For Studies In Civilizations, vol. VIII, no. 1 Jan-June 2008, pp. 27-93.

'Tagore: Transcending Post Colonial Attitudes', *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. XII, no. 2, Winter 2005, pp. 75-95.

'The Myriad Voices of The Indian Renaissance: Transmutation of the Regional to the Universal', *Studies in Humanities and Social Sciences*,

Shimla: Indian Institute of Advanced Study, vol. XI, no. 1, Summer 2004, pp. 93-120.

‘A Philosophy for Disarmament?’, *Seminar*, New Delhi: Rameshraj Trust, 532 – December 2003.

‘Synthesizing Modernity & Tradition: the Relevance of Vivekananda’, *Studies in Humanities and Social Sciences*, Shimla: Indian Institute of Advanced Study, vol. VII, no. 2, 2000, pp. 83-107.

‘Modern Indian Education and Human Values’, *Mainstream*, New Delhi: Perspective Publications Private Ltd., Annual, December 23, 2000, pp. 97-102.

‘Vivekananda at the Time of Break-up of Nations’, *Mainstream*, New Delhi: Perspective Publications Private Ltd., Republic Day Special, vol. XXXVIII, no. 6, Jan 29, 2000, pp. 37-40.

Book reviews

Sanjay Palshikar, *Evil and the Philosophies of Retribution: Modern Commentaries on the Bhagavad-Gita*, Delhi: Routledge, 2014, in *Seminar*, New Delhi: Rameshraj Trust, 662 –October 2014, pp. 79-82.

Mahatma Gandhi, *Indian Home Rule [Hind Swaraj]: A Centenary Edition with an Introduction by S. R. Mehrotra*, New Delhi & Chicago: Promilla & Co., Publishers in association with Bibliophile South Asia, 2010, in Satish Aikant (ed), *Summerhill: IIAS Review*, Shimla: Indian Institute of Advanced Study, vol. XVI, No. 1, (Summer 2010), pp. 85-86.

Commissioned papers

‘Statement of Outstanding Universal Value and Justification of Criteria’ as Consultant for the team preparing the Dossier for the Ministry of Culture, Government of India, for nominating Santiniketan as a UNESCO World Heritage Site.

‘South Asian Philosophies of Peace: Tagore and Vivekananda’, for the Nelson Mandela Center for Peace and Conflict Resolution, Jamia Millia Islamia, Delhi, 2009.

Santosh Kumar Chaturvedi

Books

Bharatiya Sanskriti, Allahabad: Lokbharati Prakashan, 2011. [ISBN: 978 818031 593 0]

Bhojpuri Lokgeeton mein Swadhinata Andolan, Allahabad: Lokbharati Prakashan, 2014. [ISBN: 978 81 8031 843 6]

Pahleebhar (poetry collection), New Delhi: Bharatiya Gyanpeeth, 2009. [ISBN: 978 81 263 1695 3]

Dakkhin ka bhi Apna Purab Hota Hai (poetry collection), Allahabad: Sahitya Bhandar, 2014. [ISBN: 978 81 7779 361 1]

Prathamik evam Madhyamik Shiksha: Samsyaayen aur Nidan, Allahabad: Dewa Vani Prakashan, 2006. [ISBN: 81 902557 2 X]

Edited Books

Kavya Saragam, Allahabad: Lokbharati Prakashan, 2010.

Katha Kusum, Allahabad: Lokbharati Prakashan, 2010.

Madhyakaleen Bhakti Andolan: Ek Naveen Vimarsha, Allahabad: Sahitya Bhandar (in the pipeline)

Edited Magazines

Assistant Editor, *Katha* (A literary and cultural magazine), Allahabad, during 1998-2010.

Editor, *Anahad* (A literary and cultural magazine), Allahabad, 2011 onwards [ISSN: 2248 9053].

Editor, www.pahleebhar.in (online magazine), June 2011 onwards.

Editor, www.jaganipatrika.blogspot.com (online college magazine), August 2014 onwards.

Consulting Editor, *Gathantar* (Quarterly), Azamgadh.

Papers

9. Adhunik Kal me Mahila Matadhikar Andolana, (pp. 556), UP History Congress, 2010, Conversations in Indian History, Edited by A. K. Sinha & S.Z.H. Jafri, Anamika Prakashan, New Delhi, 2010, (ISBN- 978-81-7975-342-2)
10. Bharatiya Lok-Vishwas me Ped-Paudhe Aur Paryawaraneeya Chetana (pp. 79-88), Sahitya Aur Sanskriti Me Paryawaraneeya Samvedana, Ed.- Narendra Nath Singh, Hemawati Nandan Bahuguna PG College, Naini, Allahabad, 2011, (ISBN- 978-81-921037-1-6)
11. Nagarjun Ka Lok Aur Lok Ke Nagarjun (pp.32- 39), Jan Samvedana Ke Kavi Nagarjun, Ed.- Dr. Vimla & Dr. Govind Das, Shyama Prasad Mukherji College, Fafamau, Allahabad (2012), (ISBN- 978-81-920354-2-0)
12. Stree Jeewan Ki Katha-Vyatha, (pp. – 44-52), Lamahi, Oct-Dec. 2012, (Ed.- Vijay Rai), Lucknow, (ISSN- 2278-554-X)
13. Aata Hai Abhi Dekhiye Kya-Kya Mere Aage (Swatantrata Andolan me Awadh Kshetra Ki Bhumika), Uttar Pradesh, Ed.- Suresh Ujala, August 2007, Lucknow.

14. Prachin Bharat Me Tel Ewam Tailik Warg Ka Vikas, Prachin Bharat men Samajik Ewam Aarthik pariwartan (Ed.- Ajay Kumar Pandeya), Pratibha Prakashan, Nayi Delhi. 2008
15. 'Katha Markandeya Aur Main, pragatisheel Wasudha,-85, (Ed.- Prof. Kamala Prasad), Bhopal, April-June 2010
16. 'Markandeya : Smaran Me Hain Aaj Jeewan' : Markandeya Parampara Aur Vikas (Ed.- Prakash Tripathi), Vachan Publications, Allahabad, 2011.

Awards

- **Won essay contest organised by British Broadcasting Corporation Hindi Service (Nai Pirhi Programme) in 1993.**
- **Won Consulation prize in "Muktibodh Kavya Pratiyogita" organised by 'Kal Ke Liye' magazine in 1994**
- **Won 'Yuva Lekhan Protsahan Puraskar' organised by Punarnawa, Dainik Jagaran Newspaper in 2008.**
- **Won Malkhan Singh Sisaudiya Poetry Award 2014 organised by Wartman Sahitya, Aligadh (On my first Poetry Collection 'Pahleebar'.)**

Md. Qaiser Alam

Contributions to volume

- "The Regionalism and Multilateralism in the International Trade: A Post - WTO Perspective", *Regionalism and Multilateralism*, New Delhi: Deep & Deep Publications Pvt Ltd, 2012, pp. 270-281. [ISBN 978-81-8450-432-3].
- "Global Financial Crisis and the Indian Economy: Myth and Reality", *Global Recession and Economic Recovery*, New Delhi: Deep & Deep Publication Pvt Ltd, 2010, pp. 61-68. [ISBN 978-81-8450-356-2].

Papers

- "Does Trade Openness affect Long-run Growth: An Empirical Evidence for India" Paper Published in *The Indian Economic Journal*, **December, 2014**, ISSN 00194662 pp. 54-66.
- "Economic Growth and Environmental Sustainability in India: The Bound test Analysis", Published in the Journal entitled "*Journal of Economics and Commerce*". Vol. **05/ Issue 02/July-December, 2014**, ISSN 0976-9528, pp-38-47.
- "*The Determinants of Inflation in India*". Paper published in the *Economy India*, Vol.8, and Issues.6 June 2014, ISSN 2394-210X, pp-49-51.

- ***“Climate Change, Agricultural Productivity and Economic Growth in India: The Bounds Test Analysis”***. Paper Published in the **International Journal of Applied Research and Studies**, Vol. II/ Issue 11/Nov, 2013/670, ISSN 2278-9480.
- ***“Carbon Dioxide Emissions, Energy Consumption and Economic Growth in Saudi Arabia: A Multivariate Cointegration Analysis.”*** Paper published in the **British Journal of Economics, Management & Trade**. SCIENCEDOMAIN International, England, 2(4): 327-339, 2012.
- ***Foreign Direct Investment (FDI) in India: A Review of the Post Reform Period.”*** Paper Published in the **Convergence Asia, The Journal for knowledge Economy Management**, Vol. VI-2&3 April-Sept 2008, ISSN 0973-9033 PP.42-53.
- ***Foreign Direct Investment and Economic Growth: An Indian Experience.”*** Paper Published in the **Journal of Business and Economic Studies**, Vol.III, 15 Aug 2009, pp. 34-42.
- ***“Foreign Direct Investment in India since Liberalization: An Evaluation”***. Article Published in the **Southern Economist** Journal, Volume 41, Sept 2001, Published From Bangalore. ISSN 0038-4046, pp.13-18.
- ***“Role of Foreign Direct Investment in the Indian Economy”***, Paper published in the 92nd IEA Conference Volume, *December, 2009*, pp.438-442.
- ***The Economics of Sustainable Development: An Introduction***, Paper Published in the 91st IEA Conference Volume, *December, 2008*, pp.1330-1334.
- ***“Role of Foreign Direct Investment in the selected Asian countries of Asian Economic Community”*** Article Published in the Indian Economic Association, 87th Volume, Dec 2004. Pp.920-928.
- ***“Impact of WTO on Foreign Direct Investment flows in India.”*** Paper published in the Indian Economic Association Conference, 88th volume, December, 2005 pp. 427-428.
- ***Impact of FDI on Growth and Development of Indian Economy: An Empirical Evaluation”***, Paper published in the conference volume of 5th annual conference volume of UPUEA, October, 2009, pp-142-145.

20. Areas of consultancy and income generated Nil
21. Faculty as members in Nil
- National committees
 - International Committees
 - Editorial Boards....
22. Student projects Nil
- Percentage of students who have done in-house projects including inter departmental/programme
 - Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists / visitors to the department Nil
25. Seminars/ Conferences/Workshops organized & the source of funding

Detail as follows

- National

A UGC funded two day national seminar on ‘*Madhyakalin Bharata mein Bhakti Andolan aur Vartaman Sanskritik Chunautiyan* (The Bhakti Movement in Medieval India and Present Cultural Challenges)’ was organised in the college during 26-27 February 2011. Dr Santosh Kumar Chaturvedi was the convener of the seminar. The seminar was organised to discuss the values and long term influence of the Bhakti movement in India and to revisit the ethos and the dynamics of the Bhakti movement in the shadow of the rise of a retrogressive and revanchist culture in present times. The struggle of a society to establish new systems and its history and culture can be a resource in this struggle. Culture has undergone so many transformations in history and analyses of such transformations constitute a prominent theme in cultural history. Each transformation has played some constructive part in the history of culture. For instance, in recent history Capitalism had played a role in liberating society from outworn ideas. The seminar explored the bhakti movement as a crucial resource of ideas in the formation a pluralistic, tolerant and progressive society in the immediate context of a politics of divisiveness and hate. The seminar was organised into four sessions: Medieval society, history and culture; medieval bhakti literature and society; the present cultural challenges and the bhakti movement; and, Indian tradition of thought and Mahamati Prannath. The inaugural lecture was delivered by Mohan Priyacharya of the Pranami sect. Professor Prakash Udaya (Varanasi),

Dr Kiran Sharma (Gyanpur), Savita Kumari Srivastava (Gyanpur), Dr Anil Kumar Mishra (Baram, Rajasthan), Dr Chitrugupta (Jhansi), Kranti Bodh (Ghaziabad) and Dr Ramakant (Jaunpur) presented papers in the first session which was chaired by Professor Satyadeo Tripathi (Varanasi). Presentations including those by Dr Mahesh Chandra (Bokaro), Dr Namrata Prasad (Allahabad), Dr Archana Srivastava (Allahabad), Dr Sapna (Allahabad), Dr Surendra Singh (Mirzapur), Dr Ajaya Khare (Bhopal), Professor Kusum Singh (Chitrakoot), Dr Lalit Kumar Singh (Chitrakoot), Dr Avaneesh Mishra (Chitrakoot) and Dr Mahendra Upadhyaya (Chitrakoot) comprised the second session, chaired by Dr Kshama Shanker Pandey (Gyanpur). Professor Rampal Gangawar (Allahabad), Brijbhushan Dwivedi (Chitrakoot), Anshuman Kushwaha (Allahabad), Mahendra Tripathi (Mau), Sakathu Kureel (Mau), Dr Murali Manohar Dwivedi (Mau), Dr Shiv Mangal Ram (Mau), Ramayan Ram (Allahabad) presented papers in the third session with Professor Lal Bahadur Verma (Allahabad). The fourth session was chaired by Professor Rajendra Kumar (Allahabad) with presentations from Jayapal Singh Prajapati (Korba), Sandhya Pandey (Korba), Rama Murti Tripathi (Chitrakoot), Dr Saroj Gupta (Chitrakoot), Dr Aparna Singh (Chitrakoot), Himangi Tripathi (Chitrakoot), Vachaspati Mishra (Allahabad), Bharati Dwivedi (Allahabad), Shailaendra Tripathi (Allahabad), Dr Arun Kumar Gupta (Moradabad). Professor Lal Bahadur Verma (Allahabad) and Professor Rajendra Kumar (Allahabad) made the valedictory presentations. The valedictory session was chaired by Professor Om Prakash (Vice-Chancellor, Rohillkhand University, Bareilly).

A two day Seminar on ‘Climate Change: Economic Growth and Sustainable Development, and Challenges and Opportunities before India’, was organized during 30-31 March, 2013. It was sponsored by the Uttar Pradesh Higher Education Council, of the Government of Uttar Pradesh. Dr Murali Manohar Dwivedi was the convener of the seminar. The seminar attempted to explore from a contemporary Indian economic perspective the dynamics of climate change, and the special challenges posed by the phenomenon to economic policy makers. It relatedly tried to probe the opportunities, which are emerging from the changed ecological scenario, of evaluating and repositioning the principles, objectives and the institutions connected with economic development in India. Issues regarding the political will needed to effect fundamental policy changes, the realism of alternate economic models, the relevance of thinkers like Gandhi, and the reflections of such concerns in literature and the arts were also discussed in the seminar. Dr. Pradeep Kumar Sharma (Allahabad), Ramayan Ram (Allahabad), Dr. Vivek Tripathi (Kaushambi), Dr. Sumit Saurabh Shrivastava (Allahabad), Janki Sharan Tripathi (Chitrakoot), Dr. Satish Kumar Tripathi (Banda), Dr. Satish

Kumar Srivastava (Banda), Dr. Anoop Kumar Singh (Varansi) Dr. Amit Kumar Singh (Varanasi), Rajneesh Kumar Singh (Kanpur Dehat), Dr. Sharad Dixit (Kanpur Dehat), Dr. Satish Chandra (Chitrakoot), Dr. Dharmendra Singh (Chitrakoot), Dr. Lalit Kumar (Chitrakoot), Deepa Dwivedi (Kanpur), Sitara Bano (Kanpur), Ashwini Singh Parihar (Kanpur), Rajeev Kumar (Mau), Deen Bandhu (Karwi), Brij Bhushan (Mau), Himangi Tripathi (Chitrakoot) presented papers in the seminar.

26. Student profile programme/course wise: Consolidated figure for the initial year of the UG Programme for 2013-14

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG BA	216	154	44	110	88%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG BA	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? **8 [NET/JRF]**

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	NA
PG to Ph.D.	Negligible
Ph.D. to Post-Doctoral	NA
Employed	
• Campus selection	NIL
• Other than campus recruitment	5%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

a) Library

The total area of the library is 110.8 sq. mts. Currently fifty students can be seated at one time in the reading room of the library. The working hours of the library are 10.00 AM to 1.00 PM and are limited to only working days. The working hours will be increased by one hour from July this year, to 10.00 AM – 2.00 PM. The library will remain open from 10.00 to 12.00 noon during the examinations. The institution does not plan to open the library on holidays and vacations, because of scarcity of staff, and also due to the fact that students are unlikely to visit the college during holidays and vacations as most of them come from villages located at some distance from the college. At present the reading room has long reading tables and benches. There are no IT zone and e-resources in the library.

b) Internet facilities for Staff & Students

15 computers with internet facility

c) Class rooms with ICT facility

At present no such facilities. However, OHPs and electronic boards will be installed from the next session

d) Laboratories **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies
Around 70% of the student strength per year
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts **NIL**
33. Teaching methods adopted to improve student learning
The method of teaching in the college and the informality of its concern for the academic vibrancy among students contribute to the development of critical thinking and a scientific temper. The concepts and categories of thought, as well as the processes of history and culture that invariably constitute the staple of class room teaching and interactive sessions in class are a major step to this end. The students are consistently invited to interrogate both events and individuals even while remaining open to the positive elements of received wisdom. This helps them to mine their curriculum for conceptual resources to audit both historical legacy and current policy.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
The college promotes institution-neighbourhood-community network and holistic development of its student community through student engagement in social service. This is accomplished primarily through the national Service Scheme which establishes relationship with villages and slums, and through its regular programmes and special camps performs many socially responsible functions and campaigns pertaining to literacy, cleanliness, environment, tree planting, discouraging use of polythene, awareness against use of dowry, saving the girl child and schooling of girls, particular cooperation with the women and the elderly, and mobilising support for, and participation in, the polio immunisation campaign. Crucial principles and community values such as national integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood relief, drought relief, blood donation, and small family norms receive special focus in the awareness campaigns undertaken by the NSS volunteers through speeches, debates and interactive sessions, group visits, rallies, skits and plays and wall writings. Public awareness campaigns for traffic rules and safety regulations are run in the month of November which is designated by the government as the traffic month. As part of the National Literacy Mission, the volunteers have assisted in extending educational motivation by

teaching in various primary and middle schools in Tehsil Mau. Notably, as part of Systematic Voter Education and Electoral Participation (SVEEP) programme, NSS volunteers have rendered a highly active role in facilitating registration of eligible students as voters and motivating casting of franchise in areas with traditionally low voting behaviour.

In academic session 2013-14, the NSS unit of the college began their outreach activity by motivating public participation in the polio immunisation campaign and also with administering polio drops along with the Medical Superintendent of the Primary Health Centre, Mau and Sub Divisional Magistrate, Mau. In July the unit participated in a tree planting drive in the college premises. Special programmes were organised to commemorate Independence Day, and the birth anniversaries of Mahatma Gandhi and other national leaders. Special focus was brought to bear on the values of harmony and tolerance during the commemoration of National Integration Day. Similarly, Worlds Aids Day was commemorated in the presence of administrative and medical authorities, and a Red Ribbon Club was created with a discussion on blood donation. A rally and a cultural event was organised on the National Voters Day in January. Earlier, in October students had set up help desks throughout the month for voter mobilisation and for initiating the process of including the names of eligible students in the voter rolls. Two special camps were organised for registering women voters in order to strengthen gender ratio in electoral participation. In all, forms of 150 new voters were filled and submitted in the Tehsil Voter Registration centre in Mau. A large rally was taken out under the auspices of the election bus journey on the demarcation line between the villages of Hatwa and Dadari with the help of the volunteers of the college NSS unit in January. Volunteers of the NSS unit living in the day and night camp during 01/02/14 – 07/02/2014 in the village of Dadari, in addition to the regular activity of the camp, attempted to assist in remedying drawbacks in the village relating to cleanliness and drainage and waste management, voter registration, problems of the elderly and the infirm, and clean drinking water by contacting the officials of the government departments concerned with the problems.

35. SWOC analysis of the department and Future plans

Strengths

- Collegiality among college staff, faculty and student community
- Research Excellence
- Committed Faculty and Staff
- Only college in vicinity

Weakness

- Poor infrastructure
- Deficient in ICT
- Deficient in placement
- Deficient in Library Facilities

Opportunities

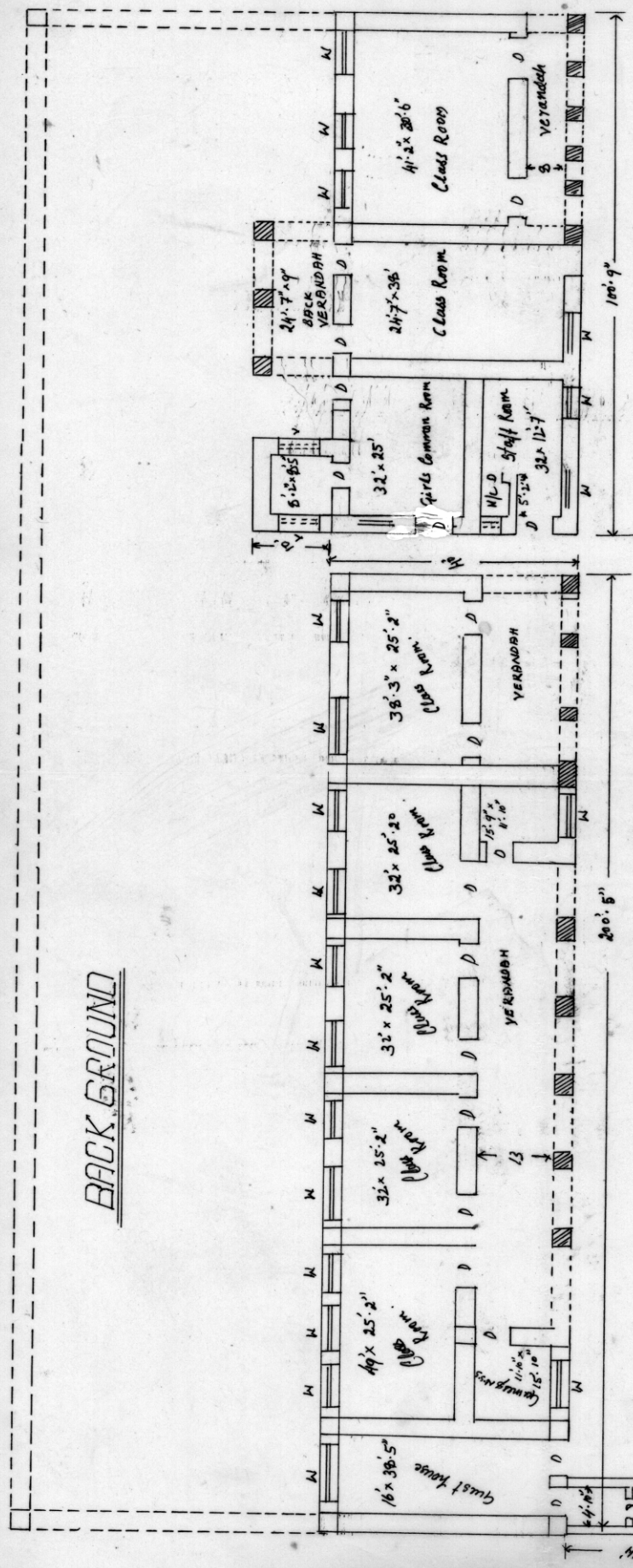
- Upgrade teaching and learning
- Join with Knowledge Network

Challenges

- Retaining relevance of limited nature of the courses offered in fast changing world
- Reinvention as technologically enabled institution
- Upgrading research and academic excellence

Enclosure

BACK GROUND

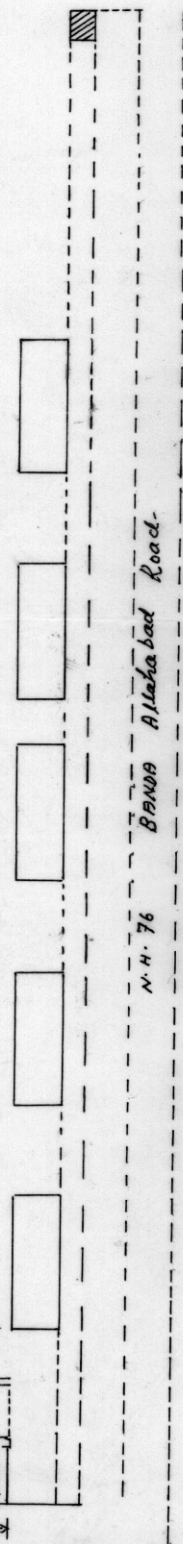


MAHMMATI PRANNATH MAHAVIDYAYA MAU CHITRAKOOTI

P. KUNJUMON
 D/ QIVIZ
 MAU CHITRAKOOT

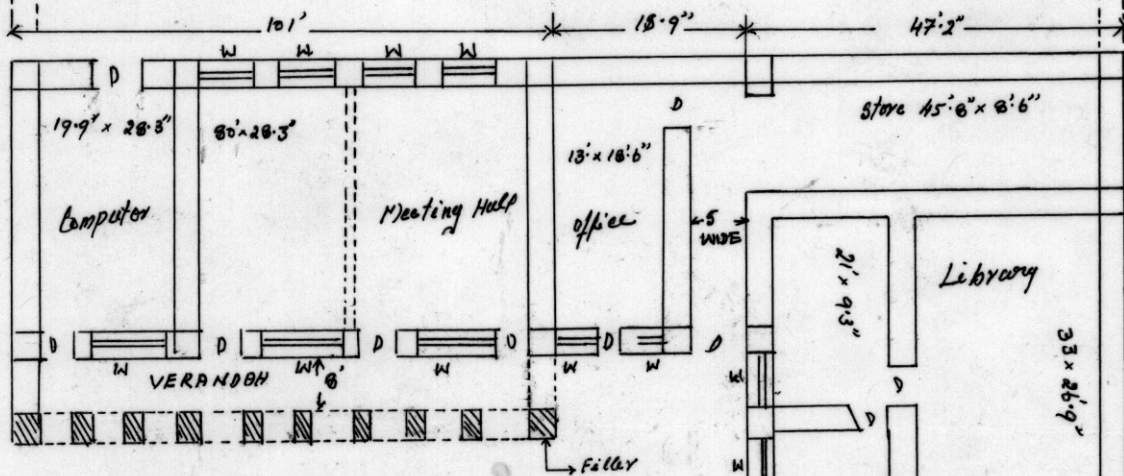
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GROUND

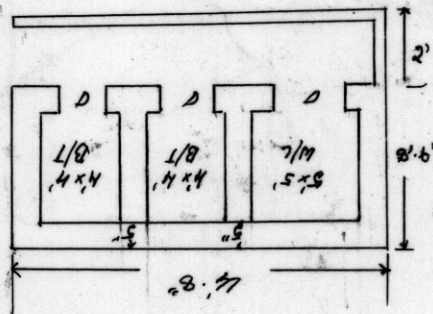
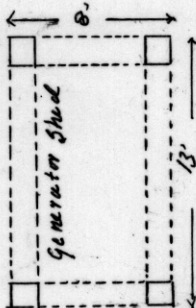


N.H. 76
BANDA Allahabad Road.

BACK GROUND



GROUND



PV. KUNJUMON
D/CIVIL
MAU CHITRAJOT

6. Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: Mau-Chitrakoot

Date: 26.02.2015

