



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BALRAM KRISHAN ACADEMY

**BALRAM KRISHAN ACADEMY, PLOT NO. 440, ATRAULI MOHANLALGANJ,
LUCKNOW**

226301

www.balramkrishanacademy.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Balram Krishan Academy (BKA), established in 2014 under the 'Krishna Welfare and Education Trust', began its educational journey with a single undergraduate program: the Bachelor in Education (B.Ed.), affiliated with the University of Lucknow, an institution recognized for its NAAC A++ accreditation. Since its inception, BKA has been committed to expanding its academic offerings and enhancing the educational landscape of the region. In 2017, the academy introduced the Bachelor in Arts (B.A.) program, which encompasses seven diverse subjects: Education, History, Geography, Political Science, Sanskrit, Hindi, and English. In the same year, BKA also launched the Bachelor of Commerce (B.Com.) program, further broadening the scope of its academic portfolio, also affiliated with the University of Lucknow.

Located in the serene rural area of Atrauli, Mohanlalganj, BKA is dedicated to the upliftment and welfare of society through education and community engagement. The college campus, nestled amidst lush greenery on the outskirts of the village, offers a tranquil and conducive environment for learning. The infrastructure is well-equipped to support a comprehensive educational experience, ensuring that students have access to the necessary resources for their academic and personal development.

BKA's vision is to deliver quality education across multiple disciplines, contributing significantly to the intellectual and professional growth of its students. The academy is committed to transforming aspirants into distinguished educationists, thinkers, researchers, business leaders, skilled managers, and entrepreneurs. This transformation is achieved through a curriculum that emphasizes both academic excellence and the cultivation of values and cultural awareness. BKA places a strong emphasis on instilling societal and national values, empowering students to become responsible and ethical members of the community.

Through its dedicated efforts, BKA aims to create a positive impact on society by shaping individuals who are not only academically proficient but also culturally sensitive and socially responsible. The academy's focus on holistic education ensures that students are well-prepared to meet the challenges of the modern world and contribute meaningfully to the development of society. Balram Krishan Academy stands as a beacon of quality education and a catalyst for societal progress, consistently striving to uplift and empower its students.

Vision

The Vision

Balram Krishan Academy has the clear-cut vision to:

- Continue exploring and educating, locally and globally, and be a leader in knowledge-dissemination and quality content-contribution.
- Congregate strategies to become a state-level epicenter of knowledge, culture, skills, technology, research, and service.
- Consistently empowering young minds from diverse strata of the society through imparting knowledge

and honouring skills

Mission

Balram Krishan Academy telescopes well with the National Policy on Education (2020) which lays great emphasis on promoting a national system of education, with 'Education For All,' keeping in mind the elimination of disparities in the educational system and provision of more facilities through qualitative and quantitative involvements, empowerment of women, access to education to marginalized sections of the society, educationally deprived and differentially-abled students.

It also calls for greater rigor, perseverance, consistency, and discipline in academic pursuits, transparency and accountability, experimentation and innovation, and nurture excellence at different education levels. To accomplish this mission, the objectives laid down are as under:

- To endow with a wide range of holistic education by homogenizing the western knowledge while remaining anchored to the Indian cultural moorings;
- To take steps as a catalyst of affirmative transformation by disseminating education and by dismantling the cobwebs of ignorance and illiteracy
- To develop individuals who are morally upright, intellectually well-informed, socially concerned, emotionally balanced, physically well-developed, and culturally accomplished;
- To stimulate the temper of **Reason, Science, and Progress** by
- To **sensitize individuals** towards social welfare and
- To nurture creative and resourceful minds who **think bigger, better, and bolder**, care for the nation and the marginal sections of society, and are imbued with humanistic passions and values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS

1. Aims at 3E's: Focuses on exploring, educating, and providing hands-on experiences to students for comprehensive learning and growth.
2. Democratic Ambience: Promotes a collaborative and inclusive work culture, fostering mutual respect and teamwork among staff and students.
3. ICT Enabled Classrooms: Equipped with projectors, interactive panels, and computers to enhance teaching and learning through technology.
4. Library with LMS: Rich collection of texts, references, e-journals, and a reading hall, managed efficiently with a Library Management System.
5. Wi-Fi/LAN Connectivity: Ensures seamless internet access in all classrooms and halls, supporting digital learning and research activities.
6. Qualified Faculty: Enthusiastic and passionate educators dedicated to student success and academic excellence across all departments.
7. Skill-based Courses: Provides value-added courses that enhance students' practical skills, preparing

them for real-world challenges.

8. Preparatory Classes: Offers classes focused on competitive exam preparation, helping students achieve their career goals.
9. Active Social Media Use: Utilizes platforms like YouTube, Facebook, and Instagram to raise educational awareness and engage with the community.
10. Diverse Student Body: Rural location attracts students from various cultures, enriching the learning environment with diverse perspectives.
11. E-learning Environment: Leverages e-resources for effective coordination and delivery of educational content on campus.
12. Infrastructure Renewal: Continuously upgrades facilities to create a conducive work environment for staff and students.
13. Gender Sensitization: Promotes gender equality, addressing issues like sexual harassment and women empowerment through curricular and extracurricular activities.
14. Human Values: Emphasizes tolerance, harmony, and inclusivity, fostering a sense of fraternity among diverse stakeholders.
15. Sports Facilities: Maintains well-equipped indoor and outdoor sports centers, encouraging physical activity and sportsmanship.
16. Active Committees: Ensures student welfare through active IQAC, Anti-ragging, Women, and Grievance Redressal cells.
17. Green Campus: Focuses on sustainable activities, aligning with Sustainable Development Goals to promote environmental responsibility.

Institutional Weakness

WEAKNESSES

1. Lack of Government Funding: Limited financial support from the government restricts the ability to undertake significant projects.
2. Self-financed College: Dependent on self-financing, which limits autonomy in academic and administrative decision-making.
3. Limited Research Activities: Being an undergraduate institution, research opportunities and activities are constrained.
4. Transportation Issues: Rural location necessitates improvement in transportation facilities for better accessibility and convenience.

Institutional Opportunity

OPPORTUNITIES

1. Awareness Campaigns: Provides students opportunities to participate in various awareness campaigns and literary events, enhancing their social engagement and knowledge.
2. Faculty Development Programs: Organizes programs for teachers to acquire new skills and update knowledge, improving efficiency and relevance.
3. National Seminars: Hosts seminars, workshops, and conferences, facilitating interaction with experts and enhancing learning for students and faculty.
4. Research Empowerment: Encourages faculty to publish research papers and books, fostering academic

excellence and innovation.

5. Industry-relevant Training: Offers skill-based training beyond the syllabus, with potential for launching startups and expanding initiatives.
6. Collaborative Opportunities: Promotes resource sharing and collaboration with other institutions, developing an efficient ecosystem for mutual growth.
7. Placement Support: Bridges the gap between students and employers by providing updates on job opportunities and organizing job fairs on campus.

Institutional Challenge

CHALLENGES

1. Financial Constraints: Limited financial resources hinder the development and support of lower middle-class students' aspirations.
2. Research Culture: Fostering a research-oriented mindset among students and facilitating exchange programs with international universities.
3. Stagnant State Investment: Insufficient state funding for higher education impacts growth and development.
4. Societal Valuation: Increasing expectations despite higher education's diminishing perceived role in society.
5. Diverse Student Groups: Addressing the diverse needs of students from rural backgrounds poses challenges in bridging educational gaps.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Balram Krishan Academy, affiliated with the University of Lucknow, ensures efficient curriculum delivery through a structured process. Key steps include:

1. Academic Schedule and Syllabus: Adhering to the university's academic schedule, the college reviews and updates term work submissions, assessments, and exam dates. Workloads are calculated based on student numbers, with subjects allocated according to faculty expertise.
2. Faculty and Teaching: Faculty members develop course outcomes, session plans, and teaching materials. They also utilize ICT tools and active learning techniques, attending supplementary workshops to enhance their methods.
3. Institutional Academic Calendar: The college creates its own academic calendar to address specific student needs, incorporating value-added courses, seminars, webinars, guest lectures, and workshops to foster an active-learning environment.
4. Course Records and Gap Analysis: Faculty maintain comprehensive course records, including syllabi, notes, lab manuals, and exam papers. Regular gap analysis identifies areas for improvement, discussed in departmental meetings and addressed through guest lectures, workshops, and industrial visits.
5. Monitoring and Feedback: Student performance is continuously monitored through tests, projects, and assignments. Feedback from students on faculty, curriculum, and infrastructure is collected and

addressed by relevant committees.

The academy offers 27 certificate/value-added courses, with 81.19% of students enrolled in these or online courses over the last five years. The curriculum integrates cross-cutting issues like ethics, human values, environment, and gender equity. Specific efforts include:

- **Human Values and Professional Ethics:** Courses on communication skills, life skills, yoga, and well-being.
- **Environment and Sustainability:** Awareness programs and community activities.
- **Gender Equity:** Equal opportunities in admission, employment, and co-curricular activities, with initiatives promoting rural girls' education, women safety, and entrepreneurial skills.

In 2023-24 and 2022-23, value-added courses included topics like artificial intelligence, communication skills, Vedic education, sustainable living, and more. The academy ensures 25% of students engage in project work or internships.

Feedback from stakeholders is collected, analysed, and actions are communicated and hosted on the institutional website, meeting criterion A for feedback management.

Teaching-learning and Evaluation

Balram Krishan Academy highlights several key performance areas that demonstrate its commitment to academic excellence and inclusive education.

Enrollment and Seat Reservation: The college maintains an enrollment rate of 32.55%. It fulfills 100% of reserved category seats (SC, ST, OBC, etc.) as per reservation policies over the past five years, ensuring equitable access to education.

Student-Faculty Ratio and Teacher Qualifications: With a student-to-full-time teacher ratio of 20.62:1, the college ensures accessible and personalized education. Impressively, 100% of sanctioned full-time teaching posts are filled, and 90.77% of these educators hold advanced qualifications (NET/SET/SLET/Ph.D. or equivalent).

Innovative Teaching Methods: Balram Krishan Academy adopts diverse student-centric methods to enhance learning:

- **Experiential Learning:** Through experimentation, guest lectures, field trips, and community programs, students gain hands-on experience.
- **Participatory Learning:** Activities such as group discussions, role-plays, and presentations promote active student engagement.
- **Blended Learning and Flipped Classrooms:** Especially during the Covid-19 pandemic, the college integrated online resources with traditional methods to maintain effective learning.
- **Case Studies and Project-Based Learning:** Classes include discussion-based case studies, while project work forms a crucial part of the curriculum, fostering practical application of theoretical knowledge.
- **ICT-Enabled Teaching:** Despite its rural setting, the college utilizes smart classrooms and multimedia tools to facilitate learning.

Assessment and Grievance Redressal: The college follows a transparent and structured approach to internal and external assessments. Internal assessments, including sessional tests and assignments, are planned strategically to cover the syllabus comprehensively. The examination process is transparent, and an effective grievance redressal system ensures any issues are promptly addressed.

Program and Course Outcomes: Aligned with the University of Lucknow's guidelines, the college publishes and communicates Program Outcomes (POs) and Course Outcomes (COs) through various platforms. Continuous assessment methods, feedback, internships, and social activities help evaluate and achieve these outcomes. Regular reviews by the IQAC ensure that the curriculum remains relevant and effective.

Student Success: The college boasts a high pass percentage of 91.94% over the past five years, reflecting its effective teaching and learning practices.

In summary, Balram Krishan Academy provides a comprehensive educational experience through innovative teaching methods, robust faculty support, transparent assessments, and a focus on achieving well-defined educational outcomes.

Research, Innovations and Extension

Balram Krishan Academy showcases its dedication to fostering academic growth, community engagement, and cultural heritage through various innovative methods and extension activities.

Research and Innovation: While the college has not received external grants for research in the past five years, it has actively created an ecosystem for innovation and knowledge transfer. This includes a focus on the Indian Knowledge System (IKS) and Intellectual Property Rights (IPR). The institution has hosted seminars, workshops, and webinars on various issues, from technological literacy to Indian values and heritage.

Educational Innovations: The college adopts innovative teaching methods tailored to students' diverse backgrounds and needs:

- **Subject Selection and Co-Curricular Activities:** First-semester students choose subjects based on their interests, allowing for personalized educational experiences.
- **Technological Integration:** Faculty and students enhance their ICT skills through regular workshops and webinars. During the pandemic, virtual celebrations and educational events were conducted to maintain engagement.
- **Value-Added Programs:** These initiatives include skill development courses, debates, and cultural activities that merge traditional values with modern educational needs.

Community Engagement and Social Responsibility: Balram Krishan Academy emphasizes social responsibility through numerous extension activities:

- **Health and Hygiene Campaigns:** These initiatives educate the local Atrauli community about preventive healthcare, significantly improving local health metrics.
- **Literacy and Education Drives:** Collaborations with nearby schools promote educational awareness and encourage continued learning among local families.
- **Social Welfare Programs:** Activities such as voter awareness and women's empowerment campaigns sensitize students and community members to important social issues.

- **Environmental Protection:** Regular plantation drives foster environmental awareness and contribute to the greening of the local area.

Awards and Recognition: The college celebrates its achievements in sports and cultural events, both at the national and international levels. Faculty and students have received some awards, demonstrating their excellence in these fields.

Collaborations and Partnerships: The institution has established 21 functional MoUs and linkages with various institutions and industries, facilitating internships, on-the-job training, project work, and collaborative research opportunities over the past five years.

Balram Krishan Academy excels in blending traditional values with modern education techniques, fostering a holistic learning environment. Through its dedication to innovation, community service, and cultural enrichment, the college ensures that students are well-prepared to contribute positively to society.

Infrastructure and Learning Resources

Infrastructure and Facilities at the Institution

1. Teaching-Learning Infrastructure

- **Classrooms:** Variety includes traditional and smart classrooms. Traditional classrooms are spacious, well-ventilated, and comfortable. Smart classrooms are equipped with interactive whiteboards, projectors, audio-visual systems, and internet access.
- **Laboratories:** Advanced instruments and safety features in Psychology and science labs. Computer labs are furnished with high-performance systems, software, and Wi-Fi connection.
- **Computing Equipment:** Robust IT infrastructure with multiple computer labs, high-speed internet, modern PCs, and specialized software for various courses.
- **Support for Special Needs:** Infrastructure includes wheelchair ramps, accessible washrooms, and classes arranged to meet the needs of students with disabilities.

2. ICT-Enabled Facilities

- **Smart Classrooms:** Equipped with interactive boards, high-definition projectors, and sound systems for dynamic and interactive lectures.
- **Integrated Library Management System (ILMS):** Supports various library functions. Students are trained to use online facilities for learning and assignments.

3. Facilities for Cultural and Sports Activities

- **Cultural Activities:** Dedicated cultural centre hosting activities such as music, dance, drama, and art. Equipped with rehearsal rooms, recording equipment, and exhibition/performance spaces.
- **Sports Facilities:** Includes grounds for football, cricket, athletics, and courts for basketball, tennis, and volleyball. Indoor facilities include badminton courts, chess, carrom, and table tennis.
- **Yoga Centre:** Equipped with mats, blocks, and other accessories. Regular sessions conducted by a dedicated instructor to promote mental and physical health.
- **Auditorium:** Hosts academic seminars, guest lectures, cultural performances, and conferences. Equipped with advanced audio-visual equipment, large seating capacity, and excellent acoustics.

4. Library as a Learning Resource

- **Resource Collection:** Over 15,000 books, reference materials, journals, e-journals, newspapers,

magazines, past question papers, syllabi, and CDs.

- **Technology and Automation:** Uses 'KOHA' ILMS for automation. Robust ICT infrastructure with a 100 Mbps bandwidth for fast internet access. E-resources accessible via dedicated terminals.
- **Usage and Access:** Card system for borrowing books. The library is a dynamic space for academic exploration and knowledge acquisition.

Overall Impact The institution's comprehensive infrastructure and facilities support diverse academic and extracurricular needs, fostering holistic development and preparing students for professional success and personal fulfilment.

Student Support and Progression

Balram Krishan Academy is dedicated to fostering academic and personal growth through a wide range of initiatives and support systems. Over the past five years, **42.85%** of students have benefited from scholarships and free ships from various sources, highlighting the institution's commitment to financial accessibility.

The Academy excels in developing student skills across multiple dimensions. It offers comprehensive capacity development programs covering soft skills, language and communication, life skills including yoga and health, and ICT/computing skills. These programs ensure that students are well-rounded and prepared for the future.

Career guidance and counseling are integral to student success at the Academy, with **20%** of students benefiting from these services in recent years. The institution also maintains a robust grievance redressal system, adhering to regulatory guidelines, promoting zero tolerance for harassment, and ensuring timely resolution of issues.

In terms of student outcomes, **64%** of graduates have either secured employment or progressed to higher education, and **25%** have successfully passed competitive examinations at various levels. These metrics reflect the Academy's focus on preparing students for real-world challenges.

The Academy also emphasizes extracurricular excellence. Students have won 2 significant awards in sports and cultural activities at various levels, and they participate in an average of **24** such programs annually, enhancing their overall college experience.

The Balram Krishan Academy Alumni Association (BKAAA), established in 2021, plays a crucial role in maintaining strong ties between alumni and the institution. It provides scholarships, engages in regular alumni interactions, and supports institutional activities through various initiatives. The association's involvement in the Internal Quality Assurance Cell (IQAC) and its role in organizing events and career guidance further enriches the student experience.

Balram Krishan Academy's holistic approach to education, combining academic rigor with personal development, community engagement, and strong alumni relations, ensures that its students are not only educated but also prepared to contribute positively to society.

Governance, Leadership and Management

Balram Krishan Academy aligns its governance, leadership, and daily practices with its vision and mission to promote education for all, focusing on marginalized communities and holistic development. Embracing the National Education Policy (NEP) 2020, the college has integrated initiatives like the Academic Bank of Credits (ABC) and interdisciplinary learning to foster student flexibility and growth.

Key practices include:

1. **Academic Excellence:** Implementing modern teaching methods, continuous faculty development, and organizing skill and value-added courses to enhance student competencies.
2. **Decentralized Decision-Making:** Encouraging participative leadership through various committees and active student involvement in institutional planning.
3. **Resource Management:** Efficiently mobilizing and utilizing funds through meticulous budget planning and rigorous internal and external audits, ensuring optimal resource allocation.
4. **Staff Development and Welfare:** Offering comprehensive performance appraisals, health and wellness programs, flexible working conditions, and professional growth opportunities.
5. **Continuous Improvement:** The Internal Quality Assurance Cell (IQAC) plays a pivotal role in regular review and enhancement of teaching and operational processes, fostering a culture of quality through academic audits, strategic planning, and stakeholder feedback.

The institution prioritizes community service and societal contributions, evident through initiatives like environmental protection programs and educational outreach. Faculty and students are encouraged to participate in research and innovative activities, significantly contributing to academic discourse.

Through strategic partnerships and continuous development, Balram Krishan Academy aims to sustain its growth and remain a beacon of knowledge, culture, and service, continually aligning with its mission to provide inclusive and high-quality education.

Institutional Values and Best Practices

Balram Krishan Academy is deeply committed to fostering gender equity, inclusivity, and community awareness. Our efforts span curricular and co-curricular activities, emphasizing gender sensitivity and promoting a culture of respect and equality. Over the past five years, we've integrated gender perspectives into our curriculum and extracurricular initiatives, conducted gender audits, and established a Gender Sensitization Cell to raise awareness and support.

Our focus on an inclusive environment is reflected in our celebration of cultural diversity through festivals, exchange programs, and multilingual support. We ensure equal access to educational opportunities by providing scholarships and financial aid, and our policies address the needs of marginalized communities. Civic education and community engagement projects instill a sense of societal responsibility among students and staff.

Our commitment to promoting a safe and supportive campus for women includes comprehensive health services, security measures, and academic support. We offer scholarships, mentorship, and leadership opportunities to empower female students and address their specific needs.

Two best practices highlight our dedication to community engagement and holistic development:

1. W.O.M.E.N. (Working on Menstrual Education and Nutrition): This initiative educates students and the local community on menstrual health and hygiene, providing access to sanitary products, and promoting open discussions to combat social taboos.
2. Bridging LAG to LUCK: This practice focuses on bridging the language and communication gap, fostering life skills, and promoting Indian knowledge systems. It includes multilingual education, cultural immersion, and community service projects to develop adaptive communication skills.

Our distinctive performance area involves spreading awareness in rural areas through community outreach programs, health camps, and educational workshops. We collaborate with local organizations to implement sustainable development projects and preserve cultural heritage.

Balram Krishan Academy's integrated approach to gender equity, inclusivity, and community engagement underscores our mission to create an environment where everyone can thrive and contribute to societal progress.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALRAM KRISHAN ACADEMY
Address	BALRAM KRISHAN ACADEMY, Plot No. 440, ATRAULI MOHANLALGANJ, LUCKNOW
City	LUCKNOW
State	Uttar pradesh
Pin	226301
Website	www.balramkrishanacademy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NEETU MISRA	0522-2979914	9454289490	0522-2979914	principalbkacademy@gmail.com
IQAC / CIQA coordinator	SHALINI AGARWAL	-	9452733607	-	agarwal.shalini.lko@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Uttar pradesh	University of Lucknow	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	05-03-2014	1200	Permanent recognition for BEd

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BALRAM KRISHAN ACADEMY, Plot No. 440, ATRAULI MOHANLALGANJ, LUCKNOW	Rural	1.344	4534.78

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,	36	INTERMEDIATE	English + Hindi	420	95
UG	BCom,Commerce,	36	INTERMEDIATE	English + Hindi	60	36
UG	BEd,Education,	24	GRADUATION	English + Hindi	110	62

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				25			
Recruited	0	0	0	0	0	1	0	1	5	20	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	5	6	0	11
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	7	0	8
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	3	10	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	206	0	0	0	206
	Female	325	2	0	0	327
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	17	23	7	14
	Female	34	24	10	10
	Others	0	0	0	0
ST	Male	1	0	1	0
	Female	1	0	0	2
	Others	0	0	0	0
OBC	Male	31	36	30	26
	Female	68	73	33	36
	Others	0	0	0	0
General	Male	30	35	19	35
	Female	59	51	48	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		241	242	148	172

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Vision/Plan of Institution to transform itself into a Holistic Multidisciplinary Institution: The college is committed to the vision of fostering holistic education through its motto- 'Explore, Experience, and Educate'. As an affiliate of the University of Lucknow, the college adheres to UGC guidelines for curriculum development, including any updates related to the National Education Policy (NEP). In anticipation of NEP objectives, the college is proactively developing infrastructure and pedagogical methods such as blended-learning and smartboard/e-learning. It regularly conducts seminars and workshops to familiarize students, faculty, and management with NEP principles and provides</p>
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	<p>training opportunities to its staff. Additionally, the college plans to conduct surveys to inform the integration of NEP features, allowing students flexibility in subject selection and participation in skill-based programs. Community engagement activities are also emphasized, through various awareness programs and service initiatives. To promote interdisciplinary education, the college proposes to establish a Multi-Disciplinary Education and Research Cell (MERC) with the goal of launching an Incubation Center to address societal and environmental challenges.</p>
2. Academic bank of credits (ABC):	<p>The college, in collaboration with the University of Lucknow, has implemented the ABC system to offer students the flexibility of multiple entry and exit points within their chosen program. This system also facilitates the accumulation of credits through various national e-learning platforms like SWAYAM, NPTEL, and V-Lab. The college is committed to following the guidelines and academic structures outlined by the university for this purpose. In addition to adhering to university guidelines, the college is taking its own initiatives to equip students with essential skills, fostering their personal growth and enabling them to contribute meaningfully to the nation's needs. Faculty members have also undergone training in curriculum design and pedagogical techniques, with a particular focus on online teaching and learning methodologies, academic video creation, e-content development, experiential learning, and the design of assignments and assessments.</p>
3. Skill development:	<p>Within the National Skills Qualifications Framework (NSQF), the college plans to provide a range of Skill Development Programs, such as IT and Computer Skills, Data Science, Banking and Commerce, Handicrafts and Soft Skills such as Effective communication, Interview preparation, Personality Development, Analytical thinking, Decision making, technical writing etc. The college has already initiated a series of Skill Development Programs through various workshops that enable students to acquire a range of competency levels as per NSQF. Field visits are undertaken and industry experts are invited for workshops and interactions to overcome gap in theory and Industry practices/expectations, map skills, and to identify certifications required by the industry. Students are also encouraged to enroll</p>

	for online vocational and soft skills courses through National eLearning portals, such as SWAYAM, NPTEL, and V-Lab. Moreover, students are offered philosophical, psychological counseling and career guidance to deal with their doubts regarding values and day-to-day dilemma.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college also strives to provide holistic multidisciplinary education to empower our youth with the skills rooted in Indian cultural values (samskaras). The medium of instruction in the college are both English as well as Hindi. The college offers B.A. in Sanskrit, Hindi and English literature. In addition to this, various value-added courses like Vedic education, Happiness and well-being, Bhartiya Sanskriti evam Sanchar etc. are successfully running in our college. Students in B.Ed. are also given extra tutorials on Indian schools of Philosophy. College organizes exhibitions of indigenous aids, paintings, handicrafts made by students not only to promote their art skills but also to develop a sense of belongingness and awareness towards the local community.
5. Focus on Outcome based education (OBE):	The college is strictly following NEP-2020 as per the guidelines of its parent University promoting case-study based instruction, project-based learning, art-integrated learning, experiential learning, group discussions, and field-based learning like visits to industrial units, research labs and other institutes. OBE is a student-centric teaching and learning methodology in which the course delivery and assessment are planned in the beginning of a course to achieve pre-set outcome objectives and outcomes.
6. Distance education/online education:	Amidst the challenges posed by the Covid-19 Pandemic, the college swiftly transitioned to conducting online classes across all faculties. Both educators and students received training to effectively utilize various online teaching platforms, and assessments were conducted virtually. Maximum classrooms of the college is equipped with projectors and smartboards to facilitate interactive learning. Efforts are underway to bolster infrastructure and resources to facilitate distance education and online learning. Exploration of partnerships with institutions like IGNOU is underway to expand opportunities for distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been setup in the College in year 2018 and is functioning along with National Service Scheme (NSS). The Principal is the Chair Person of the ELC with NSS Program Officer as the faculty coordinator. Students are also appointed as Student Coordinators. Approximately 06 students are members in the club. The primary concern of the club is sensitizing the student community about democratic rights, which especially includes casting votes in elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes, the students' coordinator and coordinating faculty members were appointed by the College: S NO NAME DESIGNATION ROLE 1. DR,NEETU MISRA PRINCIPAL CHAIRPERSON 2. SHALINI AGARWAL NSS PROGRAM OFFICER COORDINATOR 3. DR. DEEPLATA ASST PROFESSOR FACULTY MEMBER 4. MS. SHEEBA RUHI SUBHAN STUDENT STUDENTCOORDINATOR MR. CHANDRABHAN SINGH</p> <p>The ELC is functioning with the following objectives :</p> <ul style="list-style-type: none"> • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the targeted unaware people to comprehend the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation, maximize informed and ethical voting and to promote the principles of 'Every Vote Counts' and 'No Voter to be Left Behind'. • To motivate the students to participate in ELC activities
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The following are the Initiatives undertaken by the ELC of the College- • Right to Vote -- Pledge • Right to Vote --Awareness in the Institution and in nearby villages • Right to Vote --Poster Competition • Right to Vote --Debates on ethical voting • Right to

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Vote --Promotion of voting among senior citizens • Right to Vote --Special camp for Training and integrity of the Electoral process. • Right to Vote-Community programs to let nearby villages aware of the voting rights of people with disabilities.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC conducts various events to sensitize students regarding the values, rights, duties, and responsibilities of citizens like constitutional day, youth day, voter awareness program, legal awareness program etc. ELC organized voter awareness program in nearby village and college campus with the help of District Election Administration. Voter registration camp was organized in campus for those students who are eligible to register in voter list. New voter registration form (Form 6) and correction in details (Form 8) were distributed in class and in nearby village also. Online Voter registration, correction, deletion in voter list has been done. Students of our college participated as volunteers at polling booth also.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years of age are registering themselves for voting with great enthusiasm. The results obtained are greatly enhanced through awareness camps and pledges. The college ELC conducts year-wise camps for the same and motivates its students to get registered for voting. The ELC has been working consistently and diligently on spreading awareness about the rights and duties of every student and in nearby areas.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
536	443	347	342	283

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 52

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.98	22.04	27.16	32.54	24.62

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Balram Krishan Academy, affiliated to University of Lucknow, is committed to ensure efficient and effective curriculum delivery. We have a well-designed process that is followed with great diligence:

- We adhere to the academic schedule provided by University of Lucknow which is carefully reviewed and approved by the academic committee. This schedule includes important dates such as academic session term work submissions, assessment dates, and final exams, viva etc. College gets time to time updates about the same.
- Following the syllabus prescribed by University of Lucknow, we calculate workload for each semester based on student strength and other factors. Subject/ Paper allocation is done considering faculty expertise, experience, and student needs. Timetables for courses, practical, and faculty are prepared by a dedicated committee each semester.
- Faculty members receive assigned subjects, timetables, and academic schedules. They finalize course outcomes, develop session plans for effective content delivery, and prepare teaching materials and assignments.
- In addition to traditional teaching methods, faculty members utilize various ICT tools and active learning techniques. For this the faculty members are supposed to attend supplementary workshops.
- Although college follows university academic calendar strictly, yet college concerning to the specific requirements of its students, prepares Institutional Academic calendar as well. This institutional academic calendar comprises various value-added courses, seminars, webinars, guest lectures, workshops etc for the betterment of teaching-learning process. Moreover, this also creates an environment of active-learning where students learn to act as a team.
- Faculty members also maintain course records containing syllabi, course notes, lab manuals, exam papers, and course outcomes mapped to program objectives.
- Regular gap analysis is conducted for all courses to identify areas needing improvement. Departmental advisory board meetings discuss course gaps and plan activities such as guest lectures, workshops, and industrial visits to address them.
- The syllabus coverage is discussed time to time in the meetings with Principal.
- Student academic performance is monitored continuously through special tests and mid-term exams conducted during the semester. Students are also assigned various projects, assignments that they present before the class, teachers and finally discuss with them.
- Feedback from students regarding faculty, curriculum, and infrastructure is collected and acted upon by the concerned committees.

In a nutshell, our college, ensures effective and current curriculum planning and delivery through a

comprehensive and well-structured approach

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 27

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

1.2.2

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

Response: 81.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
429	348	278	269	260

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

The college follows curriculum prescribed by the University of Lucknow and integrates various socially relevant cross-cutting issues like ethics, human values, environment, gender etc., across various under graduate programs to sensitize the students about the following topics:

Human Values and Professional Ethics:

Promoting Human values and Professional Ethics has always been a major goal. The primary objective of this course is to ensure that the students have knowledge of the constitution, their fundamental duties and rights as citizens, professional ethics and the responsibilities etc. The course also provides awareness about cybercrimes and cyber laws. Although various papers in different subjects cater quality content regarding the development of Human Values, our college runs various value-added courses like Communication skills, Life Skills, Yoga, Happiness and Well-Being etc. to enrich their perspectives towards themselves, society and nation.

Environment and Sustainability:

The issues of Environment and Sustainability are addressed through various awareness and community programs which comprise activities such as Quiz, Debates, Poster making etc. Several other value added courses like Theatre, Life skills, Indian Culture and Communication, Ethics add related topics to be considered, broadening the discussion and to orient them towards the protection of the environment.

Gender equity:

Our college is imparting quality education to shape our students into the prospective citizens who have

firm belief in gender equity which is indispensable to ensure sustainable development of a country. Equal opportunity is given to both the genders in terms of admission, employment and co-curricular activities.

Our institute has initiated promising measures to promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, our institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co-curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect. Students are promoted to participate in programs focusing on gender equality and awareness campaigns in the village Atrauli, such as:

- Promoting interest of rural girls in education and other skill development courses,
- Sensitization of students on women safety and child security,
- Encouraging entrepreneurial skills through 'Hunar Haat', and
- Encouraging people towards the policies initiated by government.

Apart from the above, our college organizes various awareness programs and value-added courses basing on Gender Equity, human rights, environment and activities on cross-cutting issues with the support of external organizations and experts.

The Value-added courses / Certificate courses supporting these issues are given below (2023-24)

1. Artificial Intelligence in Education
2. Communication Skills
3. Vedic Education
4. Sustainable Living
5. Happiness and Well-being
6. Yoga

(2022-23)

1. Gender Equity: A Universal Challenge
2. Life Skills
3. Theatre in Education
4. ?????? ??? ?????? ???????
5. ?????? ?????????? ??? ??????
- 6 . ??????? ??? ??? ???? ???? ?

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 25

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

Response: 134

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 32.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
241	242	148	172	154

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
590	590	590	590	580

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	121	74	86	77

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	121	74	86	77

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.62

2.3 Teaching- Learning Process

2.3.1

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

Response:

More than traditional teaching-learning methods, our college strives to integrate experiential, participatory, constructive, project-based methods, case studies, special lectures, and problem-solving methodologies to facilitate an innovative classroom environment that caters to diverse students in this digital era. The facilities arranged by the institute are listed below:

Experiential Learning: Faculty members foster a learning environment by engaging students with rich experiential content through experimentation, demonstrations, pedagogical materials, excursions, visits to Higher Education Institutions (HEIs) and universities, community programs at the library, guest lectures, and paper presentations.

Participatory Learning Methods: These include seminars, group discussions, role plays, and presentations. Co-curricular and extra-curricular activities play an integral part in students' holistic development through various clubs and cells. Our students participate in intra and inter-college sports and cultural competitions that enrich their ethics and social responsibilities. Participatory learning among students is also facilitated through quizzes, poster presentations, games, excursions, and simulation exercises.

Blended Learning/Flipped Classroom: During the challenging situation of Covid-19, we experimented with flipped classrooms by integrating blended teaching methods. Students were provided with content beforehand via WhatsApp and Google Classroom, which was later elaborated through group discussions and activities.

Case Study Analysis and Discussion: Classes are organized to discuss recent cases from different areas such as economics, feminism, law, environment, etc. This participatory, discussion-based learning method helps students develop critical thinking, communication skills, and group dynamics. All departments ensure appropriate integration of case studies into their subjects.

Project-Based Learning: Project work is mandatory for all courses as an integral part of the university syllabus. Effective phases including surveys, field and library visits, case studies, testing, and report writing ensure thorough project-based learning among students of B.A., B. Com, and B.Ed. Additionally, the college incorporates project-based learning into its curriculum to enhance understanding of topics like budgeting, feminism, human rights, etc. Students typically present their ideas on contemporary topics and innovations in their academic areas, followed by Q&A sessions.

Information and Communication Technology (ICT) Enabled Teaching: Our institute boasts well-equipped infrastructure and ICT-enabled classrooms and teachers. Classes utilize multimedia teaching aids, projectors, smart classrooms, and laptops. Despite being located in a rural area, we strive to provide students with various ICT tools to motivate their learning. Teachers also connect with students through social media platforms such as WhatsApp groups, Instagram, and X.

The ultimate goal of student-centric methods is to ensure the participation of each student and improve learning outcomes effectively. The college creates an ambiance for experiential and participatory learning inside and outside the classroom, as well as in laboratories, where students develop knowledge, skills, and values through direct experiences. Overall, our college focuses on updating the curriculum transaction to meet the changing needs of society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

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

2.4.2

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

Response: 90.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	23	24	25

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our college follows the University of Lucknow's date sheet for external assessments while conducting a comprehensive internal assessment process. Information regarding both internal and external assessments is provided to all students during the orientation programme in their first semester.

Dates for internal examinations are announced by the College Examination Committee at least one week in advance. Internal assessments play a crucial role in enhancing students' academic success. They consist of two sessional tests, followed by a University Test conducted one or two weeks prior to the Semester Examinations. The duration between these tests is strategically planned to allow students ample time for preparation and to bridge any gaps between tests. Approximately 40% of the syllabus is covered between these sessional tests, ensuring that the entire syllabus is covered before the university examination.

The entire process is transparent, as all evaluated answer sheets are shown to students in the classroom, and dedicated sessions are held to discuss and resolve any problems related to the question paper. Evaluated answer sheets are retained for the entire semester, ensuring a foolproof preparation system that makes students exam-ready without fail. Additionally, assignments are distributed and assessed at the end of each unit, contributing to the final internal marks.

Transparency is rigorously maintained throughout the detailed list preparation process. During external examinations, our college strictly adheres to the University schedule and serves as an examination center for conducting external examinations.

One of the college's mottos is to strive for excellence in teaching, learning, and evaluation. To achieve this, the college ensures transparency in the mechanism of internal assessment.

To maintain transparency:

- Awareness about the assessment is created among stakeholders through notices on notice boards, college websites, Google Classroom, and social media platforms.
- Students are provided timely opportunities to discuss any concerns or grievances about their assessment with teachers, which are resolved within stipulated timelines.
- Assessment practices are conducted ethically and with honesty and integrity by faculty and students.
- Transparency and effectiveness are monitored throughout the year by the College Examination Committee under the guidance of the Principal.

Mechanism for Redressal:

- For grievances related to marks, mark sheets, names, etc., the Examination Coordinator collects complaints from students via email or hard copy.
- Grievances related to changes in candidate names, course papers, subjects, or internal marks are addressed promptly by providing all required information such as attendance sheets and previous mark sheets.
- An examination committee, comprising the Principal and Examination Coordinator, is established to resolve any grievances related to examinations.
- Complaints regarding internal or practical examinations are handled by the examination committee.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As an affiliated college of the University of Lucknow, Balram Krishan Academy follows the guidelines and norms of the University with respect to offered programmes and course curriculum/syllabus.

1.The University of Lucknow, under the Choice Based Credit System (CBCS), has revised the syllabus/course curriculum with targeted learning outcomes for each course/subject, based on the UGC-Learning Outcomes based Curriculum Framework (LOCF). The learning outcomes of each paper is mentioned in the syllabus and is available on the University Website.

2.The College publishes the Prospectus on its website that provides the link to the University of Lucknow syllabus and guidelines, clearly stating the outcomes of each programme and course.

3.The syllabus, the course outcomes and the credits allotted to each paper are communicated during the Orientation Programme of the first year students. Each individual teacher apprises the students of the learning outcomes of the specific paper at the beginning and conclusion of the semester. The entire pedagogy is geared towards achieving the stated learning outcome of the paper.

4.The students are made familiar with programme outcomes through workshops, student induction programmes, parent-teacher interaction and industry interaction.

5. The University of Lucknow offers undergraduate programme which is divided into various components, comprising Core papers, Elective / Optional papers, Practicum, Practical, Professional development, Co- curricular activity paper, Vocational paper. Each of these components in themselves have specific learning outcomes, which give a better understanding as to how and why the specific subject/topic is being taught. Course Outcomes as well as Learning Outcomes depend upon the nature of course and the subject concerned. The choices that the students make, based on the specified learning outcomes, help in a holistic understanding of the course, thereby enriching the teaching-learning process.

6.The Programme Specific Outcomes are closely related to the content of the syllabus and may vary as per the subject. Teachers design Lecture Plans for all the courses/subjects at the beginning of each semester to ensure that the pedagogy is in sync with the PSOs. There are some universal learning outcomes also which are inherent in every syllabus.

7.The students are encouraged, guided to learn and imbibe the course outcomes. The students are not only communicated the course outcome in the classroom, but also made to experience them through participation and organizing of co-curricular and extra-curricular activities. Each faculty plans and conducts all activities in light of the programme outcomes and course outcomes.

8.The Lecture Plans and Self-Evaluation Document of each teacher is submitted to the IQAC, as part of external and internal audit. The IQAC reviews the successful incorporation of programme and course outcomes in pedagogy. On the basis of the quality inputs of the IQAC, the teachers are advised to communicate to their parent departments the required updating and changes to the existing programme and course outcomes to make it further enriching for the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes (POs) and Course Outcomes (COs) outline the ways of mapping the effectiveness of the curriculum, which are evaluated through the results of students, the performance of the students is periodically assessed and necessary changes in teaching strategies are incorporated as per the need and suggestions.

In order to achieve POs and COs -

1. The College has developed certain value added, skill enhancement and interdisciplinary courses for the students to ensure that the curriculum is research oriented which provides hands-on experience to the students through various projects, assignments, field work, dissertation etc.
2. The teachers execute different mechanisms and strategies, like tutorial classes, special remedial classes, mentor-mentee system, to assist the slow and advanced learners.
3. College arranges special tutorial classes to prepare students for different competitive exams like, CTET, UPTET, PET, NET etc.
4. The College strives to make the students responsible citizens and valuable assets to the society and nation. The students are encouraged to participate in internship programs, workshops, symposiums, NSS and NCC campaigns both within and outside the institution.
5. College has made provisions to enhance the digital literacy of the students by creating IT enhanced learning.
6. The IQAC reviews the POs and COs on a regular basis through Self-Evaluation Documents (SEDs) and Lecture Plans submitted by each faculty member as part of the process of internal and external academic audits. The IQAC guides the teachers to map the objective to the outcomes to analyse and document their attainment.

The college uses the following procedures to evaluate the POs and COs: -

1. **Result:** The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, **summative and formative approaches** are followed to get intended learning outcomes.

Examination results are maintained to display all information pertaining to academic performance of the students.

2. **Continuous assessment:** Assignments, quizzes, tests, projects, etc., are periodically given to the students that provide feedback on the efficacy of the teaching-learning process and learning outcomes of each course.

3. **Internships and Social activities:** Internships in organizations involved in development related activities like social services, schools and industries, provide the required exposure and practical experience.

4. Action Research and Projects: Evaluation of completed projects and action researches by subject experts highlights the research design and field work done by the students.

5. Paper Presentations: Research papers feature the comprehension of the subject and ability to put it into practical application.

6. Employability and Placements: Record of placements and entrepreneurial achievements of the students frame the major idea of measuring the level of attainment of outcomes.

7. Feedback from students and alumni are considered while bringing changes in syllabus so that outcomes can cater to the needs of changing requirements of industries.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 91.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	121	116	90	94

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	137	123	96	94

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Balram Krishan Academy believes in and makes great use of innovative ways of delivering knowledge and experiential learning. It has been experimenting with different methodologies for imparting education. Since the college is located in the rural area of Atrauli, we are committed to taking care of many additional aspects such as the medium of knowledge dissemination, students' financial status, family backgrounds, awareness towards education, gender, health, social and political situations, etc. The college pays special attention to emerging issues like the pandemic, batch strengths, and the background of the students in respective years. Therefore, the college has adopted innovative methods by putting in extra effort for the overall development of the students.

In the first semester, students are given the choice to select their subjects and share their hobbies,

interests, and inclinations through various co-curricular activities. This provides students and teachers an opportunity to evaluate their capabilities. Teachers come to know about the batch's strengths and weaknesses. Additionally, teachers find ways to tackle their issues. Teachers are consistently progressive towards technology literacy. Time to time seminars, workshops, and webinars are organized for ICT awareness among teachers and students. During the pandemic, our college organized many webinars on various issues. Not only this, special celebrations like Environment Day and Women's Day were also celebrated in which technology played a vital role (the videos created and edited by our students under the supervision of faculty members are available on the college channel). Moreover, multiple value-added programs and skill development initiatives are initiated every year. The syllabus is discussed and critically examined through various innovative methods like quizzes, debates, theatre, documentary shows, etc. Capacity to work in a team is also being developed via various methods such as projects, group assignments, group presentations, community works, etc.

Our college believes that any orientation towards modernity must be based on the foundations of our culture and Indian knowledge system. Students must appreciate Indian ethnicity, values, and knowledge enshrined in its scriptures. For this purpose, we organize various webinars, quizzes, poster-making competitions, excursions to popular heritages, etc. They participate in debates and celebrate Indian festivals in the college so that they could be aware of inter-state heritage and history. We invite experts to enlighten our students with their expertise in areas like Bhagwat Geeta, Indian Value system, Vedic education, etc. Yoga is made a part of their curriculum for the development of sound health and minds of the students. Our college is consistently progressing towards motivating the new generation to come up with innovative ideas. For this, we have a research committee that promotes the new ideas, poetry, stories, speeches, and messages of our students. They are made aware of the rules, regulations, and other policies of IPR. Also, they are introduced to plagiarism and its penalty system for future publication. In a nutshell, a conscious effort goes into helping students select their project titles, courses, and research. They are encouraged to choose diverse and innovative topics focusing on various aspects of Indian society, maintaining a balanced Flavors of tradition and modernity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	10	07	03	05

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	04	02	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.29**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	01	02	01

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:**Outcomes of Extension Activities in the Neighbourhood**

Balram Krishan Academy's commitment to social responsibility and community engagement is exemplified through various extension activities conducted in the Atrauli village. These activities aim to address local community needs, enhance the quality of life, and foster a sense of social responsibility among students.

Extension Activities Overview

Over the past academic year, our college has conducted a range of extension activities focusing on health, education, environment and social welfare. Key programs included blood donation and health check-up camp, education-for-all, plantation drive, and voter awareness program. Each activity was meticulously planned and executed to ensure maximum community benefit.

Health and Hygiene Awareness Campaign

Description: The health and hygiene awareness campaign aimed to educate residents of the nearby Atrauli village about preventive healthcare and sanitation practices. The primary objective was to reduce

the incidence of common diseases through improved hygiene and vaccination drives.

Outcomes: The campaign reached most of the families of the village Atrauli. Regular health check-ups identified and addressed various health issues, significantly improving community health metrics.

Student and Faculty Involvement: Over 50 students participated, gaining hands-on experience in public health initiatives. Faculty members provided guidance and support, ensuring the quality and effectiveness of the activities. Students reported enhanced skills in communication, teamwork, and problem-solving, along with a deeper understanding of social responsibility.

Literacy Drive

Description and Objectives: The objective was to spread awareness regarding the educational policies initiated by govt.

Implementation: In collaboration with nearby primary school and other educational institutes, students organized rallies in the nearby area.

Outcomes: Most of the families in nearby village were benefited by these rallies. Participants demonstrated increased confidence and a renewed interest in continuing their education. Parents expressed gratitude, noting the positive changes in their children's academic performance and enthusiasm for learning.

Sustainability and Continuity: To ensure sustainability, the institution established partnerships with local schools and community centers. Follow-up sessions and continuous monitoring are planned to maintain the momentum of the literacy drive.

Social and National Welfare Programs

Description: Students spread awareness regarding voter registration, women-empowerment and helpline numbers, human rights, digital awareness through various skits, rallies, poster presentation activities in nearby area of Atrauli.

Outcomes - Children with 18plus age group got registered for voter registration.

Environment Protection Programs

Description: College organizes time to time environment protective plantation drives in and nearby area of college. Students spread awareness to protect our environment in nearby areas.

Outcomes - Greenery around College and nearby rural area of Atrauli attracts people from far to visit the place.

The extension activities conducted by our college have significantly benefited the neighboring communities while enriching the educational experience of our students. These activities have fostered a spirit of social responsibility, enhanced practical skills, and created a positive and lasting impact on community welfare. Moving forward, the institution remains committed to expanding these initiatives, ensuring their sustainability, and continually assessing their outcomes to maximize community benefits.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

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

Balram Krishan Academy is consistently progressive towards extension activities and motivating its students to learn in real-life situations. Additionally, the college endeavours to create well-informed students who are enthusiastic about taking initiatives and being the change, they want to see in society. For such practices, the college awards medals and certificates to its students and teachers from time to time.

Believing in the ideology that the necessary change in society is the greatest reward for any social organization, the college is committed to contributing its services to society and will stand as a strong unit of society in the future as well.

Our games and sport faculty Ms. Ashita Dhawan got many national and international level prizes and awards in different sports events. Some of our students also got University/ State/ National level awards in different sport and cultural events. as shown in tables

Sr.No	Year	Name of Faculty / Students	Level	Event	Dates	Award / Prize
1.	2023	Ms. Ashita Dhawan	State	Sri Ram Jaman Mahotsav samiti State level Cycling Championship	22Mar-28Mar, 2023	4th Prize
2.	2023	Ms. Ashita Dhawan	State	UP Road Cycling Trial	24 Oct,2021	Second Prize
3	2018	Ms. Ashita	International	2nd Open	29Dec-31Dec,	Bronze

		Dhawan		International Taekwondo Championship	2018	
4	2018	Ms. Ashita Dhawan	International	5th Grand Open International Taekwondo championship	26April27April 2018	Gold
5	2018	Ms. Ashita Dhawan	National	23rd National Taekwondo Championship	8Jan-10Jan, 2018	Bronze
6	2023	Ms. Pratibha Gautam	National	SBKF 8th National Games 2023	26May-28May 2023	First in Skating
7	2021	Ms.Shatakshi Verma	State	Swadeshi Mela	17Dec-26Dec,2021	First in Vigyan Pratiyogta

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 71

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	08	11	07

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure and Facilities at the Institution:

The college consists of a comprehensive infrastructure and diverse facilities, designed to support an enriching teaching-learning experience and to foster holistic development through cultural, sports, and wellness activities.

Teaching-Learning Infrastructure

Classrooms: The college has a variety of classrooms, ranging from traditional lecture halls to modern, smart classrooms equipped with the latest teaching aids. The traditional classrooms are spacious, well-ventilated, and furnished with comfortable seating arrangements, ensuring a conducive environment for learning. The smart classrooms are equipped with interactive whiteboards, projectors, and audio-visual systems, facilitating an interactive and engaging learning experience. These classrooms are also networked to provide seamless internet access, allowing for the integration of online resources into the curriculum.

Laboratories: To ensure practical knowledge, **Psychology** manuals and equipment are settled nicely and practical room is equipped with advanced instruments and safety features, while the **computer labs** are furnished with high-performance systems, software, and Wi-Fi connection. The **science labs** are also well equipped with apparatus and instruments.

Computing Equipment: The institution maintains a robust IT infrastructure with ample computing facilities. There are multiple computer labs with high-speed internet connectivity, modern PCs, and access to specialized software required for different courses.

Infrastructure for Students with Special Needs- Infrastructure supports our students with special needs. Classes are arranged taking care of their requirements. The building is equipped with wheel chair ramp and washrooms to felicitate such students.

ICT-Enabled Facilities

Smart Classrooms: Smart classrooms are integral to the institution's teaching-learning strategy. These

rooms are equipped with interactive boards, high-definition projectors, and sound systems to facilitate dynamic and interactive lectures.

Integrated Library Management System (ILMS): The ILMS supports various functions of library. Students are being trained to utilize online facilities for learning and submission of assignments.

Facilities for Cultural and Sports Activities

Cultural Activities: The college has a dedicated cultural centre that hosts various activities such as music, dance, drama, and art. This centre is equipped with rehearsal rooms, recording equipment, and spaces for exhibitions and performances.

Sports Facilities: A comprehensive range of sports facilities supports both indoor and outdoor activities. The institution has well-maintained grounds for sports like football, cricket, and athletics, along with courts for basketball, tennis, and volleyball. Indoor facilities include badminton courts, chess, carrom, tennis etc.

Yoga Centre: The yoga centre is equipped with mats, blocks, and other necessary accessories, along with a dedicated instructor who conducts regular sessions to promote mental and physical health.

Auditorium: The auditorium hosts a wide range of events, from academic seminars and guest lectures to cultural performances and conferences. It is equipped with advanced audio-visual equipment, a large seating capacity, and excellent acoustics, making it an ideal venue for large gatherings.

The institution's infrastructure and facilities are comprehensive and adequately support the diverse needs of the academic community. By providing top-notch teaching-learning environments and promoting extracurricular activities, the institution ensures the holistic development of its students, preparing them for both professional success and personal fulfilment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library as a Learning Resource

The **ShriLal Shukla Library** at Balram Krishan Academy is a cornerstone of the institution, playing a pivotal role in supporting the academic and personal development of students and faculty. It offers a broad array of resources and services, providing an environment conducive to learning and research.

Overview and Facilities

- Academic and Personal Growth:
 - The library is integral to the academic system, supporting teaching and research by providing access to diverse educational resources.
 - It serves as a central hub for information, fostering intellectual growth and personal enrichment for all users.
- Location and Atmosphere:
 - Situated on the first floor of the college, the library is designed to be inviting and conducive to study.
 - Its aesthetically pleasing layout creates an ideal atmosphere for reading and research.
 - A full-time librarian is on hand to assist students and manage library operations, ensuring a smooth and productive experience for all users.
- Resource Collection:
 - The library houses a vast collection of over 15,000 books, along with reference materials, national and international journals, e-journals, newspapers, magazines, past question

papers, syllabi, and CDs on various topics.

- Resources are meticulously categorized to facilitate easy access, with students able to search the catalogue or seek assistance from the librarian as needed.
- **Diverse Offerings:**
 - Catering to a wide range of interests, the library offers both academic and non-academic materials.
 - Students can find extra study materials aligned with their curriculum and also explore reading materials outside their coursework.

Technology and Automation

- **Integrated Library Management System (ILMS):**
 - The library utilizes '**KOHA**', a sophisticated ILMS that automates various library functions such as acquisitions, circulation, cataloguing, and serials management.
 - KOHA's comprehensive features include flexible reporting, offline circulation, and support for multi-branch and single-branch libraries.
 - This system enhances productivity and provides essential technical support and training to optimize library operations.
- **Digital Access and ICT Infrastructure:**
 - The library subscribes to numerous e-resources, accessible through dedicated terminals for web browsing and academic work.
 - Students and faculty can download and print materials, supported by robust ICT infrastructure with a 100 Mbps bandwidth ensuring fast and seamless internet access.
 - Feedback from users is actively sought to continually improve library services and maintain its relevance as a learning resource.
- **Usage and Access:**
 - A card system is in place for borrowing books, with specific durations set for lending to ensure fair access for all users.
 - The library remains a well-utilized resource, serving as a dynamic space for academic exploration and knowledge acquisition.

In summary, the library at Balram Krishan Academy stands as a vital educational resource, equipped with extensive materials, modern technology, and a supportive environment to foster learning and growth for the entire academic community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT Facilities and Their Updates

1. Computer Lab:

- Description: The computer lab is well-equipped with advanced configuration computers and high-speed internet.
- Update Date: December 2023
- Nature of Update: Upgraded computer systems to the latest models with faster processors, increased RAM, and solid-state drives for improved performance.

2. Wi-Fi Facility:

- Description: Wi-Fi is available across the entire campus with a constant speed of 50 Mbps, providing reliable internet access to students and staff.
- Update Date: March 2023
- Nature of Update: Enhanced Wi-Fi coverage by installing additional access points and upgrading to a more robust network infrastructure to ensure uninterrupted connectivity.

3. Smart Classrooms:

- Description: College has smart classrooms equipped with integrated learning technology, including interactive board/ LCD projectors and PowerPoint facilities, alongside the traditional blackboard method.
- Update Date: July 2024
- Nature of Update: Installed new interactive whiteboards and upgraded projectors for better clarity and interactivity in teaching sessions.

4. Online Application:

- Description: Developed an online application to facilitate faculty and students in accessing e-content and academic resources.
- Update Date: March 2023
- Nature of Update: Launched the application with features such as digital submission of assignments, access to e-library, and real-time academic updates.

5. CCTV Surveillance:

- Description: The campus is under continuous CCTV surveillance for effective monitoring and security.
- Update Date: May 2023

- Nature of Update: Expanded CCTV coverage and upgraded to high-definition cameras to enhance security and monitoring capabilities.

6. ICT-Enabled Multipurpose Halls:

- Description: Multipurpose halls equipped with ICT tools for experiential learning activities.
- Update Date: July 2023
- Nature of Update: Installed advanced audio-visual equipment to facilitate a range of activities from presentations to interactive sessions.

Bandwidth and Internet Connectivity

Available Bandwidth:

- Description: The institution provides a constant internet speed of 50 Mbps across the campus.
- Update Date: Regularly monitored and upgraded as needed.
- Nature of Update: Bandwidth is periodically reviewed to ensure it meets the growing demands of online activities, including research, streaming educational content, and administrative tasks.

Objective and Implementation

Objective:

- The main objective of Balram Krishan Academy is to implement ICT and IT-enabled academic activities for the betterment of the students and to ensure a transparent evaluation system.

Implementation:

- Integrated learning technologies like Interactive board/LCD projectors and PowerPoint are used in conjunction with traditional methods.
- The computer lab provides support for creating PowerPoint presentations and self-notes, along with free CCC (Course on Computer Concepts) curriculum support.
- Wi-Fi and internet facilities ensure that students and staff can access digital resources and e-content seamlessly.

Conclusion

Balram Krishan Academy is committed to providing up-to-date IT facilities and sufficient bandwidth to support the educational and administrative needs of its community. Regular updates and upgrades ensure that the institution stays at the forefront of technological advancement. We as an educational institute seek excellence in integrating technology in classrooms to make our teaching-learning process effective.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 15.31**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 35

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 100**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
22.98	22.04	27.16	32.54	24.62

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 42.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
182	179	139	193	143

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

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

5.1.3

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

Response: 20.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	74	77	92	82

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 63.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	61	68	82	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	121	116	90	92

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 24.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	13	09	10	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	00	00

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

5.3.2

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	13	24	23

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

5.4 Alumni Engagement**5.4.1**

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

Response:**ALUMNI ASSOCIATION**

1. The College has a fully functional and active Balram **Krishan Academy Alumni Association (BKAAA)**, which was registered on **11 October 2021**, under the Societies Registration Act, 1860.
2. Alumni, who are presently employed in the College, form the **core committee** of the BKAAA. Two faculty members of the College liaison with them for updating information and status of the alumni
3. The main objective of the BKAAA is to reach out to the alumni to create and strengthen the bond between them and the institution.
4. In the past few years, the Association has collected detailed contact information of the College alumni. The Association, in collaboration with the College faculty, has conducted periodic surveys to gather information regarding academic progression, current job profile, and other information from the alumni. A proper record of all the data is maintained.
5. The BKAAA provides **10 scholarships of Rs. 1000/- each**. Students are identified through a rigorous process, involving teachers in-charge of all the departments of the College, on need-cum-merit basis. These scholarships are awarded during the Annual Day of the College.
6. The **IQAC of the College has one alumni representative** as members whose suggestions and support have enriched the activities of the IQAC.
7. The College has always looked forward to a meaningful and valuable association with its alumni. The alumni are invited for all important College events and programs. Interactive meetings with the alumni are organized by the college, who counsel the present students regarding career options and future choices pertaining to academic pursuit or vocational engagement.
8. The BKAAA is an independent body of the College and has its separate funds, proper record of which are maintained.
9. BKAAA organizes its own annual meet.
10. The College honours its distinguished alumni in special programmes on the Annual Day / Alumni Meet.
11. Some **alumni have joined the College as teaching and non-teaching staff** and their interaction with the students have always been special.
12. The alumni continue to stay connected with the College also through the **cultural societies** and extend their expert guidance. They are invited for various workshops and training sessions conducted by the Societies

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our college reflects its vision and mission in a synchronized manner. The college believes in transparency, participative leadership, quality, and delegation of power at various levels.

The Mission

The college aligns well with the National Policy on Education (2020), which places great emphasis on promoting a national system of education with 'Education For All,' aiming to eliminate disparities in the educational system and provide more facilities through qualitative and quantitative involvement. It focuses on the empowerment of women, access to education for marginalized sections of society, educationally deprived, and differently-abled students.

The Vision

The college has a clear vision to:

- Continue exploring and educating locally and globally, becoming a leader in knowledge dissemination and contributing quality content.
- Develop strategies to become a state-level center of knowledge, culture, skills, technology, research, and service.
- Honor skills and impart knowledge to diverse strata of society.

Institutional Practices Aligned with the Vision and Mission

1. NEP Implementation

- We conduct various Faculty Development Programs (FDPs) and workshops for holistic and interdisciplinary learning.
- In collaboration with the University of Lucknow, the college has implemented the ABC system to offer students the flexibility of multiple entries and exits. This program also accumulates credits through various national E-learning platforms.
- The college initiates various pedagogical techniques, online teaching-learning, and video creation for syllabus topics, alongside organizing seminars and workshops.
- Continuous development of skill development programs and value-added courses for holistic student development.
- We offer a student support system, mentoring, and student-friendly infrastructure for students with special needs.

2. Sustained Institutional Growth

- Academic excellence is achieved through modern teaching methods, skill development, and faculty training. Teachers are encouraged to attend various seminars and workshops.
- Infrastructure development includes advanced labs, ICT facilities, and internet access for classroom teaching.
- Research activities are consistently promoted through seminars and conferences in collaboration with prestigious institutions. Students are encouraged to contribute through our e-journal "Gyan Anwekshika."
- Industry ties and alumni meetings facilitate student placements.

3. Decentralization

- The college follows a committee system to oversee admissions, examinations, and academic/cultural events.
- Student views are represented through the Students' Representative Committee, actively participating in college event planning.
- Administrative tasks are decentralized to promote autonomy and collaboration.
- Stakeholders actively contribute through committees and meetings, valuing feedback through suggestion boxes and vendor feedback for improvement.

4. Institutional Perspective Plan

- Through skill and value-added courses, we aim to provide experiential learning and educational linkages, fostering a student-friendly and job-oriented education system.
- Expanding student support activities, extension programs, and environmental protection initiatives.
- Prioritizing faculty development and training programs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

Since its inception, Balram Krishan Academy has been focusing on the overall development of the students. The strategic plan guides the functioning of the college and ensures academic excellence. Linking and collaborating with industries and outer world has been identified as one of the priority areas in the strategic plan. Of our college has the following objectives:

Strategic Plan for academic and Administrative Development

- The very first priority of college is the successful implementation of NEP2020 in all the area of academics including the education, syllabus, teaching-learning, evaluation, skill development, infrastructure, multiple entry and exit and the holistic development of the students.
- Since the college has UG courses in humanities, social sciences and commerce, college provides them time to time guidance in the area of pursuing research, developing computer and language skills. Hence having a well equipped infrastructure is also one of the priorities.
- Extra classes for B.Ed to prepare for teaching competitive examination.
- Placement of our B.Ed , BA and Commerce students.
- Certification in various skill-development program.
- Conducting Green Audit
- Organizing National Seminar on burning issues of society.
- Organizing workshop on research methodology.
- Encouraging our faculty members to actively participate in various FDPs and workshops to enhance their skills.
- Signing MoUs with various organizations like hospital, research institutes, industries have to be done for clinical research related and field experiences of the students and faculty members.
- Encouraging our faculty members to publish their articles in various peer reviewed, SCOPUS, national, international, UGC care-listed journals.
- Developing a well-equipped, ICT enhanced infrastructure.
- Promoting education and other govt policies in nearby area of Atrauli so that maximum participation of nearby areas could be accessed.

Implementation

- College is consistently working on the various plans for the fulfilment of objectives and most of the strategic plans are in progress.
- In collaboration with University of Lucknow, college is strictly implementing NEP2020 in almost all the areas.
- To develop research attitude and language skills, college has initiated a journal *Gyan Anwekshika*.
- Time to time workshops and seminars for computer literacy among the students is being conducted.
- The extra classes schedules are made for helping students who are preparing for competitive exams.
- College has introduced various skill development courses and value-added courses for over-all development of its students.
- Teachers are felicitated by granting academic leave for attending Faculty Development Programs, Orientation programs, workshops, seminars etc.
- College is consistently effortful in signing MoUs with various academic and non-academic organizations for the fulfilment of various objectives.
- Our teachers are actively participating in seminars, publishing their articles and research papers in above mentioned journals.
- By organizing various camps and community services programs like- education for all, voters-awareness, blood donation, health and hygiene, free medical check-ups, gender free society, awareness regarding women helplines etc are some of the programs already executed whereas many are on the list.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2***Institution implements e-governance in its operations***

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

At our college, we prioritize the well-being and professional growth of both teaching and non-teaching staff through a robust performance appraisal system, comprehensive welfare measures, and multiple avenues for career development and progression.

Performance Appraisal System

To maintain transparency and fairness, the appraisal process is conducted annually and includes the following components:

- 1.Self-Assessment:** Staff members are required to submit a detailed self-assessment report highlighting their achievements, challenges, and contributions to their respective departments.
- 2.Peer Review:** Colleagues provide feedback on the performance and collaborative efforts of the staff member. This peer review fosters a culture of mutual respect and teamwork.
- 3.Student Feedback:** Students provide input on the effectiveness of teaching methods,

engagement, and overall satisfaction.

4. **Supervisor Evaluation:** Department heads conduct evaluations based on predetermined criteria, including job performance, adherence to institutional values, and overall impact.
5. **Professional Development Plan:** Based on the appraisal outcomes, staff members collaborate with their supervisors to develop a professional development plan.

Effective Welfare Measures

Recognizing the importance of staff welfare, our institution has implemented a range of measures to support the physical, mental, and financial well-being of our staff:

1. **Health and Wellness Programs:** We offer regular health check-ups and wellness workshops. Additionally, mental health support through counselling services is readily available.
2. **Financial Support:** Competitive salaries, timely disbursement of salaries, and regular increments are provided to both teaching and non-teaching staff.
3. **Work-Life Balance:** To promote work-life balance, we offer flexible working hours and generous leave policies, including maternity, paternity leave, academic leave, duty leave, and casual leave.
4. **Recreational Activities:** Regular recreational and team-building activities, such as sports events, cultural programs, and staff picnics, are organized to foster community and relaxation.

Career Development and Progression

To support the career development and progression of our staff, we provide various opportunities for professional growth:

1. **Professional Development Programs:** We regularly organize workshops, seminars, and conferences on the latest trends and developments in various fields.
2. **Higher Education and Training:** Staff members are encouraged to pursue higher education and specialized training programs.
3. **Mentorship Programs:** A structured mentorship program pairs new staff with experienced mentors to guide them in their career paths, offering advice, support, and opportunities for skill development.
4. **Promotion Opportunities:** Clear and merit-based promotion policies are in place to ensure deserving staff members are recognized and rewarded.
5. **Research and Innovation Support:** For teaching staff, we provide support for research projects, including grants, lab facilities, and publication assistance. This encourages a culture of innovation and academic excellence.

Our institution's commitment to an effective performance appraisal system, comprehensive welfare measures, and robust career development opportunities reflects our dedication to creating a thriving and supportive environment for our staff. By investing in the well-being and professional growth of our staff, we aim to foster a motivated, skilled, and content workforce, ultimately enhancing the overall quality of education and services we provide.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 85.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	26	26	26	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Balram Krishan Academy is committed to ensuring efficient mobilization and optimal utilization of resources and funds to support its mission of delivering quality education and fostering research and innovation. This commitment is achieved through well-defined strategies involving securing funds, effective resource management, and rigorous auditing processes.

Mobilization of Resources

As a self-financed college, Balram Krishan Academy depends on various fees for its expenditures. The budget allocation is meticulously structured and planned before each academic session. Representatives from management and administration cater to the diverse needs of the college (including infrastructure, library resources, ICT, and co-curricular activities) and incorporate them into the budget. Resources are utilized in the following ways:

1. Budget Planning and Allocation:

- Annual Budget Preparation: A detailed annual budget is prepared outlining projected income and expenditures. This budget undergoes review and approval by the finance committee to ensure alignment with institutional goals.
- Priority-Based Allocation: Funds are allocated based on priority areas such as infrastructure development, research, faculty development, and student welfare, ensuring resources are directed where they are most needed.

2. Resource Management:

- Centralized Procurement: We employ a centralized procurement system to ensure transparency, cost-efficiency, and standardization in acquiring goods and services.
- Infrastructure Maintenance: Regular maintenance schedules and audits are in place to ensure optimal utilization of infrastructure and to maintain its condition, preventing wastage and extending asset life.

3. Monitoring and Evaluation:

- Internal Committees: Various internal committees, including finance and audit committees, continually monitor fund and resource utilization, ensuring adherence to budgetary provisions and institutional priorities.
- Performance Metrics: Performance metrics and key performance indicators (KPIs) are employed to assess the effectiveness of resource utilization, facilitating necessary adjustments to improve efficiency.

Audit Processes**1. Internal Audits:**

- Regular Internal Audits: Conducted semi-annually, internal audits review financial transactions, policy adherence, and fund utilization, identifying areas for improvement and ensuring compliance with statutory requirements.

2. External Audits:

- Statutory Audits: Annual statutory audits are conducted by accredited external auditors to provide an independent review of financial statements, ensuring transparency and accountability.
- Special Audits: Periodic special audits, such as performance and compliance audits, offer deeper insights into specific areas of resource management and utilization.

3. Audit Reports and Compliance:

- Audit Report Reviews: Audit reports are reviewed by the finance committee, and necessary actions are taken to address any discrepancies or recommendations provided by auditors.
- Compliance: Timely compliance with audit recommendations ensures corrective measures are implemented to enhance financial management and resource utilization practices.

Our college's strategies for mobilizing and effectively utilizing resources and funds are essential to our sustained growth and success. By ensuring efficient resource management and rigorous audit processes, we uphold financial health, transparency, and accountability critical to achieving educational objectives and fostering a thriving academic environment.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

The Internal Quality Assurance Cell (IQAC) of our college, systematically reviewing teaching and learning processes, operational methodologies, and learning outcomes at regular intervals, ensures continuous improvement and excellence in all institutional activities.

Institutionalizing Quality Assurance Strategies and Processes**1. Quality Policy Formulation:**

- The IQAC develops comprehensive quality policies that align with the college's vision and mission. These policies cover all aspects of academic and administrative functions.

2. Strategic Planning and Implementation:

- In collaboration with various departments, the IQAC formulates strategic plans that outline specific goals and actions to enhance quality.

3. Standard Operating Procedures (SOPs):

- To ensure consistency and efficiency, the IQAC develops SOPs for academic and administrative operations. These SOPs provide clear guidelines on best practices, fostering a culture of quality across the institution.

4. Capacity Building and Training:

- The IQAC organizes workshops, seminars, and training programs to build the capacity of faculty and staff. These initiatives focus on the latest teaching methodologies, quality management systems, and effective administrative practices.

Periodic Review of Teaching and Learning Processes**1. Academic Audits:**

- The IQAC conducts regular academic audits to review the effectiveness of the teaching-learning processes. These audits assess curriculum delivery, teaching methods, and student engagement, identifying areas for improvement.

2. Feedback Mechanism:

- A robust feedback mechanism is in place, wherein feedback from students, faculty, and other stakeholders is collected and analysed. This feedback is crucial for assessing the quality of the teaching-learning environment and making necessary adjustments.

3. Curriculum Review and Update:

- The IQAC facilitates periodic curriculum reviews to ensure that the programs remain relevant and up-to-date with industry trends and academic advancements.

4. Learning Outcome Assessment:

- The IQAC regularly evaluates the learning outcomes through to assessment tools like exams, assignments, project work, and practical, ensuring comprehensive evaluation.

Monitoring and Recording Incremental Improvements**1. Data Collection and Analysis:**

- The IQAC systematically collects and analyses data on various performance indicators, such as student performance, faculty productivity, research output, and resource utilization.

2. Quality Improvement Plans (QIPs):

- Based on the analysis, the IQAC develops Quality Improvement Plans (QIPs) for

implementation to address identified gaps and enhance overall quality.

3. Documentation and Reporting:

- Incremental improvements are meticulously documented, highlighting the progress made in various activities. Regular reports are prepared and shared with the institution's management, providing transparency and accountability.

4. Best Practices Identification and Dissemination:

- The IQAC identifies best practices within the institution and promotes their adoption across departments. Successful strategies and innovations are shared through workshops and publications, fostering a culture of continuous improvement.

Impact of IQAC on Institutional Quality

1. Enhanced Teaching-Learning Environment:

- The initiatives led by the IQAC have resulted in a more engaging and effective teaching-learning environment.

2. Improved Academic Performance:

- The institution consistently records higher pass rates, better grades, and positive student feedback.

3. Strengthened Research and Innovation:

- The focus on quality has bolstered research activities, with increased publications, patents, and collaborative projects. Faculty and students are more involved in cutting-edge research, contributing to the institution's academic reputation.

4. Operational Efficiency:

- The implementation of SOPs and strategic plans has streamlined administrative processes, enhancing operational efficiency and resource management.

The IQAC's contribution to institutionalizing quality assurance strategies and processes has been instrumental in driving continuous improvement and excellence at our institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity and Sensitization in Curricular and Co-curricular Activities

Over the past five years, our institution has taken significant strides toward promoting gender equity and sensitization through various curricular and co-curricular activities. Recognizing the importance of gender balance in fostering an inclusive environment, we have implemented a comprehensive gender audit to assess and enhance gender equity on campus.

Curricular Activities

Our curricular framework has been consciously designed to integrate gender perspectives across various disciplines. Students from various courses are enrolled in value added courses focusing on gender studies, women's rights, and the socio-economic contributions of women. These courses aim to educate students about gender issues, dismantle stereotypes, and promote gender sensitivity. Additionally, we have organized seminars, workshops, and guest lectures featuring prominent gender activists and scholars to further deepen students' understanding of gender equity.

Co-curricular Activities

In the realm of co-curricular activities, our institution encourages participation in gender sensitization programs. We have established a Gender Sensitization Cell that conducts regular awareness campaigns, debates, and discussion forums on gender-related issues. Activities such as street plays, skits, mimes, poster competitions, and essay writing contests focusing on gender equity themes are regularly organized to engage students creatively and intellectually.

Furthermore, we host an annual gender equity week entitled **Mission Shakti**, featuring a series of events including panel discussions, film screenings, and cultural performances that highlight gender discrimination and need for equity.

Facilities for Women on Campus

Safe and Inclusive Environment

Creating a safe and inclusive environment for women is a top priority for our institution. We have implemented stringent anti-sexual harassment policies and established an Internal Complaints Committee (ICC) to address grievances promptly and effectively.

Infrastructure and Support Services

Our campus infrastructure has been designed with a focus on the safety and convenience of women. We provide well-lit pathways and round-the-clock security services. Additionally, CCTV cameras have been installed at strategic locations to ensure the safety of all students.

Health and Wellness

Recognizing the importance of health and wellness, we offer comprehensive healthcare services, including a dedicated health centre with female medical staff. Regular health check-ups, gynaecological consultations, and counselling services, yoga and self-defence classes are available to address the physical and mental well-being of female students.

Financial and Academic Support

To support the academic and professional growth of female students, we provide various scholarships and financial aid programs specifically for women. Mentorship programs and career counselling sessions are conducted to guide women. Additionally, we encourage female participation in leadership roles within student organizations and clubs, ensuring their voices are heard and valued. The wards of all teaching and non-teaching staff are given free education in the college.

Through our integrated approach in curricular and co-curricular activities, robust facilities, and unwavering support systems, we aim to empower women and promote a culture of respect and equality. The initiatives undertaken over the past five years reflect our dedication to creating a campus where every individual, regardless of gender, can thrive and contribute meaningfully to society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**

- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Institutional Efforts in Promoting an Inclusive Environment

Balram Krishan Academy plays a crucial role in fostering an inclusive environment characterized by tolerance and harmony across various dimensions such as culture, region, language, community, and socioeconomic status. This inclusive ethos not only enhances the educational experience but also prepares students and employees to contribute positively to society. Some initiatives are as follows:

Cultural and Regional Inclusivity

1. Cultural Festivals and Events: College organizes cultural festivals that celebrate the diversity of their student body. These events showcase traditional music, dance, cuisine, and art from different cultures and regions, fostering mutual respect and understanding.
2. Cultural Exchange Programs: Exchange programs with other institutions provide firsthand information, and broadens their perspectives fostering global citizenship.

Linguistic Inclusivity

1. Multilingual Support: Offering language courses and translation services to help students from various backgrounds is included and supported academically and socially.
2. Language Clubs and Workshops: Establishing clubs and workshops where students can learn and practice different languages, promoting linguistic diversity and inclusivity.

Communal and Socioeconomic Inclusivity

1. Scholarships and Financial Aid: Providing scholarships, grants, and financial aid to students from economically disadvantaged backgrounds ensures that financial constraints do not hinder access to education.
2. Inclusive Policies and Practices: Implementing policies that address the needs of all students, including those from marginalized communities, ensuring that institutional resources and opportunities are equitably accessible.

Sensitization to Constitutional Obligations

1. Civic Education Programs: Integrating civic education ie; constitution, human rights, and ethical governance, into the curriculum to educate students and employees about their constitutional rights, duties, and responsibilities.
2. Workshops and Seminars: Regularly conducting workshops and seminars, on themes such as democracy, justice, and social responsibility. These sessions often feature speakers from diverse backgrounds, including legal experts, social activists, and policymakers.
3. Community Engagement Projects: Encouraging participation in community service and engagement projects that allow students to apply their knowledge and skills in real-world settings, fostering a sense of responsibility and commitment to societal welfare.

Promoting Tolerance and Harmony

1. Diversity Training: To promote tolerant and harmonious campus environment, college offers training programs for students, faculty, and staff on topics such as implicit bias, cultural sensitivity, and conflict resolution.
2. Support Groups and Counselling Services: Support groups and counselling services are maintained to offer a safe space for students and employees to express their concerns and seek support.
3. Inclusive Curriculum: Developing an inclusive curriculum that reflects diverse perspectives and histories, ensuring that all students see themselves represented in their education.

Examples of Institutional Policies

1. Anti-Discrimination Policies: Enforcing strict anti-discrimination policies that protect individuals from harassment and discrimination based on race, ethnicity, gender, religion, or socioeconomic status.
2. Equity and Inclusion Committees: Forming committees dedicated to promoting equity and inclusion within the institution. These committees assess the institution's policies and practices, making recommendations for improvement and ensuring accountability.

By implementing these initiatives, college creates a more inclusive and harmonious environment, and contributes to the overall development of individuals and the betterment of society as a whole.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title of the best Practice-W.O.M.E.N. (Working on Menstrual Education and Nutrition): An initiative by Balram Krishan Academy

Balram Krishan Academy is actively disseminating menstrual education and nutritional awareness for women, ensuring they have access to accurate information, supportive environments, and proper nutrition can enhance their overall well-being and academic performance.

Objectives of the Practice

- To aware the women about menstrual cycle and its importance.
- To make them aware about the hygiene and uses of sanitary pads, menstrual cups and tampons.
- To encourage them for open discussions and remove social taboo.
- To enrich them with various government schemes for women's health and nutrition.

The context

Located in a rural area of Atrauli, our college noticed the students coming from different strata of society are having many misconceptions about menstrual cycle. As the quintessential part of this society, our college came up with a proposal of making them aware about menstrual health and hygiene in year 2018. After noticing the prominent result in the mindset of our girl students, the college planned to extend this initiative under the name- **W.O.M.E.N.** in the rural locality by spreading awareness through different activities and awareness campaign to make the women around more resourceful, acknowledged and empowered from within and in outer world.

The Practice

1. Comprehensive Menstrual Education Programs

Curriculum Integration: Menstrual education was included into the curriculum. This includes basic biological information about menstruation, reproductive health, and hygiene practices.

Workshops/Seminars/Awareness campaigns: Regular workshops and seminars by healthcare professionals provided detailed information and addressed any myths and misconceptions. Conduct regular awareness campaigns to promote menstrual hygiene management and nutritional well-being.

Peer Education Programs: Training female students to become peer educators can create a comfortable and relatable platform for discussing menstrual health issues.

2. Provision of Menstrual Hygiene Products

Availability of Sanitary Products: College ensures that sanitary products like pads, tampons, and menstrual cups are readily available on campus.

3. Safe and Hygienic Facilities

Sanitation Facilities: Maintain clean and well-equipped restrooms with proper disposal units for menstrual waste. Regular cleaning and maintenance are prioritized to ensure hygiene.

4. Nutrition Education and Support

Nutritional Guidance: College offered workshops on the importance of nutrition in maintaining menstrual health. Educate women about the benefits of a balanced diet rich in iron, calcium, and vitamins.

5. Counselling and Support Services

Counselling/Support Services: We offered counselling services where students discussed menstrual health issues in a confidential and supportive environment. Establish support services where women can share their experiences and coping strategies.

Evidences of Success: The success of best practice is evaluated by the feedback given by students. Physical and mental health of students were improved, which resulted into effective learning outcomes. Also, it was observed that the social taboo of menstrual hygiene and menstrual cycle was put to halt as students openly discussed, participated in various programmes and awareness campaign related to menstruation.

Problems encountered and Resources required:

1. We need to set up sanitary vending machines.
2. Rural social taboo will take longer to bring the change.

BEST PRACTICE-2**Bridging LAG to LUCK in students**

LAG - Language And Communication gap

LUCK - Life skill development

Ubiquitous moral values

Communication skill development

Knowledge in Indian Context.

Objectives-

- To develop life skills
- To fill the language gap
- To develop moral values
- To cultivate Indian Knowledge Tradition in students

Practice**1.NEP and Multilingualism****Context**

College is situated in a rural area where students from different backgrounds are admitted. To ensure an overall development of students, college believes in breaking down the language barriers and to make them aware of Indian knowledge system and moral values.

Action: A multilingual approach to education was implemented where students were encouraged to learn and use multiple languages, including vernacular, Hindi, and English.

Benefit: This helped in bridging communication gaps and fostering inclusivity. For example, lectures are delivered in both the languages- Hindi and English.

1.Cultural Immersion Programs were Developed

Context: Indian culture is deeply intertwined with its languages, art, music, and traditions.

Action: Workshops and seminars on Indian literature, including epics like the Mahabharata and Ramayana, which are available in various regional languages, were organized.

Benefit: This created a deeper understanding and appreciation among students for different linguistic backgrounds and fostered a sense of unity and mutual respect.

1. Indian Philosophical Traditions were Utilized

Context: Indian philosophies, including Sankhya, yoga are integrated into the curriculum.

Action: Teachings from these philosophies were incorporated into the curriculum to enhance students' ability to communicate empathetically and ethically.

Benefit: This approach nurtured effective and compassionate communicators who could bridge language barriers with understanding and respect.

1. Community Engagement and Service Learning were Encouraged

Context: Traditional Indian communities thrive on collaborative participation and learning by doing.

Action: Students were encouraged to engage in community service projects in rural or urban settings where different languages are spoken.

Benefit: Practical exposure to diverse linguistic settings enhanced students' adaptive communication skills and promoted linguistic diversity as a strength rather than a barrier.

1. Dialogue and Debate Forums were Created

Context: Indian tradition values the art of debate and dialogue, as seen in ancient forums like the Buddhist councils and scholarly debates in temples.

Action: Platforms for students to participate in debates, discussions, and dialogue sessions in multiple languages were created. Peer-learning groups where students taught each other their native languages were also implemented.

Benefit: Such forums enhanced linguistic skills, cultural knowledge, and fostered a sense of community and mutual learning.

1. Translation and Interpretation Services were Established

Context: Effective communication often requires support in translation and interpretation.

Action: A centre for translation and interpretation services within the college was established to support students in understanding academic content in their preferred languages.

Benefit: This ensured that language barriers did not impede learning and academic performance, providing a more equitable educational environment.

Evidences of Success-

Students show remarkable difference in their results and the college environment is healthy for other practices.

Problems encountered and Resources Required-

1. Problem related to diverse background of students.
2. Modern technological tools and implementation.
3. Financial constraint

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Spreading Awareness in Rural Areas: A Distinctive Performance Area for Balram Krishan Academy

Introduction

Rural areas often face significant challenges in terms of access to education, healthcare, and socio-economic development. One distinctive area where Balram Krishan Academy has excelled is in enhancing awareness in rural communities. This initiative aligns with our priorities and thrust towards community engagement and sustainable development. Here are a few areas-

Background and Rationale

Rural communities frequently encounter barriers to accessing information and resources that are readily available in urban settings. These barriers include limited internet connectivity, lower levels of literacy, and fewer educational institutions. Our college identified the need to bridge this gap by focusing on awareness programs that cater to the specific needs of rural populations. This initiative aims to empower our nearby community through education, healthcare awareness, and skill development.

Objectives

1. Enhance Educational Awareness: Increase literacy rates and promote the importance of education among children and adults.
2. Healthcare Awareness: Improve knowledge about health, hygiene, and disease prevention.
3. Socio-Economic Development: Provide information on government schemes, financial literacy, and vocational training.

Strategies Implemented

1. Community Engagement Programs: Regular outreach programs were conducted in nearby villages. These included interactive sessions, workshops, skit, rallies aiming to educating the community about critical issues.
2. Collaborations with Local Leaders: Partnering with local panchayats, NGOs, and community leaders ensured the programs to be culturally relevant and widely accepted.
3. Use of Mobile Units: Mobile educational and healthcare units were deployed to reach remote areas. These units provide on-the-spot learning opportunities and medical check-ups.
4. Training the Trainers: Selected members of the rural community were trained as peer educators to ensure sustainability and continuous dissemination of information.
5. Multimedia Campaigns: Utilizing local languages and culturally relevant content, multimedia campaigns were run to spread awareness on various platforms including radio, television, and social media.

Performance and Outcomes

Educational Awareness

1. Literacy Programs: Through adult literacy campaigns, adults were taught basic reading and writing skills. This not only improved literacy rates but also empowered individuals to pursue further education and better job opportunities.
2. School Enrolment Drives: Targeted campaigns led to a significant increase in school enrolment. The dropout rate in the targeted areas got decreased. Scholarships and free learning materials were provided to support students from economically disadvantaged backgrounds.

Healthcare Awareness

1. Health Camps and Workshops: Regular health camps were organized, providing free medical check-ups and health education. Topics covered included maternal and child health, nutrition, sanitation, and disease prevention. These initiatives reached maximum number of individuals. College organized **blood donation camps, ENT check- ups, awareness related to covid, first aid trainings, preliminary steps in case of accidents etc for the same.**
2. Disease Prevention Campaigns: Awareness campaigns on prevalent issues such as tuberculosis,

malaria, and COVID-19 were conducted. As a result, vaccination rates increased and the incidence of common diseases saw a noticeable decline.

Socio-Economic Development

1. Financial Literacy Programs: Workshops on financial management, banking, and microfinance were conducted. These programs educated individuals on saving practices and how to access financial services.
2. Skill Development and Vocational Training: Tailored training programs were introduced, focusing on agriculture, handicrafts, and small-scale entrepreneurship. Individuals enthusiastically participated in the program; particularly women, benefited from these programs, leading to enhanced income generation and self-sufficiency.

Impact on Rural Communities

The initiatives led by Balram Krishan Academy have had a profound impact on the targeted rural areas. Enhanced educational awareness has fostered a culture of learning, with more children attending school and adults participating in lifelong learning opportunities. Improved healthcare awareness has contributed to better health outcomes, reduced disease incidence, and a general improvement in community well-being. Socio-economic development programs have empowered individuals with the knowledge and skills needed to improve their living standards.

Challenges and Solutions

1. Logistical Challenges: Reaching remote areas posed significant logistical challenges. The deployment of mobile units and collaboration with local organizations helped mitigate these issues.
2. Cultural Barriers: Initially, there was resistance to some programs due to cultural beliefs and practices. Involving local leaders and ensuring culturally sensitive content helped overcome these barriers.
3. Sustainability: Ensuring the sustainability of these initiatives was crucial. Training local peer educators and establishing community-led monitoring mechanisms have been effective strategies in maintaining the continuity of the programs.

Conclusion

The performance of our college in enhancing awareness in rural areas stands out as a testament to our commitment to community engagement and sustainable development. By focusing on education, healthcare, and socio-economic development, we have made significant strides in improving the quality of life for rural populations. Moving forward, we aim to expand these initiatives, leveraging technology and partnerships to reach even more communities and create a lasting impact.

Future Directions

1. Digital Literacy Programs: With the increasing penetration of smartphones, digital literacy programs will be introduced to help rural populations access online resources and services.
2. Sustainable Development Projects: Future projects will focus on sustainable agriculture, renewable energy, and water conservation to promote environmental sustainability outside the campus too, alongside socio-economic development.
3. Enhanced Monitoring and Evaluation: Implementing robust monitoring and evaluation frameworks will ensure the effectiveness of programs and help in making data-driven improvements.

Through these continued efforts, our college aspires to be a leader in rural development,

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Balram Krishan Academy Degree College, established in 2014, is an affiliated College of Lucknow University. The College is situated in Atrauli Mohanlalganj that inhabits 1.344-acre area campus with lush green landscaped lawns that enhances the College atmosphere to an educational paradise. The College practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The College has introduced 27 value added courses for more inclusion of every aspect relevant skill-based education. There is an Audio-Visual Room has been set up to facilitate teachers to record their lectures. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs. The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, public services, business entrepreneurship, and corporate industry.

College has a gender sensitivity committee such as

- Women Cell
- Anti-Ragging Committee
- Students Grievance Cell and
- Sexual Harassment Cell
- Internal compliance cell

Concluding Remarks :

Conclusion

Balram Krishan Academy Degree College, established in 2014, is an affiliated college of Lucknow University. The college is situated in Atrauli Mohanlalganj and occupies a 1.344-acre campus with lush green landscaped lawns, enhancing the college atmosphere and providing an educational environment. The built-in area encompasses three-storied buildings that include well-furnished, airy classrooms and administrative offices. A state-of-the-art multipurpose auditorium, Professor Ramashankar Shukla Sabhagaar, is located on the ground floor and has a seating capacity of about 200 at two levels. It also houses the computer lab and conference rooms. The library (ILMS) is on the first floor, offering a quiet and reflective ambiance for students and faculty members.

The college is committed to making students conscious of their social responsibilities through outreach programs organized by the NSS and other participants. It has been imparting quality education as a means of empowering women to recognize and fulfil their roles and responsibilities as equal contributors to the nation. The success of the institution's mission is driven by the value-based ethical behaviour of its committed faculty members, staff, and students. The college believes that all aspects of education should focus on core values, contributing to national development while maintaining professional ethics and sound ethical conduct. It has a 'zero-tolerance policy' towards sexual harassment.

Dedicatory days like Women's Day, Yoga Day, and Youth Day, along with many regional festivals, are celebrated at the college. We also organize Alumni meets, Freshers' parties, Farewell parties, Basant Panchami, Republic Day, and Independence Day to involve our students in various cultural activities.

In conclusion, we seek NAAC affiliation to further enhance student goals and organizational growth because NAAC accreditation plays a pivotal role in this journey. Through its transparent evaluation process, emphasis on continuous improvement, and global recognition, NAAC accreditation enhances institutional credibility. In brief, Balram Krishan Academy (BKA) offers a comprehensive environment for all, with broad-mindedness towards cultural, socio-economic, linguistic, regional harmony, and other diversities.