SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VEERANGNA JHALKARI BAI GOVERNMENT GIRLS COLLEGE

MORENA LINK ROAD NEAR IIITM GWALIOR M.P.

474001

www.vjbggcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Veerangana Jhalkari Bai Govt. Girls College, Gwalior (M.P.) is one of the prestigious govt. girls colleges of Gwalior-Chambal division established in the year 1982 for devoted economically poor and backward class girls. This college is situated on the Gwalior- Morena link road, Gwalior. The college is affiliated to Jiwaji University, Gwalior. This college provides undergraduate and post-graduate in the stream of arts, science, commerce and computer. It is recognized by UGC under 2f and 12b. The college has qualified professors, guest faculties, and a librarian supported by non-teaching staff. Most of the faculty members hold a doctorate degree, and they are research guides. They usually attend national and international seminars and conferences; they are engaged in research papers/articles writing. Being a girls' institution, it provides a conducive atmosphere for sharing knowledge, information and experience among students. The college adopts an online admission procedure, as per government rules and regulations. The college follows a semester system for regular students since the 2017-18 annual system has been implemented undergraduate level under NEP-2020. The college aims to provide the students with advanced academic knowledge. The college has an internet facility and special concern for extracurricular activities, NSS, NCC, cultural and literary activities and sports, and for preparing students for facing the challenges of the future, there is a Swami Vivekanand Carrier Margdarshan Cell in college. For the all-round development of girls, there are anti-ragging committee, women harassment prevention cell, IQAC, Examination committee, administration and financial committee. In the development of a nation, women education plays an important role. The college facilitates a quality education to girls of urban as well as rural areas. It strongly believes in empowering women in both social and economic fields along with cultural development. The institute also provides education in an environment of freedom of thought and expression with discipline of democratic values. It conducts programs mainly for the awareness of the safety of women to develop effective communication and personality. The college aims at strengthening and upgrading the present status equal to other institutes of Gwalior. The college provides a high-quality, affordable and accessible education to the women of semi-urban and rural areas, irrespective of their class, colour, caste or creed by maintaining a perfect balance between tradition and modernity. The institution enhances the strength of students through professional courses so that they become employable and fit for higher education and empowering women through need-based futuristic courses with entrepreneurial skills. 'Learn to Serve' so that the learners are able to serve the society and nation as well. To produce good citizens by incorporating problem-solving, leadership, teamwork and ethical teaching patterns in our curriculum pedagogy.

All courses are under NEP-2020 having several vocational courses i.e. personality development, Nutrition, Office Management etc several courses related to IKS such as language and culture, environmental education, yoga meditation etc. are also coordinated at the UG level. Our institution provides several financial and academic facilities such as scholarships, a library, sports, cultural and career guidance & placement cell for their all-round development.

Vision

Empowering women to address global challenges at the lowest possible cost through high-quality sustainable education.

Mission

We aim to uplift society by providing quality education to all female students, from all assets of society. Our institution enhances an excellent academic standards through innovative teaching methods and a joyful environment, shaping students into golden citizens. To make learning enjoyable and productive, we aim to establish a learner-friendly environment. Additionally, we want to encourage academic brilliance and scientific proficiency in the outskirts of the city.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Qualified full time experienced faculty.
- Newly introduced PG and Computer Courses.
- Disciplined students.
- The academic facility, talent industry collaboration & security etc.
- Alumni support.
- Consistently good Pass percentage of the students.

Institutional Weakness

- Absence of an entrance examination for students.
- Inability to control examination schedules decided by the University.
- The lack of autonomy, unable to design course and syllabus.

Institutional Opportunity

- Reaching more to disadvantaged section of the society with quality education.
- Scope of collaboration with the institutions of repute in and around Gwalior.
- Scope of introducing new UG and PG courses.
- Scope of reaching more to disadvantaged section of the society.
- Scope of appointing more to qualified teaching and non-teaching staff against vacant posts.

Institutional Challenge

- High teacher-student ratio.
- To receive donations from the alumni and philanthropists.
- Disproportionate computer-student ratio.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution integrates cross cutting issues relevant in professional ethics, Gender, human values, environment through extra-curricular activities i.e. cultural programs- Plantation, Blood-donation camp, Women Empowerment and Beti-Bachao and Beti -Padao, Through N.C.C. and N.S.S. unit various programs on Gender similarity, Programs relating to human values and Environment Awareness. Swami Vivekananda Career Guidance Cell organize various training programs relating to Professional Ethics-Training: Fashion Designing, Tie and Die etc.

In NEP-2020 various subjects in U.G. level have been implemented relating to Professional Ethics, gender equality, Human values, Environment in curriculum. The subjects like Yoga and Environment, Entrepreneurship and Women Development, Computer Skills and skill of self-employment are introduced in Foundation Course of U.G. three years. Several Vocational subjects are also introduced from which- Personality Development, Office Management, Nutrition are implemented in the institution. Various subjects are introduced and students are given full freedom to undertake them. Curriculum in NEP-2020 is designed in such a way that all the students are given opportunity to know these subjects and our faculty members help them in all possible ways.

Teaching-learning and Evaluation

Our institution provides comprehensive support to students through experiential learning and problem-solving methodologies. Various departments, including NCC, NSS, sports and the Swami Vivekananda Career Guidance Cell, along with the organization of cultural programs, are dedicated to enhance the learning experience for students. The NCC unit of our college organizes programs like plantation drives, blood donation camps and food safety camps to enhance students' learning experiences. The NSS unit conducts a 10-day camp in the village of Rudrapura and an environmental education camp, fostering a problem-solving spirit among students. The Swami Vivekananda Career Guidance Cell arranges various training programs to develop students' skills. All these programs are student-centric and designed to maximize their engagement and learning. Our sports department, through games, sports and yoga camps, promotes learning and development among students. The faculty employs ICT tools and other resources to ensure effective teaching. Students are encouraged to use online platforms and apps to prepare for the challenges of the global world. Webinars, orientation programs, and expert lectures further inspire students to participate actively in their learning process. Cultural programs organized by the cultural committee, such as debates, speeches, plays, dance competitions, and essay competitions, provide students with opportunities to learn problem-solving methods.

Our institution applies a transparent and fair mechanism for the internal assessment of students. While external assessments are conducted by Jiwaji University, Gwalior, internal assessments are carried out by our institution through a continuous comprehensive evaluation (CCE) process. From 2019-20 to 2022-23, we conducted two CCEs each year in various modes as prescribed by the Higher Education Department of Madhya Pradesh. In the session 2023-24, the institution conducted three CCEs using different methods, including home assignments, written classroom tests, and group discussions. Faculty members of the respective subjects evaluate the CCEs, and the exam controller, along with teachers, helps students review their performance.

In actuality, the college has examined the outcomes of the courses and programs. The group has noticed the following method for informing professors and college students about the study's findings for the purpose of maintaining communication with instructors and college students, printed copies of the syllabus and learning outcomes must be maintained in each department.

The method used to evaluate students on various subjects complies with university standards, improved

education policies, and guidelines. Additionally, instructors are encouraged by our university to prepare for and participate in workshops, seminars, and conferences. In order to properly achieve the program outcomes and course outcomes, faculty members also donate and publish studies.

Research, Innovations and Extension

Our institution has a very strong integrated eco-system for innovation and creation, sharing and transferring knowledge. More than 50% faculty members are recognized guides where guidance more than 50 scholars are awarded Ph.D. from Jiwaji University, Gwalior and 30 Students are working. Most of the faculty members have attended research seminars presenting their research paper in them. Under NEP-2020, the students of undergraduate classes are doing their research projects under the guidance of class teachers. Our institution also organizes Induction and Orientation programs where students are guided not only by college teachers but also by external experts. Swami Vivekananda Career Guidance Cell of the institution also organizes various training programs for enhancing student's skill powers. College has also Research Development Committee that inspires various departments to organize research webinars financially added by the institution or by the government. We also make MoUs for sharing knowledge. It is a powerful step for the holistic development of the students and faculty members. Our institution conducts webinars and expert lectures regularly. Induction programs and orientation programs are also organized for the students every year.

Infrastructure and Learning Resources

The college encompasses a well-maintained campus; the existing infrastructural facilities are utilized both for conducting theory and practical classes. Our institution has a sufficient number of well-furnished, well-ventilated, spacious classrooms, laboratories, well-equipped ICT-enabled Seminar hall, ICT-enabled smart classrooms, virtual classrooms, e-library, and girl's common room. We have a spacious and well-equipped Sports room, where students can play indoor games like table tennis, chess, caroms, etc., we also have a Yoga Classroom where students and faculty members do meditate and even practice yoga. The college has an extensive network of ICT infrastructure available to students in departments, a student resource center in the Library, and a computer center. The campus is Wi-Fi enabled and Wi-Fi facilities and speed are monitored and updated periodically. Virtual Classes telecast from the resource center at Bhopal are well received at the College through SWAN commissioned for the purpose. The library of the college is fully automated; E-Greanthalaya is used by the Library as an Integrated Learning Management System. The library provides indexing of books through OPAC. The library has published links to various resources through the Institutional website.

Student Support and Progression

Our Institution arranges various students support and plans which may be summed up as follows:

Students of SC/ST/OBC category are provided postmatric scholarship under the guidance of central and state government rule. Central sector scholarship is provided to the meritorious students. Common students are also supported through various scholarship such as Gaon Ki Beti, Pratibha Kiran, Awas Sahayata Yojana, Mukhyamantri Medhavi Yojana and Mukhyamantri Jan Kalyan Yojana. College also organized various skill development programs under the guidance of Swami Vivekanand Carrier guidance Cell and department of sports. Communication skill training, Yoga camp and training in IT are program to enhance several skill in

students. Our Institution also arranges career counselling and guiding lecture for competitive examination. Zero class and expert lecture are arranged. Institution has also multifunctional committees for all-round development of students. Students are motivated for integration and over all development of their personality with respect to social changes. Swami Vivekanand Career guidance cell also organized Placement-Drive every year where students are placed in various private companies throughout the year. Sports and cultural program are organized where students get full opportunities to be mentally and physically development.

The Alumni meeting has been organised every year. The members of Alumni association contribute significantly to the development of the institution and the welfare of the students through their valuable advices. The institution takes their feedback and on the basis of their feedbacks, IQAC and Academic Counsel pass the proposals and College Development Committee proposes for the action. Several actions have been taken according to the feedbacks from Alumni members such as Computer Lab in college, enlargement of programs in NCC, NSS and Sports. The facilities for students are also increased by institution on the basis of the Alumni feedbacks. There is a proper RO water supply, regular classes and program or training for students relating to their self-employment, personality development and skill development- These all programs are organized by Swami Vivekananda Career Guidance Cell of the institution. Proper arrangement of books in library is also made on the basis of feedback from Alumni members. Most of the Alumni are employed in private sector so they help our students in many ways.

In Alumni meeting most of the members' emphasis on extra curriculum activities for students and training for them to learn about self-employment. Under these proposals, our institution has arranged some training programs for self-employment such as Beautician Course, Communication Skill program and Computer Skill program. It is also remarkable according to the advice of Alumni members, Women common room, Smart Class room and arrangement of CCTV camera and fire safety management are arranged. It is only through the advice of Alumni members, the students are very safe having full freedom to learn in institution.

Governance, Leadership and Management

To accomplish its vision and goal, the institute supports decentralized governance with clearly defined relationships and democratic management. The college principal in association of proposal of planning and working committees makes decisions on various quality policies and action plans, communicates to carry out directives from higher authorities, delegated tasks to staff, and prepares to create and guarantee the efficient implementation of curricula and enhance teaching and learning within the institution. The Principal assigns the HODs to committee chairmanships. Our college employs decentralized and participatory management, working with faculty, students and alumni representatives as well as heads of departments and committees. The principal, the chairman of the Janbhagidari committee, and the MP higher education department facilitate the approval of these proposals. Principal is the head of the institution's administration; Principal Secretary is the highest ranking official of the ministry; and Commissioner is the head of the department. An excellent illustration of decentralization and participatory management can be found in the creation of the Janbhagidari committee in the Government colleges. This Samiti has the power to manage and provide financial support for professional/job-oriented self-financing courses and staff schedule guest lecturers, alter the cost structure, make revenue, and make decisions regarding the college's general development and establishment of an academic environment.

Our institution has Janbhagidari Samiti presided by local elective body nominated by the Department of Higher Education of the M.P. government or representative of the district collector in case of nomination is not made by M.P. government. This samiti has the right to distribute and disperse the fund.

Functional management is carried out at the administrative and academic levels at our college. The college's principal is in charge of administration and carries out the Commissioner of Higher Education's instructions. Academic mentors at the institution include faculty members, IQAC members, librarians, sports officials, and NCC/NSS officers in addition to heads of departments and coordinators of different courses.

Our college is subject to MP Higher Education's laws and regulations on faculty appointments. Some of the vacancies against the regular post are filled through guest faculty, every college employee complies with the MP Government Service Rules of 1965, and guidance and recommendations are distributed periodically. The MP Government service regulations of 1965 are followed by all college personnel, including faculty and class three and four workers.

The college successfully operates a number of welfare programs in compliance with MP government regulations. The following are a some of the teaching staff welfare programs: Retirement benefits Pension under the old and new pension scheme Provident funds, GIS, and leave-related medical reimbursement Child care leave / maternity leave for women employees Leave for child care for female employees schemes for carrier appraisals (CAS such as FDP, Orientation, and training). Library Resources Wi-Fi and internet accessibility The institution offers a range of welfare programs for non- teaching staff, including: Retirement advantages Provident funds and pensions Plan Office and developmental training, PIF/ GIS / Medical.

Institution accordance with M.P. Higher Education Department rules Teaching staff is Facilitated the orientation Refresher & other Programme for their Carrer Development & Training Programmes for Non-Teaching staff for their progress.

Institutional Values and Best Practices

College is sensitive towards gender issues imparts gender sensitivity among students and faculties through various committees, which conduct gender-sensitization programs. There are Vivekananda Career Council, mahila utpiran samiti, Anti-ragging cell, etc. in the college for the safety and security of female students and faculty. For safety measures CCTV Surveillance monitors college campus. College use of LED bulbs and lights in the college campus for initiative for alternate source of energy. For management of the various types of degradable and non-degradable waste: botany department of college has started innovative idea under the theme SOCH, where students are encouraged and supported for conducting research work Water conservation: waste water recycling: In college RO is established for drinking water facility and its oulet is re-used for gardening. College NCC and NSS cell conduct various activities for maintaining and encouraging students and staffs for plantation. College also has policy for ban on plastic, minimal use of paper and carbon foot printing. College has ramp facility for disable candidites. Vraksh Mitra Sanrakchhan Committee was established in the college with a proactive attitude towards conservation of the environment and objective of generating awareness and promoting environmental care at both individual and community level. All the national festivals and dates are celebrated with enthusiasm. Waste Management Initiatives and placements of students are the two best practices of the college. Establishment of one and only government girls college in semi urban area makes it distinctive in providing best education with various carrier orientation skills of this area.

In the SOCH Program, Botany Students were actively engaged in immersive learning experiences aimed at equipping them with essential skills related to environmental sustainability. They delved into various eco-friendly practices, including the art of dyeing holi colors, effective recycling methods, and repurposing polythene for crafting innovative items like bags and coasters. Moreover, they received comprehensive training on creating household essentials like cow dung hawan cups, showcasing a hands-on approach towards

sustainable living practices. This unique educational model not only fosters awareness of sustainable habits in day-to-day life but also paves the way for a cleaner, greener future.

The vivekanand career council strongly advocates for student participation in skill development programs to foster holistic growth. Through these initiatives, students are not only encouraged to enhance their personal attributes but also guided towards suitable career paths that align with their interests and ambitions. Delving deeper, specialized training sessions, such as informative seminars and workshops, as well as practical rojgaronmukhi training, are provided to equip students with up-to-date knowledge and relevant skills for the competitive job market. Additionally, the council organizes engaging events like career fairs and campus drives, offering valuable networking opportunities for students to explore potential career prospects and expand their horizons.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VEERANGNA JHALKARI BAI GOVERNMENT GIRLS COLLEGE
Address	Morena link Road Near IIITM Gwalior M.P.
City	GWALIOR
State	Madhya Pradesh
Pin	474001
Website	www.vjbggcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Babu Lal Ahirwar	0751-2463713	9425756943	-	gngc0306@yahoo.in
Professor	Rajeev Baijal	0751-3584139	9425339345	-	vjbiqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Madhya Pradesh	Jiwaji University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-06-1988	[View Document](#)
12B of UGC	02-06-1988	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Morena link Road Near IIITM Gwalior M.P.	Semi-urban	5	1635

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,Economics Sociology Political Science Hindi English Home Science	36	Higher Secondary	English,Hindi	140	81
UG	BCom,Commerce,Commerce	36	Higher Secondary	English,Hindi	30	22
UG	BSc,Science, Zoology Chemistry Botany	36	Higher Secondary	English,Hindi	10	4
UG	BSc,Science, Physics Chemistry Mathematics	36	Higher Secondary	English,Hindi	20	19
UG	BSc,Science, Physics Computer Science Mathematics	36	Higher Secondary	English,Hindi	20	8
UG	BCA,Computer Application,Computer Application	36	Higher Secondary	English,Hindi	10	5
PG	MA,Sociology,Sociology	24	Graduation	English,Hindi	40	40
PG	MA,Hindi,Hindi Self Finance	24	Graduation	English,Hindi	30	30

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				25			
Recruited	0	0	0	0	0	0	0	0	11	12	0	23
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	7	0	0	7
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				13
Recruited	4	2	0	6
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	6	0	11
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	2	0	3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	0	0	1
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	4	0	8

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	0	0	0	0	0
	Female	139	0	0	0	139
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	70	0	0	0	70
	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	0	0	0	0
	Female	30	34	25	27
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	102	139	140	128
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	39	60	66	60
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		171	233	231	216

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As the NEP-2020 was implemented, our institution prepared with the following programs and initiatives: College Chalo Abhiyan: A program to turn the students 10+2 to college. In this program, a team of senior professors visited the 10+2 schools and guided the 12th-standard students about NEP-2020 and the facilities provided to the newly admitted students by the government and institution. In our institution under NEP-2020, the students are facilitated to study multidisciplinary subjects as the student of arts can study science subject or commerce subject in open elective subjects. Induction Program: Through this program organized in the beginning of the session, the institution make the new admitted students aware about New Education Policy- 2020, the syllabus, Course programs, Project Work and the concept of multidisciplinary approach relating to their holistics developments. In this programs the new admitted students are known to the conception of Major,Minor, Open Elective and Vocational subjects. Arrangement of Expert lectures and Guest Faculty: Our institution also arranges the expert lectures to guide the students about NEP-2020. The guest faculty is also arranged to teach the new courses such as Yoga and Environmental Study. Time table is set in such a way that all subjects are covered. In institution arranges the guest lecture of Dr. Shashi Vikshit, Polytechnical College of Gwalior, Dr. R. P. Singh, Professor, Excellence College, Morena for this purpose.
2. Academic bank of credits (ABC):	Our institution has set a academic bank of credit under NEP-2020 where all students are registered where Jiwaji University, Gwalior will submit all academic credits in the account of the students.
3. Skill development:	Skill Development Programs and Training: Our institution arranges various skill development programs to make aware the students about NEP-2020. Swami Vivekananda Career Guidance & Placement Cell have organized Training of Communication Skill training, Self-employment training, Beautician Course training, Information Technology skills and others to enhance students completed approach relating to NEP-2020. The Academic Council of the institution also enhances the skill development of students through various programs such as the Induction program or

	orientation program under NEP-2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Swami Vivekananda Career Guidance Cell of our institution organized online courses relating self-employment, skill-development and relating to Indian language and culture. The Swami Vivekananda Career Guidance Cell arranges various training programs to develop students' skills. All these programs are student-centric and designed to maximize their engagement and learning. Most of the teachers used the Indian language to teach the students various subjects. The students are taught about Indian culture through foundation courses and vocational subjects under NEP-2020. Through online value-added courses, the students are motivated to learn something about Indian culture and yoga.
5. Focus on Outcome based education (OBE):	Under Nep-2020 most of the education is based on outcome based. Our institution and faculty members try to focus on outcome-based education- a syllabus prepared at the central level Board of Studies. Since our institution is a govt. college where policies are set at the state level and our institution follows all these policies. Under NEP-2020, every course and every subject is applied with program outcomes and course outcomes. To ensure quality education and adhere to the principles of outcome-based education, the institution prioritizes the definition and communication of Programme Outcomes (POs) and Course Outcomes (COs). The institution adopts a systematic and comprehensive approach to define and display the POs and COs. Collaboratively, the respective departments work with faculty members to develop these outcomes, ensuring alignment with the college's vision and mission. The COs are carefully aligned with the corresponding POs, providing a clear roadmap for the teaching-learning process. They serve as guiding principles for faculty members in designing effective instructional strategies, assessments, and evaluation methods to facilitate successful learning outcomes. their outcomes are displayed on higher education website and institutional website.
6. Distance education/online education:	Our institution has BHOJ University, Bhopal distance education center where students are registered. Many value added courses are also organized in college via online and offline mode. The students are also instructed to join online and certificate courses under

the guidance of Swami Vivekananda Career Guidance Cell of college. M.P. Higher Education Department has also set video lectures, E-contents on Higher Education website. The faculty member motivates the students to download these lectures for their needs. L.M.S. of M.P. government organizes various online courses for the faculty and students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our institution organizes various other programs under the guidance of Central, State and Local administration to create awareness among people or students about election process and voter system in Indian Democracy.
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?	Yes, the institution forms the E.L.C. Club having faculty members as Nodal officer and faculty and students as coordinators and members. College staff also helps the people to know about their rights and duties to their nation in the matter of Government system. Our Electoral Literacy club also works on increasing gender ratio, women participation in Electoral process and increasing Youth participation in voting process.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral Literacy Club: Our institution has Electoral Literacy Club that organizes various voter awareness programs i.e. SVEEP Program, Voter Awareness Raily, Competition like Written, essay writing, Quiz, debate, Rangoli programs, Poster Making Competition and Social gathering having expert lectures. In our institution various cultural programs are organized for Electoral Literacy. These programs i.e. Youth festival, Cultural Competition and Poster, Mehandi Competition based on Electoral awareness under the guidance of college cultural committee.
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.	Our institution has also organized ten days N.S.S. Camp where our students relating to N.S.S. unit under guidance of N.S.S. officer to make aware the villagers about their rights and duties to National process. N.C.C. unit of our college also arranges Cycle raily in the street and roads to create awareness among people about vote system and increasing voting percentage and advise people to participate in

	voting to make their responsibility in the program of country. Our N.C.C. cadet also helps the district administration in voting process. The E.L.C. club and N.S.S. unit of our institution help the district election officer in creating voting awareness through Prabhat Feri and SVEEP programs.
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.	Electoral Literacy programs are organized throughout the year to create awareness among Youths and students above 18 under the guidance of State and Central government circulars. Our Electoral Literacy Club also helps district administration in voter awareness programs.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
532	548	584	498	338

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: 18

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	13	12	13

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.78	17.81	12.73	25.05	13.37

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:

Curriculum Planning

The institution adopts the curriculum provided by Jiwaji University, Gwalior. Faculty members serving on the Boards of Studies of the University also participate in curriculum modifications. The curriculum is further augmented through workshops, seminars, conferences, skill development trainings, add on, value-added and certificate courses.

The institution follows the academic calendar issued by the Department of Higher Education, Govt. of Madhya Pradesh. The Institutional Internal Quality Assurance Cell designs its own calendar encompassing a broad spectrum of activities, such as workshops, seminars, career guidance sessions, personality development programmes, sports activities, and celebrations of national and international days, all in harmony with the Department of Higher Education's calendar. Both the calendars are diligently followed and displayed on the institution's website.

A comprehensive timetable is formulated by the timetable committee, while timetables for postgraduate programmes are individually designed by their respective departments. These timetables are made accessible via notice boards and the institution's website. At the start of each academic session, topics from the syllabi are allocated to the teachers based on their specialisations and interests during departmental meetings.

The college conducts Induction Programmes and Orientation Programmes to introduce new students to the institution's vision and mission, programme structure, curriculum delivery methods, learning outcomes, evaluation mechanism, and facilities available in the college. Different measures are used to identify slow and advanced learners, and appropriate activities are organised to cater to their unique learning needs. Under NEP-2020, every course and every subject is applied with program outcomes and course outcomes.

Curriculum Delivery

When it comes to curriculum delivery, the Teaching Diary serves as a singular point of academic assessment encompassing detailed teaching plans, curricular and co-curricular activities. These plans, highlighting the syllabus and teaching methodologies, are displayed on the notice boards. The IQAC oversees the effective curriculum delivery and completion of the syllabi. Teachers employ a variety of

teaching methods–ranging from conventional chalk-and-board, ICT-enabled to participative, problem-solving, and student-centric approaches-to ensure effective curriculum delivery. Involvement in activities like NSS and NCC, field projects, internships, apprenticeships, community engagements, and study tours further enriches students' learning experience, bolstering their cognitive skills, critical thinking, analytical abilities, problem- solving capacities and collaborative learning skills.

Swami Vivekananda Career Guidance and Placement Cell of our institution ensures student attendance in virtual classes broadcast by the DHE. Additionally, students are exposed to lectures from esteemed academicians from nationally renowned universities, available on platforms such as CEC, NPTEL, e-PG Pathshala, and SWAYAM, further enriching their learning experiences. Our library helps our student in remote access to e-resources is provided through NLIST and e-Granthalaya.

Continuous Internal Assessment

Regarding continuous internal assessment, the exam control office of our institution in association of various departments prepared a comprehensive evaluation schedule and timetable for C.C.E. It is displayed on departmental and general notice boards, shared through WhatsApp groups, and posted on the institution's website. Students are assessed through various modes of evaluation including objective-type questions, PowerPoint presentations, home assignments, role plays, group discussions, classroom teaching by students and online tests to ascertain their learning outcomes. Students are briefed about the syllabus and examination scheme during the induction program and initial classes, thereby providing ample preparation time for the continuous comprehensive evaluation. After NEP-2020, three C.C.E.s for each class were made compulsory in our institution.

File Description	Document
Upload 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: 24

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](#)

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: 31.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
674	0	0	0	114

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:

Cross-cutting issues relevant to the current pressing concerns such as professional ethics, gender, human values, environment, and sustainability are integrated into the curriculum. The integration is strengthened through curriculum delivery methods and various curricular and co-curricular activities organised

through NSS, NCC, Eco Club, and Swami Vivekananda Career Counselling Cell.

Professional Ethics

Professional ethics is an integral part of the curriculum at the undergraduate level in the compulsory paper on Entrepreneurship Development. Topics such as the concept of partnership, rights and duties of buyers and sellers, consumer protection, and intellectual property rights are included in the syllabus of B.Com. and B.C.A. programmes.

Gender Sensitization

The foundation course of languages at graduation level and the curricula of Hindi and English literature at undergraduate and postgraduate level address gender-related issues through stories and poems based on these issues. Topics such as the feminist view of state, women empowerment, domestic violence, human rights, and the status of women in medieval Indian society are embedded in the syllabus of political science, sociology, and history.

The celebration of International Women's Day, Human Rights day and the birth anniversaries of great personalities such as Savitribai Phule, Bharat Kokila Sarojini Naidu, Indira Gandhi inculcates honour for women. The Human Rights Cell also organises activities for sensitizing the students to gender issues.

Human Values

The curricula of the compulsory Foundation Course, Hindi and English literature inculcate moral and ethical values of truthfulness, honesty, humility, courtesy, and selfless love amongst the students.

The birth anniversaries of legendary figures such as Mahatma Gandhi, Swami Vivekananda, B R Ambedkar are celebrated to motivate the students to imbibe and propagate their thoughts and philosophy of life.

Topics on Ramayana, Mahabharata, religion, Vedas, Vedangas, Upanishads, epics, Jain and Buddha Sahitya, Smriti, and Puranas included in the syllabus of literature imbibe human values in students.

Visits to slum areas, old age homes, and orphanages under the guidance of N.S.S. Unit propagate the values of selfless service. After NEP-2020, compulsory papers for Yoga and Computer Science in professional have been applied in U.G. classes.

Environment and Sustainability

The compulsory paper, "Environmental Studies" for undergraduate courses, deals with issues such as the interrelation of natural and human environment, environment and ecology, environmental degradation, disaster management, sustainable development, pollution, global warming, ozone depletion, greenhouse effects, conservation of natural resources, protection of biodiversity, disaster management, and environmental laws. The undergraduate courses of economics and sociology include topics on indicators of sustainable development and Green Revolution.

The issue of environment and sustainability is also addressed through the curricula of English and Hindi literature. The students are also motivated to select topics related to crosscutting issues for field projects.

Eco Club has also been sensitizing the students to environmental issues through various activities including the celebration of days like World Environment Day, World Population Day, Earth Day, World Wetland Day, Wildlife Conservation Week, and Energy Conservation Day.

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

1.3.2

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

Response: 100

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

Response: 532

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](#)
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: 46.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
209	212	229	227	165

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

2023-24	2022-23	2021-22	2020-21	2019-20
300	290	550	550	550

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: 63.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
160	156	165	173	132

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

2023-24	2022-23	2021-22	2020-21	2019-20
165	159	302	302	302

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: 35.47

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teachers employ student-centric methods to cater to the diverse backgrounds, abilities, and personal attributes of the students, resulting in a variety of learning experiences.

Experiential Learning

Various departments of our college including NCC, NSS, sports and the Swami Vivekananda Career Guidance Cell, along with the organization of cultural programs, are dedicated to enhance the learning experience for students. The NCC unit of our college organizes programs like plantation drives, blood donation camps and food safety camps to enhance students' learning experiences. The NSS unit conducts a 10-day camp in the village Rudrapura and an environmental education camp, fostering a problem-solving spirit among students. Under NEP 2020 our institution arranges facility for field project where the students does work under their respective guides. Some students who have offered internship visit local institution of training where they learn knowledge related job works. In institution the experts are invited to deliver lectures for enhancing their practical knowledge.

Participative learning

Various methods such as group discussions, class room seminars, student teaching, group field projects, role plays, quizzes, and question-answer sessions, are employed for participative learning. The Swami Vivekananda Career Guidance Cell arranges various training programs to develop students' skills. All these programs are student-centric and designed to maximize their engagement and learning. Our faculty members make different groups of students to do their field project. The students in a group prepare their reports on projects which is evaluated by experts.

Problem solving

Problem- solving is integrated into classroom teaching, tutorials and research guidance across departments. Cultural programs organized by the cultural committee such as debates, speeches, plays, dance competitions and essay competitions, provide students with opportunities to learn problem-solving methods. Our students who offer community engagement as subject visit some institution such as Anganwadi Kendra, hospitals and health centres where they complete their project work and increase their problem solving skills.

The Virtual Class platform enables students to benefit from programs telecast by the DHE. Our faculty members use various ICT tools such as power point presentation, providing soft copy of e-contents and e-material on their E-mails. Teaching-learning takes place in ICT-enabled classrooms, utilising smartphones, tablets, and laptops to promote individualised, creative, and dynamic learning experiences.

Video Conferencing: Blended teaching-learning is a regular feature of classroom teaching. The institution has organised a number of national webinars and e-conferences. Our institution also provides platform to join video conferences organised by M.P. higher education on various subjects.

WhatsApp study groups have been created for all classes to share e-texts and video lectures available on the online learning resources of MHRD. Our institution also share important information related to their exam and important information received from DHE.

Google Classroom app, Google Forms, power point presentations are utilized by teachers for teaching and internal assessments. Access to numerous books is provided through e-Granthalaya.

The institutional website offers facilities such as syllabus, notices, study material, and previous years' question papers. Our institution motivates our students to join online education platform like E-shiksha by MPDHE, e-lectures and websites handled by MP Govt., central Govt., UGC, DCNCC etc.

Value-Added Programmes through ICT: The students are motivated to register for available MOOCs through SWAYAM Local Chapter.

File Description	Document
Upload 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: 53.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	25	25

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	13	12	13

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:

Transparent Mechanism of Internal Assessment

The institution ensures a transparent mechanism for conducting internal and external assessments in accordance with the guidelines provided by the university and the Department of Higher Education, Government of Madhya Pradesh. The internal assessment includes various modes such as class-tests, classroom seminars, group discussions, objective questionnaires, online quizzes, surprise tests, open book examinations, home assignments, report writing, book reviews, role plays, and power point presentations as CCE calendar for the session.

Internal assessments are carried out by our institution through a continuous comprehensive evaluation (CCE) process. From 2019-20 to 2022-23, we conducted two CCEs each year in various modes as prescribed by the Higher Education Department of Madhya Pradesh. In the session 2023-24, the institution conducted three CCEs using different methods, including home assignments, written classroom tests, and group discussions. During group discussions, students present their views in the presence of a teacher, who evaluates them on the spot. This ensures that every aspect of evaluation is transparent and fair. This work is monitored by CCE committee or exam committee -Dr.Rajeev Baijal, Dr. Pramod Kushwah, Dr. Amrendra Sengar.

- The examination schedule is displayed on the notice board and uploaded on the institution's

website in advance.

- The respective teachers evaluate the answer books of class-tests, assignments, and project reports.
- To ensure transparency in the evaluation process, the valued answer sheets of the internal assessment are shown to the students, and their performance is discussed in the class. Students are provided feedback on their mistakes and suggestions for improving their performance.
- The internal examination mark lists are displayed on the departmental notice boards, and the marks are filled in the online portal of the university.

Transparent Mechanism for External Evaluation

- External evaluations are conducted according to the schedule prepared by the university, which is displayed on the university's website and the institution's website.
- The examination cell is responsible for conducting the university examinations, including practical examinations, following the guidelines provided by the university.
- The performance of students during practical examinations is evaluated by both the internal teachers and external examiners based on their practical work and reports.
- After the examination schedule is announced, committees are formed to conduct the examinations in all the shifts, ensuring proper surveillance through CCTVs.

Grievance Redressal System

1. The institution has a time-bound and efficient grievance redressal system for internal and external assessment.

2. Students can submit their grievances to the respective teacher, and if unsatisfied, the application is escalated to the Head of the Department and then to the Principal.

3. The concerning teacher resolves the grievance on the same day, the HOD within three days, and the Principal within one week.

4. Special internal examinations are conducted for students unable to participate due to their participation in co-curricular activities.

5. For external examination grievances, applications are forwarded to the Semester Cell and then to the university.

File Description	Document
Upload 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:

To ensure quality education and adhere to the principles of outcome-based education, the institution prioritizes the definition and communicating of Programme Outcomes (POs) and Course Outcomes (COs). The institution adopts a systematic and comprehensive approach to define and display the POs and COs. Collaboratively, the respective departments work with faculty members to develop these outcomes, ensuring alignment with the college's vision and mission. The COs are carefully aligned with the corresponding POs, providing a clear roadmap for the teaching-learning process. They serve as guiding principles for faculty members in designing effective instructional strategies, assessments, and evaluation methods to facilitate successful learning outcomes. there outcomes are displayed on higher education website and institutional website.

The college adopts various mechanisms to communicate these outcomes to the stakeholders effectively:

- **Online Accessibility:** The institution uploads soft copies of the outcomes on its website, making them easily accessible to all stakeholders. This allows prospective students, parents, and employers to gain a comprehensive understanding of the learning outcomes and the academic rigour of the programmes.
- **Display on Notice Boards:** Hard copies of the outcomes are prominently displayed on departmental notice boards. This ensures that students, faculty, and staff have constant visibility of the outcomes and can refer to them as needed.
- **Admission Process:** During the admission process, professors at the Help-Desk provide guidance to students, explaining the outcomes and their significance. College-level counselling sessions further emphasize the importance of the outcomes and how they align with the college's vision and mission.
- **Orientation and Induction Programmes:** New entrants are introduced to the outcomes during orientation and induction programmes. Faculty members explain the outcomes helping students understand the expected learning outcomes and their relevance.
- **Classroom Communication:** Teachers discuss the outcomes in their initial classes, ensuring that students are aware of the desired learning outcomes for each course. Mentors appointed for students' guidance also address the outcomes during their interactions, providing additional clarity and support.
- **Tutorials:** The outcomes are reiterated during tutorials in Hindi, creating a comprehensive understanding among students.
- **Expert Lectures and Events:** Expert lectures, seminars, and conferences organized by the college provide opportunities for students to engage with industry experts and alumni, gaining insights into the practical applications and broader perspectives related to the outcomes.
- **Teaching Planners:** The outcomes are incorporated into teaching planners, ensuring that faculty members incorporate them into their instructional strategies, and assessments.

The institution places significant emphasis on faculty development to enhance their understanding of the outcomes and equip them with the necessary knowledge and skills. Faculty members are encouraged to participate in workshops, orientation and refresher courses, seminars, conferences, and Faculty Development Programmes (FDPs). These activities help them stay updated with the latest developments in their subjects, align their teaching practices with the outcomes, and provide effective guidance to students.

By making these outcomes accessible the institution fosters a holistic learning environment that enables

students to achieve the desired learning outcomes and prepares them for their future careers.

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 institution has implemented a comprehensive assessment framework that aligns with the programme outcomes and ensures the collection of relevant data. The assessment methods are aligned with the learning objectives and provide multiple opportunities for students. The methods used to measure the attainment of the outcomes include:

1. University Examination: Annual and semester examinations conducted by the university assess students' knowledge, understanding, critical thinking, problem-solving abilities, and research skills.

2. Internal Assessment: Continuous Comprehensive Examinations (CCE) evaluate course outcomes through various modes such as written assignments, classroom seminars, surprise tests, group discussions, and presentations. This assesses students' knowledge, communication skills, critical thinking, problem-solving abilities, and teamwork.

3. Projects/Internships: Performance in field projects, internships, community work, and apprenticeships assesses outcomes related to professionalism, ethics, teamwork, leadership, entrepreneurship, innovation, and the application of theoretical knowledge.

4. Practical Assessments: For programs involving laboratory work, practical examinations measure technical skills, experimental techniques, data analysis, and practical knowledge application. Internal and external examiners evaluate practical examinations through practical work, files, and viva-voce.

5. Placements: Student placements indicate the achievement of outcomes such as applied knowledge, professional competence, ethical values, and lifelong learning. The career and placement cell of the institution maintains placement records.

6. Progression to Higher Studies: Tracking students' progression to higher studies provides insights into the attainment of outcomes, including a solid foundation of knowledge and understanding, critical thinking abilities, ethical and social responsibility, a commitment to lifelong learning, global and intercultural competence as well as professionalism and ethics.

7. Feedback: Gathering feedback from students, alumni, employers, and stakeholders helps evaluate the attainment of programme outcomes, identify areas for improvement, and assess the effectiveness of the educational experience.

8. Other Measures: The attainment of the outcomes is also measured through students' participation and performance in following activities:

- **Co-curricular activities** organized by NCC, NSS, sports, SVCGC, and eco clubs demonstrate leadership skills, teamwork, discipline, social responsibility, environmental awareness, and organizational and event management abilities.
- **Competitions** such as debates, essay writing, slogan writing, painting, and songs reflect communication skills, critical thinking, creativity, research, analysis, and presentation skills.
- **Interactive sessions** during orientation programs, induction programs, seminars, webinars, workshops, e-conferences, and expert lectures indicate efforts for lifelong learning, intellectual exploration, and continuing education beyond the classroom.

The method used to evaluate students on various subjects complies with university standards, improved education policies, and guidelines. The success of the COs and POs depends on internal evaluation, which is a prerequisite of on-going review. There may be a university test committee that provides strong execution of assessment reforms with regard to achieving program impacts and route effects. Following unit tests, CCE, practical work, seminars, etc., the committee meets. Additionally, through conducting activities like cultural events, N.S.S. activities, career counselling, personality development programs, and communication skills, as well as various collegiate and intercollegiate competitions, groups of health awareness programs, etc., our university also aims to obtain the route effects and software effects.

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

2.6.3

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

Response: 94.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
135	181	148	134	51

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

2023-24	2022-23	2021-22	2020-21	2019-20
162	186	152	134	51

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: 3.62

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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:

Our institution has a very strong integrated eco-system for innovation and creation, sharing and transferring knowledge. More than 50% faculty members are recognized guides where guidance more than 50 scholars are awarded Ph.D. from Jiwaji University, Gwalior and 30 Students are working. Most of the faculty members have attended research seminars presenting their research paper in them. Under NEP-2020, the students of undergraduate classes are doing their research projects under the guidance of class teachers. Our institution also organizes Induction and Orientation programs where students are guided not only by college teachers but also by external experts. Swami Vivekananda Career Guidance Cell of the institution also organizes various training programs for enhancing student's skill powers. College has also Research Development Committee that inspires various departments to organize research webinar financial added by the institution or by the government. We also make MoUs for sharing the knowledge. It is powerful step for the holistic development of the students and faculty members.

The Research Development Cell of the college and its well-defined research policy play a significant role in creating an ecosystem for innovation and taking initiatives for creation and transfer of knowledge. Our institution also provides platform for students to join H.E.D. E-shiksha portal and L.M.S. portal. Our IPR cell and IKS cell of our institution manages special programs for Yoga and other relating subjects.

Field Projects, internships/ community engagement and apprenticeships being the part of Under-graduate programmes provide practical exposure to the students through their visits to various organisations. such as District Court, Police Station, Post Office, District Panchayat, Gram Panchayat, LIC, Newspaper Agencies, Computer Institutes, Coaching Institutes, Beauty Parlours, NGOs, Orphanages, Old Age Homes, Anganwadi Centres etc.

Field trips/ Industrial Visits/ Study Tours help students to explore innovative areas of research and entrepreneurship.

Add on/ Value added and Certificate Programmes promote innovation and transfer of knowledge.

Students are encouraged to register for multiple MOOC courses through institute's **LOCAL Chapter on SWAYAM Portal**.

ICT-enabled Innovative Teaching Methods inculcate creativity and innovative technical skills.

Expert lectures, career fair, workshops on entrepreneurships and training programmes on skill development organised by **Swami Vivekananda Career Guidance Cell** provide opportunities to interact with experts from various fields. Sell counters provided during the career fair provide them the opportunity to display and sell their hand- made innovative products.

Virtual Classroom provides opportunities to participate in various training and other programmes organised by DHE, MP.

Access to online learning resources through *e-granthalaya* **N-List** keeps students abreast with the latest advancements in the fields of innovation and research.

Faculty members have developed **E-content f**or UG programmes of NEP-2020 for the ILMS of DHE, MP.

Variety of **cultural programmes and competitions** as well as **extension and outreach programmes** organised by NSS, NCC, Eco Club and Cultural Committee throughout the year also create an ecosystem for innovation and transfer of knowledge.

Professors as the chairpersons, resource persons, subject experts, BoS members, and members on various national and international bodies contribute to innovation as well as creation and transfer of knowledge.

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

3.2.2

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

Response: 1

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**

2023-24	2022-23	2021-22	2020-21	2019-20
01	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	3	4	5

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 1.06

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**

2023-24	2022-23	2021-22	2020-21	2019-20
07	02	02	02	06

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years from 2019-20 to 2023-24, various extension activities have been implemented within the local community to raise awareness among students about social issues, contributing to their overall development. The educational environment on campus has been enriched through the integration of NSS, NCC, sports, and eco-restoration initiatives, aimed at fostering a well-rounded personality among students. The NSS, with its motto "not me but you," emphasizes the importance of selfless service, with 50 volunteers organized overseen by NSS program officer. Activities such as blood donation drives, Swachh Bharat campaigns, awareness programs on alcohol/tobacco abuse, HIV/AIDS, gender equality, and more have been regularly organized to engage and educate the community. Special camps have been conducted to achieve the objectives of NSS, for the social and educational development of camp locality.

The institution possesses a single NCC unit belonging to the 3MP battalion, which consists of 60 cadets. These cadets undergo training to develop skills in teamwork, punctuality, leadership, discipline, sportsmanship, and physical fitness. Moreover, they serve as a source of inspiration for other students and the community at large, encouraging them to embrace discipline and strive for a better life. Additionally, these cadets actively engage in activities related to gender sensitization, women empowerment, healthcare, and various other social issues.

The institution's activities in **Health and Hygiene** have ranged from organizing blood donation camps and programs on women's health and sanitation to health check-ups and awareness programs on diseases such as AIDS, Cancer, and Malaria. The importance of mental health, yoga, and meditation has also been underscored.

During the pandemic, the institution supported the local administration by distributing self-stitched masks, sanitizers, and food to migrant labourers and COVID-19 patients. The institution premises served as a testing centre, and vaccination drives were held.

The institution's commitment to **environmental conservation** is demonstrated through participation in the Swachh Bharat Abhiyan. This includes initiatives such as cleanliness drives, plantation drives, pollution control, water conservation, plastic eradication drives, and eco-club activities.

The institution addresses social issues such as **gender discrimination, child labour, domestic violence, illiteracy, and drug abuse** through various programs. Its commitment to **women's empowerment** is evident in support for the Beti Bachao, Beti Padhao Abhiyan.

Awareness of **civic responsibilities** is fostered through initiatives like **traffic rules awareness, disaster management, financial literacy, digital banking, and voters' awareness programs.** Various national and international days are celebrated to keep the spirit of patriotism alive.

Academic activities such as **industrial visits and collaborations with organizations** like Parivar Paramarsha Kendra, Lions Club, and Art of Living add to the breadth of the educational experience provided by the institution. Even during the pandemic, the faculty organized online yoga and meditation programs to alleviate stress.

As a result of these comprehensive efforts, students have developed leadership skills, community relationships, communication skills, management skills, social awareness, and an understanding of various socio-economic-political issues. There has been a noticeable increase in voting percentages, literacy rates, income, and women's education, with a decrease in social evils, diseases, alcoholism, and domestic violence. The institution has witnessed increased enrolment and has been recognized with multiple awards for social service, validating the commitment to comprehensive, value-based education.

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

3.4.2

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

Response:

Faculty and students of our institution are involved in social activities, academic, sports health and cultural related programs of human welfare activities. They are performing these related activities constantly. N.C.C. unit of the institution under leadership of [Prof. Kanchan Shakya] are engaged in various social activities i.e. plantation, blood donation, AIDS awareness programs. Recently N.C.C. unit of college have received two prices in Line area competition. N.S.S. officer Prof. Smrati Verma have participated in Environment Education Programs. This unit has also organized a ten days camp in village Jalalpur where they performed several social activities in village. The faculty and students of the institution have played very important role in Election Awareness Programs [SVEEP Programs] under the guidance of Prof. Charanajeet Singh. In this way they have helped the Election Authorities of India by performing Election Awareness Rally and cultural programs. Apart from these, our institution has also organized 'Traffic Awareness Camp [Driving Licence Camp], Food Safety Program with association of the concerning Departments. The student's participation in District level Republic Parade, Sports meet and cultural programs and Blood testing camp.

The district administration and social welfare society awarded our faculty members; Dr. Anubha Singh, Dr. Sadhna Jain, Prof. Smarti Verma, Dr. Pramod Kushwah for their extra ordinary contribution in various activities, Education, Covid-19 pandemic, Voter awareness, E-content development and expert lectures.

Cadet Yashika Verma of our college received **Ist prize** in Poster making competition.

Cadet Meena Lodhi of our institution received **IInd prize** in Article writing competition.

During the session, the students of N.C.C. unit attend various training programs under 3MP Girls NCC, Gwalior under the guidance of N.C.C. officer Prof. Kanchan Shakya.

The students of N.S.S. unit help the district administration in various social programs under the guidance of N.S.S. officer Smt. Smarti Verma.

The students participating in cultural programs get appreciation at district and university level under the guidance of Dr. Sadhna Jain.

Our institution under the guidance of the Principal and Professor incharge of **Swami Vivekananda Career Guidance and Placement Cell** received appreciation from district administration for cooperating in district level career fairs.

Several faculty members of our college such as Prof. Kanchan Shakya (N.C.C. Officer), Smt. Smarti Verma (N.S.S. Officer), Prof. Charanajeet Singh (Nodal Officer of college for voting awareness programs) have received appreciation from higher authorities for their work.

Professors of college have also helped the collector of Gwalior in voters' awareness program, Election Training program in M.P. Legislative Assembly election and Parliamentary election. Dr. Sadhna Jain, Dr. Shashi Dwivedi, Prof. Kanchan Shakya, Dr. M. P. Sharma and Dr. Anubha Singh have received various awards for their active role in cultural, social and academic field.

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: 6

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**

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	0	0	0

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: 11

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:

Our college encompasses a well-maintained campus, the existing infrastructural facilities are utilized both for conducting theory and practical classes. The College has good infrastructural facilities and resources to conduct curricular, co-curricular, and extra-curricular programmes and activities. Continuous development of the infrastructure, renovation, and maintenance is done with the help of PWD. Most of the classrooms and sensitive places on the college campus are equipped with CCTV Cameras and Wi-Fi facilities.

Classrooms: Our institution has a sufficient number of well-furnished, well-ventilated, spacious classrooms for conducting theory classes. the classroom is equipped with a blackboard, wooden benches, fans, tube lights, etc., To ensure its optimal utilization, besides conducting regular classes, the classrooms are used for conducting remedial coaching, annual and semester examinations, departmental meetings, mentoring sessions, association activities, indoor competitions, training programme.

Facilities and Equipments for teaching, learning and research: · The college has a wide hall with LCD Projector –Audio-video facilities, computers, chairs and microphones too. This indeed makes students listen, learn and perform Group Discussions, Debates, and enhance Interview skills.

Laboratories: In our college a well equipped and maintained Science and Home science laboratory is available.

Computer Technology Enabled Learning Rooms: we have classrooms and seminar halls with ICT-enabled facilities.

Seminar Halls: · College has one seminar hall to conduct conferences, seminars, and workshops for students and faculty members as well. · Seminar hall has a capacity of 100 seating capacity · Seminar halls are well-ventilated. It is equipped with LCD Projectors, whiteboards, and a public addressing system with internet connectivity.

Library: We have a spacious Library; it is housed on the ground floor of the college premises. It has a huge and versatile collection of textbooks, journals, magazines, newspapers, etc., The Library is automated with E- Granthalaya, Library automation software provides the facility of different modules viz., Acquisition, Catalogue, Circulation, Serial Control, OPAC, and Administration.

Girl's Common Room: The common room is available for girls including the sick room, provides first aid to students and staff members.

Sports room and Yoga Class room: Institute encourages students to participate in sports and culture activities simultaneously along with studies and are awarded accordingly · We have a spacious and well equipped Sports room, where students can play in- door games like table tennis, chess, caroms etc., We have a Yoga Class room also where students and faculty members meditate and even practice yoga. College teams are formed to take part in intercollegiate competitions. Event competitions are conducted at the interdepartmental level in an academic year and the winners are awarded accordingly. The outdoor games such as shuttle badminton, volleyball, throw ball, cricket, football, kabaddi, handball, kho-kho etc., are well practiced and played by the students.

Cultural Activities: Students are very much encouraged to participate in the cultural events held in the college like Annual Sports Day and Annual Day, to exhibit cultural talents.

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

4.1.2

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

Response: 29.54

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise**

during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
3.65	4.45	9.93	3.89	1.34

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:

The college library has a large collection of books. It has a collection of 15217 textbooks. Students can find course, general, and reference books to assist them with the university's current authorized syllabus. E-Granthalaya Library automation software is used to automate the library. The program has several modules for acquisition, cataloging, circulation, serial control, OPAC, and administration. Any device linked to the college network can access the OPAC (Online Public Access Catalogue). The generation of different reports about the library collection is also aided by it. The library has two computers for circulation, automation, and servers. E-Granthalaya is recommended for use by educators and students, and to access the program, a unique username and password are created. There are two dedicated computers in the reading room. It has access to E-resources through the N-list programme (INFLIBNET) having ILMS software SOUL. The students are encouraged to use library facilities. The librarian gets feedback from the teachers and the students and records their suggestions in the library register. E-Granthalaya is a Digital Platform developed and maintained by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. Under the platform, NIC provides library management software with a digital library module and a cloud hosting facility for government libraries on a request basis. The Software is a Cloud Ready Application; and uses PostgreSQL - an Open Source DBMS as back-end solution. The Software is multilingual, UNICODE compliant, provides an online data entry solution, and compliance with library standards. It's a user-friendly software developed to work in a client-server environment. The library is wifi enabled, barcoding is complete, and remote access is provided through NLIST and NDL. The library has a separate

reading hall with a capacity of 25 students. Library functions from 10.00 am to 6.00 pm, The Library is closed on all festivals and days of religious importance. There is an Open Access Catalogue for students and staff, Web OPAC facility is made available through SOUL 2.0. Web OPAC can be accessed through the secure premises of the Library only, Web OPAC is installed on the Library server, can be accessed through all PCs in LAN with the host server, and provides information about the bibliographic details of collections available in the library. Academic content is available through MHRD telecasts and the Swayamprabha channel. E PG Pathshala and UGC Channels are made available to students and faculty.

E-Granthalaya has the following Features

- **Common Application for Libraries.**

- **Multi-Tenancy with Single-Sign up Interface.**

- **Adheres to Domain Specific MetaData / Cataloging Standards (AACR2/MARC).**

- **Support Data Exchange standards such as MARC21/MARCXML/ISO: 2709/EXCEL/CSV**

- **Download Catalog Records from the Internet.**

- **Built-in Z39.50 Search**

- **Barcode/Email/SMS/Smart Card Integration.**

- **Digital Library Options**

- **E-Books manager with e-Books Viewer.**

- **Standard Workflow with User Defined Data Entry Format.**

- **Customizable Business Rules for Circulation Module – Issue/Return of Books.**

- **Multi-Volume/ Multi-Copies/Auto Accessioning with Retro-conversion**

File Description	Document
Upload 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:

The institution has well-developed IT facilities including swan. An adequate number of computers with printers, scanners, and internet facilities. The faculties make use of computers to supplement lectures with PowerPoint presentations, make use of websites related to their subject, and also use YouTube lectures. The reading room attached to the library has a computer facility with a NET connection. The College has projectors installed in different ICT-enabled rooms and smart classrooms. printers and photocopiers are also set up at places of prime requirements. The College also has an inverter for power backup. The College has also kept Dongles for emergency use of the internet. College has a Biometric attendance facility for the teachers and other staff members. The College has Wi-Fi access points for students and teachers. The computer lab of the college was established in the year 2023. The computer labs at present have got 04 computers with the latest configuration. Some of the teachers use E-mail to provide study material to students. The bandwidth of the internet is improved from 50MBPS to 100 MBPS in the institution. Institutions frequently update their IT Facilities. IT Facilities are the backbone of the learner-centric participative teaching pedagogy. The college has a policy to update its IT infrastructure regularly. For the updating/upgrading of IT facilities, the institution purchases computers of the latest configuration (Windows 11) as per the needs of staff and students. Based on the requirement of secretarial services, necessary software is updated. The college has licensed software, namely, Windows, MS Office, Visual Studio, SQL Server, Antivirus Quick Heal, etc.

Some Major updates are –

- **Shifting from i3 old computers to i5 new computers.**

- **Shifting to windows 11 from windows 7.**

- **The institution has a Wi-Fi facility and improved internet connectivity; its bandwidth has increased from 50 MBPS to 100 MBPS.**

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

4.3.2

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

Response: 44.33

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

Response: 12

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: 11.51

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
2.03	6.13	0.20	0.68	0.02

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: 61.92

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**

2023-24	2022-23	2021-22	2020-21	2019-20
299	348	356	329	216

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 63.6

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**

2023-24	2022-23	2021-22	2020-21	2019-20
508	460	58	233	331

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: 39.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
36	69	64	65	25

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

2023-24	2022-23	2021-22	2020-21	2019-20
135	181	148	134	51

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: 1.5

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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	2

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*

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	0

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

5.3.2

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

Response: 28.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
35	47	23	4	35

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 meeting has been organized every year. The members of Alumni association contribute significantly to the development of the institution and the welfare of the students through their valuable advices. The institution takes their feedback and on the basis of their feedbacks, IQAC and Academic Counsel pass the proposals and College Development Committee proposes for the action. Several actions have been taken according to the feedbacks from Alumni members such as Computer Lab in college, enlargement of programs in NCC, NSS and Sports. The facilities for students are also increased by institution on the basis of the Alumni feedbacks. There is a proper RO water supply, regular classes and program or training for students relating to their self-employment, personality development and skill development- These all programs are organized by Swami Vivekanand Career Guidance Cell of the institution. Proper arrangement of books in library is also made on the basis of feedback from Alumni members. Most of the Alumni are employed in private sector so they help our students in many ways.

In Alumni meeting most of the members emphasis on extra curriculum activities for students and training for them to learn about self-employment. Under these proposals, our institution has arranged some training programs for self-employment such as Beautician Course, Communication Skill program and Computer Skill program. It is also remarkable according to the advice of Alumni members, Women common room, Smart Class room and arrangement of CCTV camera and fire safety management are arranged. It is only through the advice of Alumni members; the students are very safe having full freedom to learn in institution. Alumni has arranged motivation speech for the students in our institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college strives to better serve female students by living up to its vision and mission.Our VISION is to empower women to address global challenges at the lowest possible cost through high-quality Sustainable education.MISSION We aim to uplift society by providing quality education to all female students, regardless of their caste, creed, religion, or socioeconomic status.

NEP implementation: The institute began implementing NEP-2020 in the academic year 2021–2022. An NEP implementation committee has been established in order to carry it out successfully at the institute level. This committee actively works on a number of NEP-related problems. It occasionally plans workshops and training sessions with the goal of educating staff, instructors, and students about NEP-2020. As the district's leading institute, it also arranged a number of workshops and training sessions

Sustained institutional growth: Curricular Aspects: Based on feedback from stakeholders, a number of certificate programs, add-on courses, and value-added courses have been launched. Fieldwork, internships, and community service have all been incorporated into the undergraduate and graduate curricula.

Instruction, Education, and Assessment: program specific outcomes (PSOs) and course outcomes (COs) were created. Various approaches are being used to gauge the programs' and courses' resultsThrough its Research and Development Committee, a strong research environment has been established. This group actively promotes research projects, seminars, and guest lectures in conjunction with department heads and research guides. the Eco Club, the Swami Vivekananda Career Guidance Cell, NSS and NCC units, and awareness programs on environmental and social issues are involved in extension activities

Infrastructure and Educational Resources: The establishment has seen a noteworthy expansion in its infrastructure. The governance of the school takes the initiative to request equipment and educational materials from different sources. Committees with specific responsibilities manage the development and execution of infrastructure improvements, utilizing funds from organizations like the government and Jan Bhagidaari Smiti (People's Participation Body)

Decentralization & participation in Institutional leadership and governance: The institute has committees specifically tasked with implementing different welfare programs and awarding scholarships. The Career Guidance Cell and Incubation Center plans and coordinates career fairs and various skill development training programs for students, instructors, and alumni. The organization assigns different

committees, each of which has a specific responsibility for the smooth operation . When it comes to creating and carrying out strategic development plans for quality maintenance and improvement, the IQAC takes the lead.

Institutional Perspective Plan: The college strives to better serve female students by living up to its vision and mission. Our institution focuses on decentralization, & all participate in institutional governance either through various committees & cooperation**Short-term plans** ? To modernize Classrooms and Laboratories. ? To strengthen the Teaching and learning process. ? To enable automation of Administrative and academic sections. **Long Term plan** ? To emergence as the centre of excellence in female education. ? Strengthening of Academic & R&D programs in collaboration with reputed Universities and industries. ? To attain NAAC accreditation & upgrade with better grades by the year 2025.

File Description	Document
Upload 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:

Policies & administrative setup : -To accomplish its vision and goal, the institute supports decentralized governance with clearly defined relationships and democratic management. The college principal in association of proposal of planning and working committees makes decisions on various quality policies and action plans, communicates to carry out directives from higher authorities, delegated tasks to staff, and prepares to create and guarantee the efficient implementation of curricula and enhance teaching and learning within the institution. The Principal assigns the HODs to committee chairmanships.Being a government-affiliated school, the college adheres closely to the policies and procedures established by the Madhya Pradesh government's Department of Higher Education.

The Principal collaborates with the Heads of Departments (HODs) and other committees to design and carry out policies, strategic plans, and developmental initiatives in a way that is inclusive and democratic. A diversified team comprising the heads of all departments, the sports officer, the librarian, the conveners and members of several committees, and the office staff assists the principal with academic and administrative work. The heads of departments are in charge of their own departments' operations. Lower Division Clerks (LDCs) assist the Head Clerk with accounts and finance-related activities, while the Accountant handles establishment-related tasks.

Our college employs decentralized and participatory management, working with faculty, students and alumni representatives as well as heads of departments and committees. The principal, the chairman of

the Janbhagidari committee, and the MPHED facilitate the approval of these proposals. Principal is the head of the institution's administration; and Commissioner is the head of the department. An excellent illustration of decentralization and participatory management can be found in the creation of the **Janbhagidari committee** in the college. This Samiti has the power to manage and provide financial support for professional/job-oriented self-financing courses, alter the cost structure, make revenue, and make decisions regarding the college's general development and establishment of an academic environment.Senior academics, the sports officer, the librarian, and the accountant work with the Amalgamation Fund Committee to prepare how the fund will be used financially. The principal plans this use in consultation with them.

Appointment,Service rules, and procedures: In terms of service rules, the college abides by those set by the UGC and the Government of Madhya Pradesh. All employees are bound by the Government Service Rules of MP (1965). Additionally, all procurement in the college follows the MP General Financial Rules 2015, overseen by a purchase committee led by a senior professor. The appointment of permanent faculty is made by the state government as per the UGC norms through the MPPSC. Guest faculty for vacant positions are recruited through an online mechanism devised by the Directorate of Higher Education , and those for self-financed courses are invited by the Secretary of the Janbhagidari Samiti,(a transparent and quality oriented participatory organisation) following DHE guidelines.

The significant advancements in academics and infrastructure over the last few years are evidence of the successful institutional strategy and perspective development plan, which was created in cooperation with all of the institution's stakeholders.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[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: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college successfully operates a number of welfare programs in compliance with MP government regulations. The following are a some of the teaching staff welfare programs:

Welfare Schemes for Teaching Staff:

 a. Financial welfare schemes:

* General Provident Fund Insurance

*Group Insurance Scheme (GIS) Loans and advances as per Govt. rules

* Free Medical Treatment in Government/ Private Hospitals *Medical Reimbursement

* All types of Leaves (Casual Leave, Optional Leave, Earned Leave, Maternity Leave, Paternity Leave, Child Care Leave, Summer Vacation, Winter Vacation)

*Leave Encashment

* Travel Allowances as per Govt, rules

* 3% reservation in admission for wards of higher education

*Retirement benefits: Pension under the old and new pension scheme

*Death/ Retirement Gratuity

*Grievance Redressal Cell and Internal Complaint Committee

*Separate parking facility for staff

Career Development/Progression:

 *Study Leave

*Duty Leave to attend seminars, conferences, BoS meetings etc.

*Career advancement schemes (FDP, Orientation Programmes, Refresher Courses, seminars, trainings, webinars, conferences, workshops)

*Library facility with free remote access to INFLIBNET/NLIST Internet and Wi-fi facility *Establishment Support:

*Electronic service books

* Dissemination of information on email IDs Official email ID Support.

*Health and Wellness Support: Physical fitness through sports facilities, outdoor gym, yoga, meditation and morning walk track.

Welfare schemes for Non-teaching Staff:

*Retirement benefits

*Compassionate appointments

* Pension and General Provident Fund Residential facility (Limited) Office and development training

* Festival Advance

*Medical Reimbursement Loan from GPF Maternity benefits as per norms

* Child Care Leave Page

* Retirement benefits

*Grade allowance to class IV employees

* Uniform allowance to class IV employees

Annual Performance Appraisal System

The Appraisal system for permanent faculty

The Department of Higher Education MP has a well- structured three layered performance appraisal system (declared by the UGC and customised by Department of Higher Education, MP) wherein the activities carried out by the teaching staff are meticulously recorded. Appraisal System for Permanent Gazetted Teaching Staff: The format for Annual Performance Appraisal Report for permanent gazetted teaching staff has three parts: Part A: General Information and Academic Background Part B: Assessment Activity 1: Teaching/ Attendance Activity 2: Involvement in the College: Students Related Activities/Research Activities Activity 3: Academic / Research Activities Part C: Other Relevant Information followed by the section for the remarks of the Reporting Officer (Principal), Reviewing Officer (Divisional Additional Director) and the Accepting Officer (Commissioner, Higher Education). The subsections carry marks for the activity performed. Performance is assessed as per the A/R score and grading is provided by the reporting authority. The self-filled reports submitted by the teaching staff are duly verified by the IQAC of the institution and after the remarks of the Principal, the same is forwarded to Divisional Additional Director. The APAR is then forwarded towards Commissioner Higher Education for final remarks. Adverse remark, if there be any, is communicated to the employee for clarifications.

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: 7.46

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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	2	1	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[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: 21.57

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**

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	9	4	3

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	07	07	07	07

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The State Government, UGC, Universities, Janbhagidari Samiti are the main providers of institutional funding. The organization has plans in place for raising money and allocating it as efficiently as possible in accordance with directives from Department of Higher Education, state and central government.

Methods of Mobilization: At the meetings of the committees the principal has appointed, proposals that have been invited from different departments for books, equipment, academic activities, and other items are finalized. The Government of MP's store purchasing regulations and financial guidelines govern the use of funds collected under many headings. The Principal oversees the most efficient use of the money, and where necessary, utilisation certificates are forwarded to higher authorities. The purchasing process is quite open and honest. The state government's GeM site is used for significant purchases. In an open bid, tenders are invited. Orders are placed with the vendor that quotes the lowest price, and the bid is chosen in front of the procurement committee.

Janbhagidari: JBS Financial Committee prepares the proposals for the expenditure.The proposals placed in the JBS Committee meetings are approved after due discussion. Optimum utilisation of funds is ensured as per the set rules and regulations with due approval of the Janbhagidari.

JBS levies development fee on the students which is incurred on furniture, equipment, maintenance and academic activities of the institution. The fees levied by JBS on the students of self-financed programmes is utilised for the salary of the teaching and non-teaching staff of these programmes and maintaining the academic standards of these programmes.

The college receives funds in heads such as salary, contingency, travelling allowance, medical, books and stationery for SC-ST students, career fair and short time career- oriented training programmes etc.

The budget received for salary head is disbursed to the accounts of the staff of the college. Amount for scholarship and accommodation received from Scheduled Caste Welfare Department is also disbursed directly into the accounts of the students.

Student Fee: The Amalgamated Fund, Personal Deposit, Library, Sports, Group Insurance, and Janbhagidari Nidhi are all funded in part by the fees that students pay. In accordance with the government's instructions, the corresponding committees use the monies received under these headings that same year. The group insurance firm receives the group insurance fund.

institution fund: A specific portion of the student examination fee, which is acquired from the institution, is used to administer exams at the university, including external exams for fieldwork and practicals.

Government-funded NSS residential camps are organized with the use of NSS funds.

The college has reliable internal and external auditing procedures in place. The income and expense record is kept up to date using tally software.

The Internal Audit Committee, which the institution's principal appointed, is in charge of conducting internal audits. An external audit is carried out by a chartered accountant (C.A.)that the principal has employed following the conclusion of each fiscal year.Along with the DHE, GoMP, an audit team from Accountant General Madhya Pradesh also conducts external audits.

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:

IQAC is in charge of quality efforts at the college and is organized in accordance with standards. The main goal of IQAC at the college is the creation of policies and their effective implementation through a variety of ingrained activities.The advanced IQAC at the college offers quality efforts that are tailored to the institution while staying up to date with contemporary techniques and technology.The IQAC assesses and acts to enhance the caliber of the teaching-learning process on an ongoing basis. The Institute prominently displays, distributes, and scrupulously adheres to the Academic calendar. Exam schedules, results announcements, summer and winter breaks, and admission to different programs are all announced in the Academic Calendar. All newly admitted students are required to attend the mandatory orientation program, where they will learn about the institute's philosophy, distinctive educational

system, teaching and learning methodology, continuous assessment system, required core courses, range of extracurricular activities, discipline, and culture. Additionally, a guided tour of the campus and its amenities is provided to every student. The following approaches are used by our college to actively review the aforementioned through IQAC: At predetermined times,the IQAC keeps an eye on the students'regular classroomstudy and verifies that the curriculum has been completedIQAC Also directs the concerning faculty members to conduct CCE(Continous Credit Evalutaion) in different modes(Home Assignment,Written Exam & Group Discussion) for fair & Transparent of the Studentsin 3 Phases.(in September,december & February). IQAC keeps an eye on the improvement in examresults, both internal and university.It recommends using smartclassrooms frequently to enhance the quality of the teaching-learning process and encourages faculty and students to use the library more often. The IQAC regularly requests a report from the library regarding the use of e-library content.·The IQAC regularly hosts workshops,seminars,webinars,and add-on programs aimed at enhancing the college's overall teaching-learning culture.These programs cover topics such as personality development,communication skills,and spoken English. Student opinions about instructors 'performance are gathered by the IQAC.

At every level, the IQAC has made a significant contribution to the execution of quality assurance procedures and policies.Every three months, the Institute IQAC holds regular meetings.

The following are prepared, assessed, and recommended for approval by the appropriate Institute and government statutory bodies by the Institute IQAC:

(a) The AQAR, or Annual Quality Assurance Report

(b) Self-Study Reports from the NIRF, UGC 12b, & NAACaccrediting bodies

(c) The Career Advancement Scheme's Performance Based Appraisal System (PBAS) (CAS)

(d) Comments from stakeholders

(e) Process Performance and Conformance (f) Reports on Actions Taken

(g) New initiatives in line with government policies and national missions

File Description	Document
Upload 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: A. Any 4 or more of the above

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

ACTION PLAN FOR GENDER EQUITY:

Gender Equity Programmes: Veerangana Jhalkari Bai government Girls College is sensitive towards women issues and therefore imparts gender sensitivity among students and faculties through various committees, which conduct gender-sensitization programs. There are vivekanand Career Council, mahilautpiransamiti, Anti-ragging cell, etc. in the college for gender equity. Under the NEP system women empowerment syllabus has been taught in BA second year foundation subject Hindi to encourage self-respect of womens

College also have help desk and beti ki peti for any issues. Safety and Security: CCTV Surveillance monitors college campus. There are cameras in the front of college gates, corridors, and classrooms. This makes the campus completely safe.Invited Lectures by Police Officers, are conducted among students etc. Besides these committees and their programs, the college shows gender sensitivity in providing a safe and sound campus for both female students and women faculty members.

Career Counseling: Apart from the above-mentioned facilities, the institution makes sure that the girl's students are given psychological and moral support by giving them counseling session led by a faculty during lectures. Time to time various skill development activities are conducted and Career counseling is provided by the Vivekananda career council cell. A series of employment-oriented programs for female students have been started by the Vivekananda Career Guidance Cell of the college.

Girls common room: college have girls common room. This space has been designed to give female students a place to relax, study, have informal discussions in free time available.

Orientation program: During start of session Orientation program are conducted by each department.

Special Provision: Sanitary pads are distributed among girls students via programs. Pads are also made available with medical box provision. Basic medicines are made available for students especially glucose or ORS during summer session, upon any emergency students are well supported by staff.

The girl students are encouraged to be confident and find a solution to their problems, which may also include gender-related issues. The college strives to maintain gender parity and gender consciousness, as the majority of the students are girls. Moreover, the majority of them come from economically and socially impoverished backgrounds. Though it is an encouraging index that they

are at the forefront of all significant programs of the college. We realize the importance of gender-sensitive orientation. It is always ensured that a girl representation in all the program and committees functioning in the college. Programs on, domestic violence and personal health and hygiene are organized regular basis. Our college has a very active NSS and NCC cell that conducts gender sensitization programs, and lectures at regular intervals that see active participation from both the students and the faculty of the college. The college has always strived for the empowerment of women, but women can be empowered only when they are financially self-dependent. Keeping thisin mind, a series of employment-oriented programs for female students have been started by the Vivekananda Career Guidance Cell of the college.

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](#)

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:

We think that there may be unity in diversity; our pupils appreciate other people's cultures, languages, and religions. We consider the college to be a second home, and every faculty member is like a relative. At various celebrations, we wish each other well and meet them, inviting them to a feast to introduce ourselves. Maintaining harmonious religious, social, and communal links with one's culture. Similar to how we do it; our pupils enjoy and enthusiastically observe the many festivals, which help them instill a sense of social and religious peace. India's diversity is exceptional. Being a big nation with a big population. India offers a countless number of different physical characteristics and cultural traditions. It is only in India that people speak this vast array of languages.

Our college organizes special programs time to time for sensitization of gender issues. The college has Shikayat nivaran Samiti and Mahila utpidan Samiti which look after the issues related with women. These committee deal all the cases very confidently. NSS cell of the college also conduct different activities to encourage women to fight against any kind of injustice resulting from gender bias. Faculty members are always ready to provide guidance and help girl students. Sick room and common room for girl students with required facilities are also available in the college

National festivals are celebrated with enthusiasm. Our students aim with a mission towards better India. We all come together apart from religion and cast and celebrate thoughts of great Indian personalities through the lectures and programmes conducted on these days. Every year our institute organizes following national festivals and birth / death anniversaries of the great Indian personalities:

Women's education is essential to the prosperity of the nation as a whole. A well-educated woman can master both her personal and professional life. The moral goal of education is the physical and mental development of the child. Giving students 'complete knowledge' or 'more information' is the ultimate goal of education. Education gives women the skills, information and confidence they need to be better mothers, employees and citizens. A well-educated woman will work harder and earn more money. In fact, women often benefit more from their education investments than men. Veerangana Jhalkari Bai Government Girls College is dedicated to promoting women's status and education in all aspects of inclusive education.

File Description	Document
Upload 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:

1. **Title of the Practice** : Environmental Sustainability
2. **Objectives of the Practice**

1. Increased recycling rate :recycling and reutilizing waste in a bid to conserve natural resources, saving costs, and lowering the overall amount of waste that is generated.
2. The primary motive behind reduction of waste generation is cutting down the costs related to the disposal of the waste.
3. To Minimize the Production of Waste
4. To reduce landfill, and reduce landfill impact is Segregating your waste allows your business to recycle more items, preventing them from ending up in landfills. This, in turn, reduces your overall impact on the environment.
5. Make sustainable development
6. To reduce emission
7. Environment Protection
8. Re-Use
9. Human Health protection :Protect public health and the environment.

The Context :

1. The waste management must overcome a multitude of challenges, including a lack of funds, infrastructure, and public awareness.
2. The proper disposal of hazardous and e-waste is a significant problem for waste management.

3. Environmental pollution and climate change are severely exacerbated by poor waste management practices.
4. To meet present and future waste management challenges, waste management systems must be innovative, sustainable, and adaptable.

Major Challenges or issues in designing and implementation of this practice is :

- One of the major waste management problems is the lack of adequate collection and disposal infrastructure
- Insufficient funds
- Lack of support from localities
- The management of waste is also being impacted by climate change
- Lack of technological aspect :absence of efficient, cost-effective technologies to manage and dispose of waste in a sustainable manner.

Importance of Environmental Sustainability

Environmental Protection

Resource Conservation

Energy Savings

Reduction of Greenhouse Gas Emissions

Health and Safety

Economic Benefits : It creates job opportunities in recycling, waste collection, processing, and related industries. It also reduces the costs of waste cleanup, disposal, and environmental remediation.

Sustainable Development:

Integrating waste management into sustainable development goals ensures the well-being of current and future generations by preserving resources and minimizing the environmental footprint.

Promotion of Circular Economy

It contributes to the transition to a circular economy, where resources are used efficiently, products are designed for durability and recyclability, and waste is minimized.

Benefits of Waste Management

Environmental Protection

Resource Conservation

Public health improvements

Energy savings

Economic advantages.

Work have been divided in to three phases in respective years :

1. Study of plants growth with the Application of kitchen waste.
2. Prepration of holi colors and herbal colors with flowers
3. Reuse and recycling of polythene.

challenges faced:

Lack of waste segregation at the source:

1. Issues with mixed waste, which hindered the recycling and disposal process. Unsegregated waste resulted in inefficient waste collection and processing, causing further strain on the waste management system.
2. Inefficient waste collection
3. Inadequate public awareness and participation:
4. Citizens were not fully aware of the importance of waste segregation, recycling, and proper disposal, resulting in low participation rates and disregard for waste management rules.
5. Limited infrastructure for waste processing and disposal
6. No funds

Best practice 02

Topic: Skill Development Programs

Objectives of the practice: aims to empower India's youth by offering necessary skills and training to increase their chances of getting jobs in various sectors.

This also boosts an individual's productivity and knowledge.

To fill the gaps of skills identified, to train on the skills of the future and to meet the requirements of the Management of Jobs and Professional Careers

- Equipping the young minds with the skill sets which would make them the major driving force for technology innovation and economic development.
- To build a sense of self belief among the vulnerable unemployed youth through sustainable employment opportunities.

How to Design Training

1. Identify the need for training.
2. Assess the need for instructor-led training.
3. Define training objectives.
4. Design the training.
5. Develop the training.

6. Evaluate the training.

steps to create a successful learning and development program

1. Needs analysis.
2. Learning objectives.
3. Compelling content.
4. Program implementation.
5. Program evaluation.
6. Continuous updates.
7. The future.

Life Skills for Potential Entrepreneurs

- Business plan development
- Personal leadership
- Management skills (including employee, supplier, and project management)
- Risk taking
- Coping with failure
- Market research skills
- Financial management
- Financial literacy
- Customer relations skills

Skills for Job Seekers and Employed Youth

- Workplace behavior
- Personal leadership
- Planning and organizational skills (including time and financial management)
- Career assessment tools
- Job searching skills
- CV and cover letter writing skills
- Interview skills
- Image/appearance
- Customer-relations skills
- Financial literacy
- Workplace rights and responsibilities   The context

Workforce skill development is essential for several reasons

challenges faced in the process of Skill India

Skill India faces several challenges and issues that hinder its effective implementation and impact. Some of the key issues are:

- Lack of Awareness: Many individuals, especially in rural areas, lack awareness about skill development programs and their benefits. They may not know about the available opportunities or how to access them.

- Mobility and Accessibility: Access to skill development programs can be a challenge for people living in remote or disadvantaged areas.
- Funding and Sustainability: Skill development programs require significant funding for infrastructure, training, and other resources. Ensuring sustainable funding is essential for the continuity and success of these initiatives.
- Quality of Training: The quality of skill training programs varies widely. Some programs may not meet industry standards, leading to graduates with inadequate skills and knowledge for the job market.
- Trainer Quality: The competence and training of instructors and trainers can impact the quality of skill training.

Conclusion

Today workforce skill development is necessary to bridge the gap between job opportunities and the skill sets of job seekers, reduce unemployment rates, and meet the increasing demand for skilled workers in India's evolving economy.

uniqueness in context of higher education:

New Education Policy 2020 and Skill Development: Under the NEP 2020, the focus areas of the reforms seek to cultivate '21st-century skills' among students, including critical thinking, problem solving, creativity and digital knowledge.

Limitations:

1.   Lack of Transport

2.   Biggest challenge face by students is includes secondary and higher secondary school percentage and specialization.

3.   Major issue students also face of nervousness and anxiety , cell provide psychological and mental support.

4.   High competition

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

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

"Girls are the Largest Untapped Reservoir in the World" – Micelle Obama

So empowering the rural girls/girls learner holistically is the main distinctiveness character.

The girls of geographically remote Gadaipura and related region of the Gwalior region by imparting quality higher education to the girls is the main motto of the college. Further to provide a platform for fulfilling the needs of this rural area in higher education with enriching the girls with practical skill experience and sound theoretical knowledge is corollary related to the above.

This girls college has been only higher education institute in this area. Traditionally girls have been kept away from higher education in such remote or less developed part of the country due to inaccessibility and backwardness. Though Open Schooling/Open University are some mean of education for them but it is not sufficient for holistic development of students. College form a model college for this. Being the only model higher educational institution in the region, the female students maximum takes admission so the College is playing the pivotal role towards girls empowerment and providing access of education to the disadvantage to the rural young girls.

One of the distinctive character of the College is its continuous efforts to provide gender equality and Girls empowerment through value based skill oriented education, research and training, diversity to enable them to meet the educational, national and global needs and challenges. College is committed to wards creating a safe and nurturing environment for girls and developing action plans for removing the barriers to their progression.

College promotes various programme/scheme of the Government like "Beti Bachao, Beti Padhao' and creates awareness against 'girls feticide', early marriage on different platforms by organizing different events/activities. Further, girls health and hygiene related workshops are organized to create awareness regarding health related issues of girls. Girls safety is another aspect in which the college put continuous efforts. For this, the active girls cell and grievance cell of the college take care to provide the safe place for girls education. Being a remotely situated, still College put efforts to expand its infrastructural facilities with changing time within various constraints. Development of digital library to easy excess for books and other learning material, well equipped science labs, smart classes, yoga, sports facilities, computer labs are the example of progressive work plan of the institution which is required for holistic development of students.

Apart from this, The College is enriched with the Girls common room and CCTV. Further in the era of digital literacy, learning through ICT tools and computer literacy also become an integral part of our institutional teaching learning process. Since most the girl's students are from rural areas and due to lack of exposure the students are hesitant in utilizing technology in optimum way. For overcoming their fear of technology, College try to provide hands on training and use of different ICT tools in teaching learning process and encouraged to students to give their presentation through utilizing these tools. Overall College is also promoting E- learning mode for further education as per the need today.

College believes in equality and provide equal opportunity to all students. Different activities and competitions are organized on Science day, Girls Day, Human Right Day, Hindi Diwas and NSS Day,

Women's Day and National festivals for provide equal and open platform to students to showcase their talents, creativity and boost up their confidence in public life. Annual Cultural fest and sports events are also organized by the college to promote the talents of students.

The institution has actively participated in various social initiatives such as Beti Bachao Abhiyaan, POCSO Act awareness, disaster management, eco-restoration techniques like plantation drives, yoga camps, and water literacy campaigns in the community through NSS and NCC units. Additionally, the institution has organized cleanliness rallies, street plays on cleanliness, and AIDS awareness programs. The students have shown exceptional dedication during the COVID-19 pandemic, with all staff members contributing in different capacities during the first, second, and third waves. Numerous extension activities have been conducted in the community to raise awareness about social issues and promote holistic development among students, making a significant impact from 2019-20 to 2023-24.Overall we collectively have a firm faith that each learner has a an unique innate personality which needs to kindled and enlightened, so empowering students by facilitating them with all possible tools and opportunities in various fields of their UG and PG programmes available in the college.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Apart from all these things, our institution try to do various activities for the all-round development of our students. College celebrate Jayanties of great Indian personalities, festivals such as Independence day, Republic day, Human rights day, Basant Panchami etc. Various cultural programs are also organized. Expert lectures are arranged. We also invite social, Political, Academic, and Professional Personalities to share their views to the students. Plantation, voter Day, Annual function, Deeksharambh Program, Welcome Party, farewell etc. are also arranged by the institution to enhance in students social, cultural and Political awareness among students. We try to complete our aim 'Women empowerment feelings in our girls' students'. We try t give full opportunity to our students to become self-dependent and complete citizen.

Concluding Remarks :

Thus our institution through small yet try to complete the mission and vision. It is a semi-urban where the girls from village side and mostly social background study in our institution. We try to give them financial aid, books and stationary under norms of govt. rules. We make them strong as far as academic, cultural and social fields are concerned. N.C.C. and N.S.S. units of college awake in them the power of discipline and self-service. Swami Vivekananda career guidance cell try to enhance in them the feeling of employability and self-employment. Various committee of college perform their duties in all-round development of our students. Ours institution is a clean disciplined and academic atmosphere where students are prepared for global challenges. Our motto is holistic development of our students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :24 Remark : As per clarification received from HEI, and excluding tours, which is not fulfilling the intent of this metric, thus DVV input is recommended.
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* 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 Answer before DVV Verification:

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
831	93	28	0	114

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
674	0	0	0	114

Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.

2.1.1 Enrolment percentage

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
209	216	231	233	171

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
209	212	229	227	165

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
300	290	550	550	550

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
300	290	550	550	550

Remark : As per clarification received from HEI, thus DVV input is recommended.

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)*

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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	19	17	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	13	12	13

Remark : As per clarification received from HEI, and data should not be more than the data in the extended id 2.2, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
115	186	151	134	51

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
135	181	148	134	51

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
182	197	160	136	57

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
162	186	152	134	51

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1.13	0.25	0	0	0.6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per clarification received from HEI, and grant received for the research projects and endowments in the institution only to be considered, thus DVV input is recommended.

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

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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	2	2	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	0	0	0	0

	Remark : As per clarification received from HEI, and Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only to be considered, thus DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
4	6	6	3	7 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
6	6	3	4	5	 Remark : As per clarification received from HEI, and calendar year to be considered, and publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
7	6	2	0	8 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
07	02	02	02	06	 Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.
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.* 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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	10	17	0	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	0	0	0

Remark : As per clarification received from HEI, and extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc. only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
.65788	.52473	3.92550	1.85834	0.81448

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3.65	4.45	9.93	3.89	1.34

Remark : As per clarification received from HEI, and data for Expenditure for infrastructure development and augmentation, excluding salary only to be considered, thus DVV input is recommended.

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)*

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)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1.02617	5.28000	0.7120	0.26486	0.14300

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2.03	6.13	0.20	0.68	0.02

Remark : As per clarification received from HEI, Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component, thus DVV input is recommended.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per clarification received from HEI, and according to the capacity development and skills enhancement activities are organised, during the assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
36	69	64	65	25

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
36	69	64	65	25

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
99	158	122	104	43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
135	181	148	134	51

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	Remark : As per clarification received from HEI, thus DVV input is recommended.
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : As per clarification received from HEI, thus DVV input is recommended.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification: {table3} Answer After DVV Verification : {table4} 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: {table5} Answer After DVV Verification : {table6}

Table 1 (5.3.1.1 Before DVV):

2023-24	2022-23	2021-22	2020-21	2019-20
0	5	0	0	0

Table 2 (5.3.1.1 After DVV):

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	0

Table 3 (6.3.3.1 Before DVV):

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	9	4	3

Table 4 (6.3.3.1 After DVV):

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	9	4	3

Table 5 (6.3.3.2 Before DVV):

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	1	1	0

Table 6 (6.3.3.2 After DVV):

2023-24	2022-23	2021-22	2020-21	2019-20

07	07	07	07	07

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 23 Answer after DVV Verification : 18
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>23</td><td>23</td><td>23</td><td>21</td><td>20</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>15</td><td>14</td><td>13</td><td>12</td><td>13</td></tr></table>
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>9.88916</td><td>16.80239</td><td>15.30206</td><td>8.38777</td><td>11.78154</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>9.78</td><td>17.81</td><td>12.73</td><td>25.05</td><td>13.37</td></tr></table>