



# **SELF STUDY REPORT**

**FOR**

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

## **GOVERNMENT AUTONOMOUS GIRLS P.G. COLLEGE OF EXCELLENCE**

**NEAR BUS STAND KRISHNAGANJ WARD GOPALGANJ SAGAR (M.P.)  
470002**

**[www.ggpgcs.com](http://www.ggpgcs.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government Autonomous P G Girls College of Excellence Sagar is a Government College promoting higher education for the girls since 1978 largely belonging to the marginalized sections of our society. The academic programs offered are traditional as well as professional with the mission of the institution that is, to provide maximum training and guidance to girls at the minimum possible expenses, lying at the core. While traditional courses broaden their vision towards larger issues of life whereas, the professional courses prepare them to be self reliant as this happens to be the primary condition for ensuring a secure and independent life for them. Curriculum design is an area where a government institution has very limited autonomy. However the courses are framed by a central board of studies at Bhopal based on UGC approved curriculum and they are applicable to all the government colleges within Madhya Pradesh. At the same time the mission of our academic organization is to develop knowledge driven academic excellence and provide academic programs are research and technology oriented contributing to national development. Its our responsibility to prepare the students for the upcoming challenges. We focus on holistic development ensuring critical thinking. Our institution is a quality driven organization with strong civic responsibilities and inspiring work environment. At Present we are nurturing more than 12000 girls, with comprehensive range of course in Science, Arts, Commerce, and Home Science Besides this we have professional course like BBA, BCA, BLid, MLib, with learned Faculty member we have 15 PG Program and 7 UG Program. We have research center in all UG PG Programm and have more than 25 faculty member are registered research guide. We have UG course in CBCS Pattern. The Institute is conferred with Autonomous status by UGC in 2003 and Excellence by MP Govt in 2002 We are offering CBCS pattern through conventional and self-financing modes with academic flexibility under National Education Policy (NEP-2020). The Institution offers Learning-outcome-based-Curriculum framework (LOCF) based upon Revised-Bloom's- Taxonomy (RBT). Also, it has distance learning Study, MPBOU, Mahatma Gandhi Chitrakoot Gramodaya Viswavidyalaya, and a NPTEL Local Chapter. The institution is a beneficiary of RUSA-1 - component-7, World-Bank-Quality- Improvement-Project (MPHEQIP): Among top 200 institutions, Centre-for-Enhancing-Quality-through-Innovation-and-Collaboration (CEQIC) program: Among top ten of the state.

### Vision

Being the leading Girls Autonomous College in the Sagar division, our vision encompasses **Social transformation through women empowerment**. Our objective is to evolve through collective leadership into a centre of academic excellence which, while retaining its regional roots, is able to surmount and objectify global concerns and their wide social perspective we tend to achieve a balance between academic practices, social empathy, cultural inclination and co-curricular activities so that we should done our best in shaping young minds.

Over the years the institution has manifested its vision in the following activities:

**Social Transformation:** By grooming students intellectually, socially, and ethically, the institution seeks to contribute to positive societal change.

**Empowering Youth:** The college envisions empowering young minds to become leaders and carriers of

knowledge.

**Social Development:** Alongside academics, the college also aims to nurture students socially, encouraging them to engage meaningfully with their communities.

**Humane Values:** The institution is dedicated to instilling humane values, promoting empathy, respect, and ethical behavior.

**Leadership and Responsibility:** The college strives to produce leaders who are not only competent in their fields but are also responsible citizens.

**Social Transformation:** By grooming students intellectually, socially, and ethically, the institution seeks to contribute to positive societal change.

All the institutional activities resonate with the institutional vision of working towards excellence in all aspects. The institution's success extends beyond academics, as it has achieved notable accomplishments in sports, cultural and social activities. The Institution takes pride in nurturing well-rounded individuals who excel in various spheres of life.

## **Mission**

### ***To Build True Citizens of Tomorrow***

The academic programs offered are traditional as well as professional with the mission of the institution that is, to provide maximum training and guidance to girls at the minimum possible expenses, lying at the core. While traditional courses broaden their vision towards larger issues of life whereas, the professional courses prepare them to be self-reliant as this happens to be the primary condition for ensuring a secure and independent life for them. The mission of our academic organization is to develop knowledge driven academic excellence and provide academic programs are research and technology oriented contributing to national development. It's our responsibility to prepare the students for the upcoming challenges. We focus on holistic development ensuring critical thinking.

## **GOAL**

1. To facilitate budding ground for overall development to youth women belonging to different socioeconomic background.
2. To provide a wide range of subjects at under graduate level for structuring their future perspective.
3. To incorporate value added and vocational courses to ensure self-reliance in women of our area.
4. To constantly promote the extension activities and our reach groups for increased participation issues in the society.
5. As we are dealing with two major '**AMRIT STAMBH**' of **VIKSIT BHARAT** i.e. Yuva and Nari, our role is to empower and educate them is significant.

The college, since its commencement is serving society in a significant way by Providing higher education to first generation female learners of the Family, making this a distinctive features of this institution.

These efforts lead to:

- **Social Responsibility:** By fostering a sense of duty towards the community and society at large, the college aims to cultivate individuals who contribute to the welfare of society.
- **Skill Enhancement:** The institution is committed to offering skill-based training that aligns with both local and global demands. This includes practical training, workshops, and programs that equip students with the skills required for a successful transition to various professional sectors.
- **Empowered Youth:** By providing comprehensive education and instilling confidence, the college empowers its students to excel in their chosen paths.
- **Values-driven Generation:** By integrating values into education, the institution aims to nurture graduates who prioritize character building and contribute to a value-driven society.

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

### Institutional Strength

#### Strong Physical Infrastructure –

- College is situated at prime & easily approachable location
- Hostel blocks, accommodating—150 Students
- Public address system & CCTV camera
- Solar lights in premises Well lit & ventilated class rooms and Seminar Hall
- Smart class rooms
- Academic Infrastructure
- Drinking water facility
- Canteen, premises
- Open common area
- Yoga Center
- Day Care Center
- Gym Indore/Outdoor
- Sick Room
- Sports medicine & Therapy Center

### Academic Facilities

- 15 PG Departments
- 7 UG Programmes
- 15 Research Center
- Well Equipped Labs
- Webinar / Seminar
- ICT enabled Class Rooms
  
- Library for UG and PG students
- PG library in each department
- Reading room
- Internet facility through LAN
- Computer labs for subject specific and for add on courses
- Guest lecture by eminent professors

### **Sports facilities,**

- Badminton
- Volleyball
- Basket Ball
- Ground for field events
- Yoga Center
- Gym outdoor/indoor
- Sport Medicine Therapy
- Kabaddi & Wrestling Mat
- Table Tennis

### **Institutional Weakness**

- Upcoming private colleges with better facilities
- Lack of competitiveness among students
- Online courses through MOOC
- Professional courses are preferred over degree courses
- Less job opportunities
- Creation of a greater number of job opportunities and placements by striking a balance between Industry requirements and academia
- High teacher-student ratio is definitely a challenge but is being looked after efficiently by incorporating technological tools for teaching and learning.

### **Institutional Opportunity**

- Leading college more than 23 acre land with more than 11000 students enable fair chance to claim for Women University.
- Only one Autonomous Women's college of the Division
- Located at the heart of city
- Sagar is very well connected to nearby rural areas by rail route & local transport.
- As an "Incubation Center" selected by Department of Higher Education. Bhopal, it can have ample opportunities for incubating students for entrepreneurial ventures.

### **Institutional Challenge**

- Students are first generation learners
- Poor communication skills in students
- Lack of accommodation facility for faculty and staff
- Lack of library and computer facility in hostel
- Insufficient number of regular teachers
- Shortage of skilled lab technicians

## **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

Government Autonomous Girls PG College of Excellence Sagar follows a **learner-centric, outcome-based education model** with a flexible **Choice Based Credit System (CBCS)**. The curriculum is designed to meet the local, regional, national, and global needs as per **UGC guidelines, NEP-2020, and UN SDGs**. Curriculum design is an area where a government institution has very limited autonomy. However the courses are framed by a central board of studies at Bhopal based on UGC approved curriculum and they are applicable to all the government colleges within Madhya Pradesh. At the same time The mission of our academic organization is to develop knowledge driven academic excellence and provide academic programs are research and technology oriented contributing to national development. Its our responsibility to prepare the students for the upcoming challenges. We focus on holistic development ensuring critical thinking. Our is a quality driven organization with strong civic responsibilities and inspiring work environment.

The institution focuses on employability, entrepreneurship, and skill development through various measures. It has implemented NEP-2020, **updates course content, engages with industry partners, offers entrepreneurship training, emphasizes practical experience, fosters soft skill development, encourages interdisciplinary learning, incorporates active learning methods, provides career guidance, and seeks continuous feedback** for improvement. These strategies ensure that course syllabi are relevant, and industry-oriented, and equip students with the necessary skills to succeed in the job market.

The institution prioritizes the **integration of cross-cutting issues such as gender equity, environment and sustainability, human values and professional ethics** into its curriculum and activities. The institution addresses these issues through **gender-sensitive literature, genetics and forensic science courses, environmental and sustainability subjects, and modules on human values and professional ethics. Seminars, workshops, and practical experiences reinforce these concepts, fostering a sense of social responsibility and a sustainable mindset among students.** By aligning with the NEP-2020 and the UN SDGs-2030,

Our curriculum includes methods to promote inclusion of women in development of all sectors including disadvantaged woman, with disabilities and other vulnerable groups. Curriculum build to meet the diverse needs of Indian women with focus to develop inclusive society.

Being a woman centric organization, we promote participation of women in development initiatives. Other than impairing high level academic knowledge, our organization also works for passing the value added outcomes to the society. Our topics related to environmental sustainability is about making responsible decisions that will reduce negative impact on the environmental.

## Teaching-learning and Evaluation

Our organization arranges workshop, seminars, expert talks and tutorials for learners. We do a mid-term assessment of students learning level through Continues Cumulative Evaluation (CCE) and through the feedback the faculty member on the basis of their overall performance of academic sessions

The institution ensures well-organized teaching as per the **Academic Calendar**. Institution and departmental plans align with the DHE calendar. Departments craft **statement of purpose, calendars, and timetables**, conducting **ongoing evaluations**. Teachers allocate courses, **create detailed plans**, and **monitor progress** via reviews, audits, and meetings. The Examination Department ensures timely and fair conduction of

examinations and declaration of results with confidentiality, integrity, and transparency. IT integration has been implemented with online data collection, surveillance cameras, online forms, and payments, result uploads, and secure mark sheets. Examination reforms include centralized examination and valuation, outcome-based question papers, OMR sheets, feedback mechanisms, and grievance redressal.

We are also promoting students to utilize INFLIBNET facilities as the physical books were not being made available to them in the Covid time. Google forms are being used to collect and organize data. We are promoting all e-learning platforms like SWAYAM, e-Pathshala, Diksha, Swayamprabha, Shodhganga etc.

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

The institution promotes research activities for students as well as the lecturers and professors. As the educational, social, political, economical and the global scenario keep changing, the need for new research on new topics as well as a fresh insight into the researches which have already been done is keenly felt. To promote these researches, the college has taken adequate care to provide a vast library with a stock of books, dictionaries, encyclopedias, periodicals, research journals, newsletters, well equipped science labs, computer labs, audio-visual room, and a team of competent staff comprising of the Heads of the Departments, lecturers, professors and the library staff. The institution **encourages collaborations with national and international institutes, organizes seminars and conferences, and provides research grants and seed money. IPR awareness and support** are provided, resulting in patents and protected innovations.

The institution assists the research scholars (both staff and student) by providing them facilities like photocopying of relevant literature from the library, providing personal books and material by the lecturers, access to computers, internet, video clips, audio clips, arranging for meeting with eminent personalities for interview, visit to museums, proceedings of important seminars and conferences, group discussions, visit to historical places and places of importance, discussing about the previous researches done on the topic or related topic, any other issue which could be helpful, problem solving, etc. At any given point of time, the safety and security of the student, within the college as well as outside, is ensured. The institution actively **engages students in extension activities to create social awareness and promote ethical responsibilities.** Amid the COVID-19 pandemic, the **Mission Jeevan Jyoti** showcased community commitment and innovative resilience.

**Empathy-driven interactions** spanned visits to old age homes, jails, and a blind school, fostering compassionate connections. **Practical application of knowledge** was demonstrated through microbial analysis of air and water quality, addressing pressing **environmental concerns.** From **educational empowerment in neighboring slums** to combating **food wastage and adulteration, carrying plantation drives, cleanliness campaigns, and waste management,** the institution's efforts touched diverse domains.

### **Infrastructure and Learning Resources**

The college has a sprawling campus of 23 acres with a magnificent two storied building. It has 10 Buildings with one heritage building. More than 40 Classrooms are spacious and well ventilated and can accommodate 100 students at a time. Out of these classrooms, 12 classrooms are smart classes, 3 for each faculty, with a smart board, projector, screen, CPU unit with compatibility for using the latest USB devices, CDs and DVDs.

The Departments of Botany, Zoology, Physics, Chemistry, Home Science, Geography, Psychology, Computer Application, Industrial Microbiology, biotechnology and Industrial Chemistry have a well equipped laboratory

with the latest equipments, a computer and a printer. The Computer Application lab has 100 computers with windows 10. These computers have the programs, computing language, software, hardware, etc installed suitable for the prescribed syllabus. The tables and chairs are comfortable to help the students work on the computer for long hours. Internet facility is also provided to the computer labs.

The canteen observes all the rules of hygiene and nutrition and serves healthy snacks and beverages to the staff and students. Good and comfortable seating facilities are made available in the canteen. Water coolers are placed at various places in the college building including the canteen. All the water coolers have aqua guard installed to ensure clean and hygienic potable water.

There is a separate Yoga Centre in the college where Pranayam, Asan and meditation are taught to the students. Regular Yoga camps are also organized in the college campus. The college has a well equipped modern gymnasium with a treadmill, Jogger, Bench Press, static cycler, twister and weightlifting equipments. Athletic events like races, long jump, high jump, etc are a part of the regular practice. Fun games are also practiced to make sport an enjoyable activity.

### **Student Support and Progression**

The college takes every measure to provide and maintain the equipments needed for the teaching learning process and for academic and office purpose, but at the same time, it encourages the staff and students to avoid wastage and to handle the equipments and gadgets with utmost care and caution to ensure their own safety and convenience and learn the value of the services being provided to them. The institution fosters a **culture of student involvement and leadership** through **various activities** and **committees**. While Student Council elections are on hold, students actively participate in **annual activities**. **Academic associations** and **clubs** provide platforms for **seminars, debates, and educational tours**. **Students contribute to curriculum development** through the Board of Studies and provide feedback to the Internal Quality Assurance Committee. Students also participate in **NSS, NCC, cultural activities, and management roles**. Their involvement enhances their **skills, leadership qualities, and overall personality development**.

The Principal is the chairman of the students union. A constituted group of faculty members are the professor in charge who has the responsibility to conduct all its related activities. Students of our college are the active members of this student union. The student office bearers are president, vice president, secretary and joint secretary all these office bearers are duly elected by the students of our college through a proper well organized electoral procedures with transparency at each level about its rulers and regulations. All the departments of the college have their proper representation in this student body they provide our interactive platform for voice of the students. They help to share ideas, concerns, interests and issues with our administrative bodies. This student council work within the framework of well formed constitution and by laws.

### **Governance, Leadership and Management**

Leadership qualities of the Principal of the institution is to shape the institution and its stakeholders. Who can help guide and make the essential large scale decisions that keep the institution moving upward. The person who have leadership skills like integrity, ability to delegate, communication learning ability, courage and empathy are able to control run and can achieve goals, related to education. Our institute is a prestigious education institution, thrives with **autonomous status** and **democratic governance**. Prioritizing **curriculum, innovation, administration, and infrastructure**, it encourages **research, collaboration, outreach, and**



**inclusivity. Quality-driven, it empowers diverse students,** aids the underprivileged, and champions eco-friendliness.

The institution's **decentralized, participative approach** spans **academics, administration, exams, evaluation,** and **infrastructure.** Autonomy in curriculum, inclusive decision-making, diverse funding, robust procedures, and departmental involvement ensure efficient, collaborative management across practices. Our college governance is purely democratic and participative. The multi-dimensional responsibilities are delegated to different committees which are properly selected and structured; they are mainly purchase committee, admission committee, scholarship committee, hostel committee, NSS and NCC committee, research committee. Examination cell which further supports and facilitates the different administrative, academic and examination-related activities. There are separate committees for all the government projects like World Bank, RUSA, UGC which constantly monitor and manage the different activities associated with them. It has implemented **effective welfare measures** for its teaching and non-teaching staff.

The institution **promotes an inclusive and supportive work environment,** leading to a **positive work culture and employee satisfaction,** as confirmed by a **Happiness survey. IQAC has monitored the adoption of the National Education Policy (NEP-2020) and implemented various measures to align with its principles.** These include **outcome-based education, multiple entry-exit options, flexible course combinations,** the **establishment of an Academic Bank of Credit,** integration of **Indian knowledge systems, online and distance education modes,** and conducting seminars and workshops for a smooth transition. The curriculum and examination-related mechanisms have been revised, taking into account **employability and 21st-century skills.**

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

The institution prioritizes maintaining a dignified and inclusive atmosphere for empowering female staff and students. Policies like the Code of Conduct, Gender Sensitization, Women Empowerment, and Anti-Sexual Harassment are strictly implemented in all activities. Statutory Cells, including Anti-ragging, Grievance Redressal, Equal Opportunity, and Anti-Sexual Harassment Cells, work alongside the Women Cell. Gender-sensitive issues are integrated into various syllabi.

### **Facilities for Women:**

- Empowering women with skills and self-confidence for equal participation in the development process of the nation.
- Nurturing leadership skills and organizational competencies for women students and faculties. Promoting capability among the girl students in various decision-making capacities.
- Creating a conducive environment for women to access leadership opportunities in Academic and Administrative roles. Raising awareness about women's role in the socio-economic development of society.
- Creating awareness of women-related issues through extension services.
- Engaging various stakeholders from schools, colleges, civil society organizations, and women groups in gender mainstreaming activities.
- Creating consciousness and leading towards gender equality by organizing seminars/ workshops and special lectures.
- Providing counseling, guidance, and life skill education to girl students.

## **Quality audits on environment and energy are regularly undertaken by the institution**

### **ISO Certifications and Audit**

- (1) Environmental Management System ISO 14001-2015
- (2) Energy Management System ISO 50001-2018
- (3) Quality Management System ISO 9001-2015
- (4) Health and Safety Management System ISO 45001-2018

### **Best Practices -1**

**A** Financial Aid to Encourage Sports Players and Fitness Program for All Those students who have won prizes (Rank Holders) in the state level and above sports competitions are given the following financial aids:

- Rs. 8000/- on winning a Gold Medal
- Rs. 7000/- on winning a Silver Medal
- Rs. 6000/- on winning a Bronze Medal

**B** Regular Free Self Defense Camps:

- Free Self defense camps are held for all the students every year to promote a feeling of safety and empowerment in them
- Free Karate camps are organized every year.
- Free Judo and wrestling camps are organized every year.
- Free regular Yoga classes are organized every year.

### **Best Practices -2**

**A** Emancipation of Digital Transformation of Education: Blending Pedagogy with Technology

**B** Digital transformation, tech advances, and COVID-19 spurred online education, distance learning became mainstream in 2020s. With the implementation of NEP-2020, the actualization of the visionary path leading to Education 5.0 was achievable which is based on Humanized teaching, tech integration, social-emotional focus, and societal solutions for better learning experiences.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT AUTONOMOUS GIRLS P.G. COLLEGE OF EXCELLENCE
Address	Near Bus Stand Krishnaganj Ward Gopalganj Sagar (M.P.)
City	SAGAR
State	Madhya Pradesh
Pin	470002
Website	<a href="http://www.ggpgcs.com">www.ggpgcs.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anand Tiwari	07582-404480	9407266675	07582-404480	heggpgcsag@mp.gov.in
Professor	Naveen Gideon	07582-223573	9425425477	07582-404480	naveengideon@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 minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-07-1978

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-03-2002		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Madhya Pradesh	Maharaja Chhatrasal Bundelkhand Vishwavidyalaya	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	29-06-1985	<a href="#">View Document</a>		
12B of UGC	10-02-1994	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Near Bus Stand Krishnaganj Ward Gopalganj Sagar (M.P.)	Urban	22.5	13550

## 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,	48	Senior Secondary	English,Hindi	1710	1703
UG	BCom,Commerce,	48	Senior Secondary	English,Hindi	530	239
UG	BSc,Science,	48	Senior Secondary	English,Hindi	1280	913
UG	BSc,Science, Home Science	48	Senior Secondary	English,Hindi	140	34
UG	BLibISc,B Lib,	12	Graduation	English,Hindi	140	83
UG	BCA,Bca,	48	Senior Secondary	English	50	20
UG	BBA,Bba,	48	Senior Secondary	English	70	61
PG	MA,Arts,ENGLISH	24	Graduation	English	140	137
PG	MA,Arts,PSYCHOLOGY	24	Graduation	English,Hindi	70	19
PG	MA,Arts,ECONOMICS	24	Graduation	English,Hindi	190	79
PG	MA,Arts,HISTORY	24	Graduation	English,Hindi	140	124
PG	MA,Arts,GEOGRAPHY	24	Graduation	English,Hindi	110	53
PG	MA,Arts,POLITICAL SCIENCE	24	Graduation	English,Hindi	260	260
PG	MA,Arts,HINDI	24	Graduation	Hindi	290	285

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PG	MA,Arts,SO CIOLOGY	24	Graduation	English,Hind i	230	205
PG	MCom,Com merce,	24	Graduation	English,Hind i	310	127
PG	MSc,Science, Physics	24	Graduation	English,Hind i	90	49
PG	MLibISc,Sci ence,	12	B Lib	English,Hind i	60	59
PG	MSc,Science, Zoology	24	Graduation	English,Hind i	100	100
PG	MSc,Science, Home Science Human Development	24	Graduation	English,Hind i	50	18
PG	MSc,Science, Botany	24	Graduation	English,Hind i	220	163
PG	MSc,Science, Chemistry	24	Graduation	English,Hind i	250	86
Doctoral (Ph.D)	PhD or DPhil ,Arts,Sociolo gy	36	Post Graduation	English,Hind i	14	9
Doctoral (Ph.D)	PhD or DPhil ,Arts,Geogra phy	36	Post Graduation	English,Hind i	4	4
Doctoral (Ph.D)	PhD or DPhil ,Arts,English	36	Post Graduation	English	8	2
Doctoral (Ph.D)	PhD or DPhil ,Arts,History	36	Post Graduation	English,Hind i	8	7
Doctoral (Ph.D)	PhD or DPhil ,Arts,Econo mics	36	Post Graduation	English,Hind i	24	10
Doctoral (Ph.D)	PhD or DPhil ,Arts,Hindi	36	Post Graduation	English,Hind i	8	2
Doctoral (Ph.D)	PhD or DPhil ,Arts,Psychol ogy	36	Post Graduation	English,Hind i	8	1
Doctoral	PhD or DPhil	36	Post	English,Hind	12	0

(Ph.D)	,Arts,Political Science		Graduation	i		
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	Post Graduation	English,Hindi	32	8
Doctoral (Ph.D)	PhD or DPhil ,Science,Library and Information Science	36	Post Graduation	English,Hindi	4	4
Doctoral (Ph.D)	PhD or DPhil ,Science,Zoology	36	Post Graduation	English,Hindi	8	3
Doctoral (Ph.D)	PhD or DPhil ,Science,Home Science	36	Post Graduation	English,Hindi	32	9
Doctoral (Ph.D)	PhD or DPhil ,Science,Physics	36	Post Graduation	English,Hindi	8	0
Doctoral (Ph.D)	PhD or DPhil ,Science,Botany	36	Post Graduation	English,Hindi	8	4
Doctoral (Ph.D)	PhD or DPhil ,Science,Chemistry	36	Post Graduation	English,Hindi	4	4

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	22				4				15			
Recruited	9	13	0	22	1	3	0	4	8	7	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				33			
Recruited	0	0	0	0	0	0	0	0	15	18	0	33
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				23
Recruited	17	6	0	23
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0



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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	13	0	1	3	0	4	4	0	34
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	14	10	0	24
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	14	13	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	10	0	0

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

Self Study Report of GOVERNMENT AUTONOMOUS GIRLS P.G. COLLEGE OF EXCELLENCE

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	8535	0	0	0	8535
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	2935	0	0	0	2935
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	28	0	0	0	28
	Female	42	0	0	0	42
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	775	646	1041	874
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	142	91	160	173
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2521	2312	3240	2899
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1177	1048	1478	1242
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>4615</b>	<b>4097</b>	<b>5919</b>	<b>5188</b>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Arts	<a href="#">View Document</a>
Bba	<a href="#">View Document</a>
Bca	<a href="#">View Document</a>
B Lib	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Science	<a href="#">View Document</a>

**Institutional preparedness for NEP****1. Multidisciplinary/interdisciplinary:**

As the NEP is implemented in India, Madhya Pradesh is the first state of India who implemented it. It is multidisciplinary and interdisciplinary as well. Under National Education Policy in the session i.e. 2021-22 we have admitted students with multidisciplinary approach. Prior to the adoption of NEP, the multidisciplinary/interdisciplinary approach has already been imbibed by the institution, to provide a plethora of choices for course combination selection to the learners. By adoption of Ordinance-14A and 14B of the Department of Higher Education, Government of MP, for launching NEP-2020, along with the continuation of CBCS Semester and yearly Mode has given a significant thrust with the inclusion of a broad spectrum of a multidisciplinary platter of choices ranging from Disciplinary/interdisciplinary Major, Disciplinary/interdisciplinary Minor, Generic Electives (GE), Discipline Specific Electives (DSE), Skill Enhancement (SE)/ Vocational, Ability Enhancement (AEC), Certificate, Value-based, courses from online /offline mode. As an autonomous Institution and as per the guidelines of Ordinance-14A and 14B the Institution has drafted the syllabi on the basis of UGC's recommendation of 'The Learning Outcome Curriculum Framework (LOCF) for holistic development of a learner as visualized in NEP-2020. Keeping in mind the broad spectrum of multidisciplinary and interdisciplinary knowledge required for the student's overall development, customization has been done in the syllabi drafted by Central Board of Studies, Directorate of Higher Education, taking care of local requirements. For eg: As per the guidelines of Ordinance 14 A and 14B learners have access to Vertical as well as Horizontal academic flexibility in terms of Multidisciplinary/ interdisciplinary learning for accumulating the necessary credit. The spotlights of initiated and implemented four years or eight semesters UG curriculum as per NEP-2020 are: • Outcome based Education (OBE) with Multiple entry-exit facilities. • Multi-dimensional and Barrier-free nature, of course, combination selection. • Eligibility of interchange of Major and Minor courses, in the third semester, by fulfilling the necessary credit requirement. • Option of selecting Discipline

	<p>Specific-Elective course in fifth semester. • Option of earning additional 6 credits per year for first six semesters of UG programs by opting Minor/Generic-Elective/Vocational courses. • Option of Field projects/internship/apprenticeship/community engagement and services to provide hands-on skill training and become self-reliant. To facilitate initiation and smooth implementation of NEP2020, • e-contents were developed by the faculties at the state level as well as the institutional level and hybrid mode (online/offline) of curriculum delivery. • Nodal/Regional Distance learning facilities: Maharaja Bhoj Open University (2020), NPTEL (2023) and Mahatma Gandhi Open University, Chitrakoot (2017). • Institutional and divisional orientation programs organized for stakeholders to enhance engagement and understanding. • 'College Chalo Abhiyan' raised NEP-2020 awareness among 12th students and their teachers during school visits. • Though the faculties in the institution are engaged in multidisciplinary and interdisciplinary research activities, it plans to equip faculties to understand complex societal problems by encouraging: i. Choosing a research problem that cuts across different disciplines: Problems of global warming, pollution, ethnic conflict, area research, natural disaster, migration etc. are areas of the interdisciplinary approach.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of credits is important part of NEP. It has been already implemented in this institution in a proper manner. NEP-2020 envisages the establishment of the Academic Bank of Credit (ABC) as an academic bank and digital empowerment of students as academic account holders. This national student centric facility will provide service of credit verification, credit accumulation, credit redemption, and authentication of academic awards. To help in the seamless integration of skills and experiences into a credit-based system, the institution has registered itself in ABC portal and will be actualized through digilockers in the National Academic Depository (NAD), which is an initiative of MoE. This will give more flexibility to the students. A video has been prepared to guide students on how to create ABC-ID. Students have been asked to create their ABC-ID and share the same with the Institute. All the preparations have been done and data is now on “Go-live”.</p>

	<p>Results of session 2021-2022 (NEP) onwards have been uploaded by the Examination Cell and incorporated into the students' awards/results. About more than 10000 awards/credits have been uploaded on NAD Portal. The digital awards and credits will be reflected in the student's Digi Locker and ABC login. This will give students wider academic mobility. Faculties have contributed to designing of 4-Quadrant approach E-Content (E-Shiksha Portal) of Department of Higher Education, M.P. Faculties have contributed to the development of Study Material in Hindi for M P Hindi Granth Academy, M.P. Faculties have enriched their teaching practices by using blended teaching tools, flipped classrooms, and Innovative pedagogy usage.</p>
<p>3. Skill development:</p>	<p>Before NEP-2020, the Institute along with the regular courses offered short-term courses through the Swami Vivekananda Career Guidance Cell and various Departments which was a 'value addition' to the learner's profile. With the advent of NEP-2020 the Institute using its autonomy and the provisions of ordinance 14A and 14B implemented 08 subjects specific 'Skill-Enhancement-Courses (SECs)' to help students enhance their learning capabilities. Under the 'Ability Enhancement Compulsory Course (AECC)', the Institute has drafted its curriculum for the courses as following : 1. Horticulture 2. Nutrition and Dietetics 3. Yoga 4. Web Designing 5. MS Office 6. Training Workshop (Sponsored by smart city team) 7. Digital marketing 8. Environmental Studies 9. Prayojan Mulak Hindi 10. Effective English 11. Digital Awareness 12. Short Term Certificate Courses The Institute has selected various Vocational Courses designed and developed by the Central Board of Studies of Higher Education MP. Such courses will create opportunities and scope for talent development of our students by offering them specific training and guidance. Other than vocational skills, 21st-century skills have also been augmented as short-term courses, to make a student industry ready.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP is implemented in this college since 2021 and Bharatiya Gyana Parampara is one of the foundation principles of NEP is inculcating "a rootedness and Pride in Indian culture" and making learner aware of long, sustained, continuous, and rich traditions of texts and thinkers in India. Earlier, these foundation</p>

principles were promoted through the Foundation Courses (Hindi & English). With the adoption of NEP 2020, all the courses designed, integrate, and reflect upon the excellence in various knowledge domains that characterizes India as a knowledge civilization promoting the understanding of its rich and diverse culture, ancient as well as modern systems and traditions. Also, it focuses on how knowledge is perceived as an utmost value, and how it has been embedded in the social and cultural life of the people. Courses and syllabus have the contents related to Indian tradition and culture. Local favour to be part of curriculum Webinars on Indian Languages Enhancement of Culture & art Updating of vocabularies. Additionally, wherever possible, a reference of the Culture and Heritage of Madhya Pradesh is also included in the syllabus. The curriculum of all the courses is delivered through e-content designed (in a 4-quadrant Model) in online as well offline mode bilingually (English/Hindi) for better conceptual clarity. Apart from these, being an institution of the Hindi Belt, the institution is also focused on creating inclusivity with reference to local customs & traditions, language/dialect, and societal aspects. Various co-curricular activities are conducted to showcase the richness and vibrancy of local culture. A Cultural Club also exists, which amalgamates all the socio-cultural ethos of the local as well as national aspects.

5. Focus on Outcome based education (OBE):

Syllabus of this college is outcome based. Degree course have Ist year as Certificate Program, IInd year as Diploma Program, IIIrd year as Degree program and IVth year as Degree with Honour's or Degree with Research Programme. Translating vision into goals Identifying the Appropriate Learning Solution. One of the widely accepted models used by institutions of higher education across the world for designing higher education learning and assessment is Outcome Based Education (OBE). In an outcome based education system, outcomes or learning outcomes are the primary considerations around which the entire teaching-learning process is designed. The Institution adopted OBE in the session 2021-2022, which has set the foreground for easy implementation of NEP-2020. As an autonomous institution, OBE is institutionalized through the assessment of learning outcomes by Design and



	<p>development of Curriculum, Selection of Methods and Technologies, Transaction of Learning Experiences, and Assessment of Student Performance. A Design Down Approach to teaching and learning and assessment is followed, where in each stage of the teaching-learning process starts from Program Education Objectives (PEOs) and transcends to the formulation of Program Outcomes (POs), deciding competencies and performance indicators (PIs), Course Outcomes (COs), and adoption of the teaching-learning strategy. Cognitive/scholastic abilities are well aided by Cocognitive/Co-scholastic abilities during the teaching learning abilities. The revised Bloom's Taxonomy provides a teacher with different cognitive skills under broad categories which are used to write learning outcomes in different subject areas. POs/COs are mapped and both direct and indirect modes are applied to summative and formative assessment. Employability mapping has also been done to assess the need of adding necessary core skills as well as 21st-century skills. Additionally, institutional initiatives for promoting relevant Sustainable Development Goals were also taken into account.</p>
6. Distance education/online education:	<p>We have study centers of M.P. Bhoj Open University, Bhopal and Mahatma Gandhi University, Chitrakoot which are established by the Government of Madhya Pradesh for Distance Education. During the COVID Pandemic, the Higher Education System has undergone an enormous transition from an offline to an online mode of action, a mode not only for the delivery of curriculum but for all other student and teacher-centric activities. Post-COVID pandemic, Even after the normalization of the pandemic scenario, online modes are still used as they can be accessed from anywhere and anytime. So, for giving higher flexibility to the learners, the institution has undergone a metamorphosis adopting a blended or hybrid mode of teaching &amp; learning. Teachers are well-trained and well-versed in using smart classes &amp; ICT-enabled tools. Apart from this, department of Higher Education has its own indigenously developed LMS platform dedicated to all teacher &amp; student-centric activities. Study material in the form of e-content is available on the LMS but also can be accessed through E-Shiksha LMS based on a</p>

4-quadrant model from the portal of DHE, MP, to which our faculties have contributed too. Discussions and resource sharing is done through Whatsapp groups and all inter-departmental information sharing is done through e-mail. Distance education, as a highly flexible mode of learning is run through the study centers of Bhoj University, Bhopal and Mahatma Gandhi University, Chitrakoot and Local Chapter of NPTEL.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Electoral Awareness Committee "Matdata Jagrukhta Samiti" is formed in this college to aware the students about their electoral rights. This College has been actively involved in promoting civic awareness and engagement among students through its Electoral Awareness programs since the year 2017. The primary objective of this initiative is to captivate students' interest and involvement by offering engaging and thought-provoking activities. Through these activities, students gain practical and immersive exposure, allowing them to develop a deeper understanding of their electoral rights and responsibilities. Moreover, the program aims to acquaint them with the intricacies of the electoral process, particularly focusing on voter registration and the voting procedure. By utilizing a variety of creative and stimulating activities, the college endeavors to raise awareness about the significance of active participation in the democratic process. Students are provided with hands-on experiences that enable them to comprehend the mechanics of elections and the fundamental principles that underpin a functional democracy. Through these experiential learning opportunities, participants are empowered to make informed decisions, exercise their voting rights responsibly, and contribute positively to the democratic fabric of the nation. The program conducted by the Electoral Awareness Committee serves as a bridge between theoretical knowledge and practical application, fostering a deeper connection between students and their civic duties. By familiarizing young minds with the electoral process from an early stage, this College is

	<p>playing a crucial role in shaping conscientious and responsible citizens who are equipped to actively participate in shaping the future of their country. Through its persistent efforts, the college strives to nurture a sense of civic duty, encourage political awareness, and instill the values of democracy and active citizenship in its student body. EAC has been established under the guidance of the district-level electoral awareness unit under the supervision of a steering committee monitored by the Collector and District Election Officer (DEO). The cell is working under the SVEEP (Systematic Voters Education and Electoral Participation), plan launched by the Election Commission of India creating momentum towards greater participation for a stronger democracy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Electoral Awareness Committee (EAC) of this College operates within a structured framework established in collaboration with the district-level electoral awareness unit. This unit operates under the careful guidance of a steering committee, which is overseen by the Collector and the District Election Officer (DEO). This hierarchical setup ensures that the ELC's activities are well coordinated and aligned with broader electoral education initiatives. The ELC's operations are closely linked to the Systematic Voters Education and Electoral Participation (SVEEP) plan, a national initiative introduced by the Election Commission of India. This plan is designed to systematically educate voters and encourage their active participation in the electoral process, thus contributing to the strengthening of democratic principles in the country. By operating under the SVEEP plan, the EAC of this College becomes part of a larger movement to foster increased political awareness and engagement among citizens. At the helm of these efforts is the Nodal Officer who holds the pivotal role of overseeing voter registration and engagement within the institution. Her responsibilities encompass coordinating and implementing various activities that promote voter education and participation. As a District Level Master Trainer for Voter Awareness and Election Training, Nodal Officer plays a crucial role in disseminating knowledge and skills related to the electoral process, thereby ensuring that the youth are well-informed and empowered to exercise their</p>

	<p>voting rights effectively. To bolster the EAC's impact, the College appoints female Ambassadors, along with student teams. These individuals are supported by units such as the National Cadet Corps (NCC) and the National Service Scheme (NSS). This collaborative approach leverages different resources and expertise to enhance the reach and effectiveness of the EAC's initiatives. Since its establishment in 2017, the EAC and its Nodal Officer, who have been instrumental in forging strategic partnerships and fostering productive collaborations. These efforts contribute to the effective monitoring and evaluation of the program's outcomes, ensuring that youth voter involvement is continuously nurtured and expanded. By engaging students through a multi-faceted approach and providing them with both theoretical knowledge and practical experiences, the EAC is actively contributing to the cultivation of informed, responsible, and participatory citizens who play an essential role in upholding the principles of democracy.</p>
<p>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.</p>	<p>The college's commitment to voter education and participation plays a crucial role in cultivating responsible and informed citizens who contribute to the vitality of the democratic system. (a) National Voters Day (25th January): National Voters Day, observed on January 25th annually, promotes voter awareness and participation. Its core goal is to encourage eligible voter registration, reminding citizens of their pivotal role in democracy through voting. The day features events, campaigns, and activities emphasizing voter registration's significance, enhancing electoral engagement. The Election Commission of India's initiatives aims to boost voter enrolment, fortifying democratic foundations. (b) Special Session for Newly Admitted Students: As part of its commitment to nurturing responsible and informed citizens, This College organizes a dedicated session for newly admitted students. This session, titled "Why and How to Enroll the Name in Electoral List," is designed to educate students about the significance of voter registration. During these sessions, students receive registration forms along with instructions on how to complete them. The forms are to be submitted to the booth-level officer (BLO) responsible for their specific residential area. In addition to offline registration,</p>

students are also informed about the convenience of online registration, emphasizing modern methods of participation. This initiative, known as "No Eligible Voters Should Be Left" or "Koi Matdata Na Choote," serves as a rallying cry to ensure that every eligible individual becomes a registered voter. Furthermore, students are educated about the voting process itself, including the requirement for a valid Photo Identity Card to cast their votes, fostering a comprehensive understanding of the electoral process.

(c) Promotion through Diverse Activities: This College employs a range of engaging and innovative activities to popularize voter awareness and participation among its student body:

- Street Plays and Short Skits: The college organizes street plays and short skits that creatively convey important messages about voter rights, responsibilities, and the electoral process. These interactive performances capture students' attention and facilitate better comprehension.
- Awareness-Slogans and Pamphlets: Slogans and pamphlets are distributed to disseminate key-information about voter-registration, the voting process, and the significance of participation. These concise and impactful messages help reinforce voter awareness.
- Run for Democracy: Organizing running events or marathons with a thematic focus on democracy and voter awareness promotes a healthy lifestyle while simultaneously emphasizing civic engagement.
- The institution is a centre of district-level training for elections-and many of the faculties are engaged as State-Level and District-Level-Master-Trainers. Through these multifaceted and dynamic activities, College endeavors to foster a culture of active citizenship, where students not only understand the importance of voting but also actively participate in the democratic process. In this the following activities are very popular towards electoral awareness and by these activities the messages of Election Commission of India are spread among the students: 1. Rangoli Competition 2. Mehndi Competition 3. Poster Making Competition 4. Slogan Writing 5. Cycle Rally 6. Human Chain 7. Essay Competition etc.

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

Campus Ambassadors and their dedicated teams play a proactive role in mobilizing individuals, particularly youth and women, to partake in voter registration, with a focus on reducing gender

advancing democratic values and participation in electoral processes, etc.

disparities. They diligently organize awareness campaigns in rural areas, diligently collecting registration forms and providing assistance for voter name deletions. Inclusive efforts extend to the distribution of Electoral Photo Identity Cards (EPIC) and hosting engaging voter awareness events such as rallies, marathons, and competitions. Intellectual growth is nurtured through activities such as quizzes, essays, debates, and art showcases that promote electoral literacy. The initiative acknowledges student accomplishments, fostering motivation and a sense of accomplishment. A dynamic young voter festival serves as a vibrant platform, involving college youth in spirited competitions. Additionally, the club facilitates vital processes such as linking voter details with Aadhar and mobile numbers. The holistic approach effectively elevates voter participation, fosters civic engagement, and extends empowerment throughout the community. By enhancing awareness and active involvement, the initiative cultivates responsible citizens who contribute to a robust and inclusive democratic fabric.

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.

Enrolling in the democratic process is a fundamental responsibility for citizens, and this imperative is echoed within College. The institution underscores the importance of active participation by mandating that all students aged 18 and above must register as voters. This regulation aligns with the principle that every eligible individual should exercise their democratic right. Guiding this effort is the Nodal Officer and her dedicated team. They orchestrate a meticulous and comprehensive campaign to ensure that no eligible voter is overlooked. Through systematic planning and execution, the team leaves no stone unturned in reaching out to every eligible student. The process involves multi-faceted strategies: Awareness Creation: The team launches intensive awareness campaigns across the campus. They utilize various channels such as presentations, workshops, and interactive sessions to educate students about the significance of voter registration and its role in shaping the nation's future. Personalized Guidance: Nodal Officer and his team offer personalized guidance to students, addressing queries and concerns related to the registration process. This approach fosters a supportive environment, encouraging students to proactively

enroll. Documentation Assistance: The team ensures that registration forms are readily available and guides students through the completion process. They facilitate the submission of forms to the appropriate authorities, making the process seamless and accessible. Regular Follow-up: Persistent follow-up measures are implemented to track the progress of registration. The team utilizes modern communication tools, such as emails and text messages, to remind and update students on the status of their registration. Collaborative Partnerships: Collaborating with local election officials, the team establishes strong partnerships to streamline the registration process and address any challenges that may arise. Addressing Barriers: The team actively identifies and mitigates potential barriers that might deter students from registering. These efforts may include addressing misconceptions, language barriers, or logistical challenges. Inclusive Approach: To ensure inclusivity, the team particularly emphasizes reaching out to marginalized groups and women, addressing any disparities in registration rates. The Nodal Officer and his team make certain that every eligible student recognizes the importance of voter registration and has the opportunity to participate. This diligent and comprehensive approach reflects the institution's commitment to nurturing responsible citizens who actively engage in shaping the democratic landscape. By leaving no eligible voter behind, the college strengthens the democratic ethos and empowers its students to contribute meaningfully to the democratic process.

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13573	12866	11101	11659	11219
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3829	3503	4237	3438	3341
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
84	89	84	84	89
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 84**



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

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
576.82	337.71	248.12	189.10	113.56

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

The autonomous status of the institution gives ample flexibility so that the curriculum imbibes emerging skills in the respective fields and is reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) incorporating Revised Blooms Taxonomy (RBT) and evaluating its relevance through mapping. The institution adopts Outcome Based Education (OBE) model with Choice Based Credit System (CBCS).

The Choice Based Credit System (CBCS) adopted by the institution follows the credit system for each programme and has given wide scope to choose Subject Electives at the Postgraduate level, and Major, Minor, Open Electives, and Vocational Courses at the Undergraduate levels. The courses and programmes offered reflect the Values, Goals, Mission, and Vision of the institution.

Curriculum restructuring is a continuous process wherein framing and revision of a course starts with feedback from the respective stakeholders followed by a discussion at the Departmental level and ensuring approval from the Board of Studies (BOS) and Academic Council.

The vision of our academic organization is to develop knowledge driven academic excellence. It is our responsibility to prepare the students for the upcoming challenges. We focus on holistic development ensuring critical thinking.

We develop skills like communication, organization and management. With this course we build software Programrs, system and network administrator, web designer and a range of technical experts of different fields to cater the need of software and IT industry. Subjects like Home Science, is an interdisciplinary fields of knowledge with focus on Food and Nutrition, Resource Management, Communication and extension. Our subjects of commerce explore the statistical and analytical aspect of students inventory management data collection, analysis, projections, fund management, foreign trade, banking, managerial and entrepreneurial arena are the classical areas. It helps on students to demonstrate their ability to interpret evaluate, locate, generate and use sociologically. The main focus of History is to promote an understanding of human societies have evolved up to their present stage of development. It also helps our students to understand the common routes of human civilization and appreciation of basic qualities of mankind through our psychology programs. Students will know the concepts, perspectives, historical trends, empirical findings, research methods and ethics. It helps the students to develop skills in ethical behaviour, complex cognitive processes and professional development. The courses of our botany and zoology programs, helps them to understand the phylogenetic framework of the living world. Our Geography programs are designed to meet the student specific educational and professional goals. It

emphasizes quantitative and qualitative analysis of human environment relationship. We also have information technology related program as library science. The course highlights are classification cataloguing, circulations, using information and communication technologies for automating the library housekeeping operations.

Under NEP 2020 we have introduced vocational courses like Horticulture, Web Design, Personality Development, Nutrition & Dietetics, DTP, Organic Farming etc. These courses enable students for self employment and career. Field project is a compulsory part for Under Graduation students in all faculties.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

To focus on employability, entrepreneurship, and skill development, Institute takes several steps and revises its course in theory and practice.

#### ***Implementation of NEP-2020:***

With the implementation of NEP-2020, more flexibility in choosing options, where a number of vocational courses have been added to the curriculum. Also, skill development related practices are included in syllabus.

#### ***Updation of Course Content:***

Syllabi are regularly revised to incorporate the latest industry practices and technologies. Faculty members stay updated with current trends and include relevant topics in their courses during the Board of Studies. Adding new subjects, updating existing content, or introducing practical projects and case studies are regular practices.

#### ***Entrepreneurship Training:***

Various Departments introduce entrepreneurship training that provides students with the knowledge, skills, and resources needed to start and manage their own businesses. Organizing Udyamita Shivir is such an action, where various departments show their entrepreneurial preferences. In addition, the Innovation and Incubation cell also works to foster necessary entrepreneurial skills by organizing training sessions and fairs that include schedules on business planning, financial management, marketing, and

innovation.

Training programme related to interest of student are organized. MoU with LNCT Bhopal for incubation and CEDMAP are also functional.

Encourage Interdisciplinary Learning: Many contemporary job roles require a combination of skills from different disciplines. We encourage interdisciplinary learning by offering flexible course structures as per NEP-2020 and promoting inter-departmental collaboration.

Providing Career Guidance and Counselling: The institution has a dedicated Swami Vivekananda Career Guidance and Counselling Cell & Placement Cell to assist students in identifying their strengths, career aspirations, and suitable job opportunities. These activities also help students to develop effective job search strategies, resume writing skills, interview techniques, etc.

By implementing these strategies and adding relevant new courses regularly, institute is able to prioritize employability, entrepreneurship, and skill development, ensuring that its course syllabi adequately incorporate contemporary requirements and equip students with the skills and knowledge needed to succeed in the evolving job market.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 92.24

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 713

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 773

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

***Ethics:***

Our teaching learning process promotes ethical culture of proximity that focuses on people who are capable to promote identity feelings of citizenship supporting decision towards the universal good and the creation of a sense of belonging. The sociology course content considers customs and values, creating background expectation of society concerning behaviour, recognition of successfulness of personal activity and self realization. We also focus on political ethics in practicing and making moral judgement.

***Gender:***

Our curriculum includes methods to promote inclusion of women in development of all sectors including disadvantaged woman, with disabilities and other vulnerable groups. Curriculum builds to meet the diverse needs of Indian women with focus to develop inclusive society.

***Environment:***

Our topics related to environmental sustainability is about making responsible decisions that will reduce negative impact on the environmental. It involves making decisions and taking action that are in the interests of protecting the natural world, with particular emphasis on preserving the capability of the environment to support human life. The content teaches our students about better management of these resources include air, clean water, energy, mineral resources, vegetation, wild life and our natural flora and fauna.

**Human Values**

The curricula of the compulsory Foundation Course, Hindi, English, and Sanskrit 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.

### Values Enshrined in NEP-2020 & UN SDGs:

Sustainable Development is an approach to growth and human development that aims to meet the needs of the present without compromising the ability of future generation to meet their own needs. To incorporate it with Higher Education is to involve youth for better environment and sustainable future as it is knowledge transfer academic expertise for better policy making.

Our institute is also actively following SDG by performing difference activities like.

- We provide clean water and sanitation facilities in college.
- We have included environment in syllabus in various course.
- We have wifi campus and ICT enabled labs and class room.
- We have three units of NSS, they are involved in any outreach activities is social work.
- We have one elective paper on NSS.
- All Govt. protsahan and sahayata yojna are implemented in college and majority of girls gets benefit of it.
- Health checkup camp is organized. Nutrition and Dietetics, Personality Development Courses are also included in syllabus.
- Women empowerment, course is also taught, this course is compulsory to all students.
- We also celebrate Ozone day on 16th September clear air day on 7th September and several other activities related to environment.
- We celebrate Madhya Pradesh Diwas, Samvidhan Diwas, Manav Adhikar Diwas by orgazing several activities.
- Our institution in committed for quality education. we are being autonomous institution, organized expert lecture every year we have offered 30 hrs. Certificate course in 29 topics seminars/webinars are also organized.

National Education Policy is implemented in institution since 2021.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 50

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

### **1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 22

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 22

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 93.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
5287	5895	4900	4740	4380

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

2022-23	2021-22	2020-21	2019-20	2018-19
5855	6455	5465	4778	4415

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 58.85

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1729	1936	1311	1526	1434

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

2022-23	2021-22	2020-21	2019-20	2018-19
2928	3228	2733	2389	2208

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

We host various educational events such as workshops, seminars, expert talks, and tutorials for students.

We assess students' learning progress through mid-term evaluations known as Continues Cumulative Evaluation (CCE) and feedback from faculty members based on factors such as participation, assignment completion timeliness/quality, and basic math skills for science students. Remedial courses, funded by the UGC, are offered to those identified as needing extra support in their respective departments.

Our institution offers a platform for students to unleash their potential and encourages them to approach real-life situations with increased confidence. The college also provides a variety of co-curricular activities to promote students' holistic development.

Workshops are arranged to boost the skills of both slow and advanced learners, ensuring that all students are motivated. Remedial classes are provided for slow learners in order to help them improve their academic performance. Our college pays close attention to understanding the unique needs, goals, and expectations of each student. Additionally, the college communicates regularly with parents regarding their child's attendance and performance. Faculty members also customize their teaching to address any challenging topics based on the students' needs.

Our college offers career counseling to advanced learners, which could help them find a new direction for their career. In addition, these advanced learners are encouraged to aim for higher goals and are provided opportunities to engage in group discussions, debate competitions, technical quizzes, etc. These activities are aimed at enhancing their analytical and critical thinking skills and improving their presentation abilities. Special prizes are awarded to them for participating in such programs.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

#### Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 161.58

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Even though we have a large number of students, we strive to create teaching environments that focus on the needs of the students. As a government college, we are required to adhere to the syllabus set by the Government of Madhya Pradesh. Until 2019, we included a summer internship program for final year undergraduate students, which allowed them to gain practical knowledge in their field and connect with professionals. Additionally, we have incorporated industry visits, excursions, and field trips into the curriculum. Since 2008, we have been sending postgraduate students for project/internship work lasting 2 months, tailored to their interests such as computer basics, beauty & grooming, mass-media, and more.

During the COVID pandemic, we had to adapt our teaching methods by transitioning to online platforms. Instead of using Smart Board, LCD projectors and physical class materials, we focused on IT-enabled teaching methods. We organized 12 webinars and conducted online classes regularly. E-study materials and web links were provided to students, encouraging them to utilize INFLIBNET resources due to limited access to physical books.

During this time, we have focused on enhancing faculty members' ICT skills and ensuring our students are proficient in IT. Google forms have been implemented for data collection and management. We are actively promoting various e-learning platforms such as SWAYAM, e-pathshala, Diksha, Swayamprabha, and Shodhganga. Our local SWAYAM chapter has enrolled 850 students in various courses. Our teaching format has transitioned to a hybrid model, incorporating methods like flip classes. Many departments have organized excursion tours as well.

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

### 2.3.2

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

Mentors provide information to their mentees about different programs and initiatives offered by the institution to enhance the overall development of the student. They keep a record of their mentee's results

from the previous semester and also gather information about their internship experiences. Mentors talk about the goals of the mentorship and keep track of newly admitted students. They help mentees with creating plans for both professional development and personal growth, as well as acquiring new knowledge and skills.

A mentee should create a mentorship culture to help students succeed. During the first meeting of the semester, the mentee's assignment and quiz grades, as well as marks from the previous semester, are recorded in the mentor's records. This helps categorize the mentee as either a slow or fast learner, and a plan for improvement is created accordingly. The mentor also organizes parent-teacher meetings to address academic and personal concerns of mentees with their parents and provide recommendations.

Mentors also support NSS/NCC initiatives in rural areas and lead awareness campaigns on health and wellness. Around a hundred NCC cadets engage in state-level activities with mentor guidance. Cultural events and blood donation camps are facilitated by mentors. Sports activities are held with mentor support for students to compete at state and national levels. Mentors organize industrial tours and field trips to improve mentees' skills and knowledge. They help expand cultural horizons and promote collaboration among stakeholders.

Mentors help mentees prepare for real-world challenges by offering guidance and support. They organize seminars and conferences to expand mentees' knowledge. During meetings, mentors discuss issues faced by mentees, skills, career development, and various activities like library visits, assignments, quizzes, projects, and more. They also conduct remedial classes for struggling students. Mentors keep track of mentees' progress, achievements, and participation in extracurricular activities. In the final year, mentors gather information about their mentees' future plans after graduation. If a mentee misses two consecutive meetings, the mentor notifies the class coordinator and the mentee's parents.

Research scholars are provided with expert lectures to keep them informed about the latest research and development trends by their mentors. In line with the Swami Vivekananda career guidance program, students receive mentoring on self-employment opportunities. Additionally, mentors also conduct classes to help students prepare for various competitive exams at the institute.

The successful mentor-mentee program helps instill and develop positive attributes and qualities in students. Due to the supportive atmosphere, students view their educational institution as a welcoming place and feel comfortable discussing their personal and academic concerns, receiving timely and effective solutions. This sense of satisfaction contributes to their holistic growth and development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.****Response:**

The Government of MP, Higher Education Department has efficiently organized the Academic Calendar for both semester and Annual System, dividing it into the following segments -

- Introductory Classes
- Teaching work (Theory, Tutorials & Practical)
- Comprehensive Cumulative Evaluation Work
- Practical Exams
- Pre-exam preparation leave for student
- Semester Exam/ATKT Exam
- Semester Break for students
- Declaration of result.

Additionally, there are various extra-curricular activities planned such as student orientation, student union elections, sporting events, NCC, NSS, youth festival, and annual prize distribution. The college also organizes the release of annual magazines and alumni meetings. Adhering to the guidelines set by the Higher Education Department of the Madhya Pradesh government, any adjustments to the program are minimal and aimed at managing unforeseen circumstances. Each subject has an annual or semester planner, spanning 180 or 90 days respectively, which needs to be submitted by the respective teacher in July before the academic session begins. These planners are then displayed in various departments for students' information.

A committee has been established to create, oversee, and supervise the entire schedule for various disciplines including Science, Arts, Commerce, and Home Science. This schedule outlines the allocation of time for each subject and its respective faculty members, as well as the specific programs for which it is designed. Additionally, a separate departmental schedule is prepared and posted in each department.

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

**2.4 Teacher Profile and Quality****2.4.1**

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	89	84	84	89

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.2

### Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

**Response:** 86.9

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 73

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 11.73

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 985

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 70.79

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 63

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.5 Evaluation Process and Reforms**

### **2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 27.4

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**



2022-23	2021-22	2020-21	2019-20	2018-19
25	28	25	28	31

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

### Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.11

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	04	02	0	15

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3944	4459	4457	3392	3421

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

#### **IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

#### **Response:**

A committee has been established to create, oversee, and supervise the entire schedule for various disciplines including Science, Arts, Commerce, and Home Science. This schedule outlines the allocation of time for each subject and its respective faculty members, as well as the specific programs for which it is designed. Additionally, a separate departmental schedule is prepared and posted in each department.

To ensure the secrecy of the question paper, it is coded appropriately and includes questions from all units with options for students. The question paper is moderated to uphold high standards. CCTV cameras are in place to monitor the entire exam period. Answer books are encoded and decoded to uphold confidentiality. Online submission of exam/revaluation forms saves time for both students and the college, as well as speeds up the generation of admit cards. The college manages a revaluation system and ensures timely publication of results, including through online result declarations. Additionally, advanced supplementary exams are conducted as needed.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

Each year, the Board of Studies for every subject holds a brainstorming session to assess the course content, potential new topics to add, topics that could be removed, interdisciplinary subjects, planned activities, and more. The goals of the Program and Course are established with the intent of engaging students in the subject, fostering research and innovation, benefiting society, providing opportunities for entrepreneurship, and considering future applications in advanced studies. These objectives are aligned with the UGC's model curriculum and can be found on the college website under a specific subheading for students and parents to access. Changes to the syllabus are also made in response to local or regional needs and demands.

A meeting for teachers has been organized where various objectives and related topics are discussed in depth. Each teacher is provided with a printed hand-out for their personal reference. Teachers' views, suggestions, and feedback are taken into consideration before finalizing the syllabus. Additionally, any necessary upgrades to resources are discussed and acted upon. The teaching plan and activities for the entire year are also reviewed to ensure successful attainment of Program Outcomes and Course Outcomes by all faculty members. This includes conducting remedial classes for struggling students, implementing activities by the Jan Bhagidari Samiti for skill development and entrepreneurship programs, collaborating with NGOs, organizing community programs, and offering various curricular and co-curricular activities that help students apply their education in society. The college has introduced the Swami Vivekanand Rozgar Yojana to prepare students for competitive exams and self-employment.

The teachers arrange a meeting with their students to provide essential information about the course and syllabus using printed handouts, Power Point presentations, and lectures. They urge students to suggest creative ideas and topics of interest to encourage active participation in the learning process. They also discuss the yearly plan of activities to help students approach learning in a more organized and systematic manner.

With the evolving trends in professions and careers, the introduction of new subjects is being considered as well. These subjects can be taken as standalone courses or as optional additions to existing courses, such as computer applications.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 100

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 3829

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.25

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### Response:

The institution research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented as NAAC criterion 3. The institution promotes research activities for students as well as the lecturers and professors. To promote researches, the college has taken adequate care to provide a vast library with a stock of books, dictionaries, encyclopedias, periodicals, research journals, newsletters, well equipped science labs, computer labs, audio-visual room, and a team of competent staff comprising of the Heads of the Departments, lecturers, professors and the library staff.

Several departments have research methodology and statistics in their PG syllabus. Under the guidance of the faculties, the students undertake various topics for research which cover various issues of their subject.

The institution assists the faculty by providing seed money upto Rs. 50000.00 to carry out their Minor Research Project. The institution also provides physical facilities as well as technical assistance to carry out research activities. College publishes a quarterly multidisciplinary peer reviewed journal "Research Times" since 2014.

In all the researches, the objective of the study might be related to the subject, but the final outcome is always aimed at benefitting the society directly or indirectly. Global issues are also targeted and any national scenario or burning issue is immediately taken up for research or for a seminar. Students and academicians are invited where they present their papers. The research papers are uploaded on the college website and are also published in research journals and magazines.

Through these research works, we prepare the students to take up responsibility of their immediate society, to have a better understanding of the environment in which they live, the economic and political condition of their state and country and finally, their duties towards humanity at large.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

#### 3.1.2

**The institution provides seed money to its teachers for research**

**Response: 3.6****3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2.10	1.50	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response: 0****3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

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

**3.2 Resource Mobilization for Research****3.2.1****Total Grants research funding received by the institution and its faculties through Government**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response: 0**

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>

### **3.2.2**

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response: 0.13**

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 11

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>

### **3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response: 33.33**

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 28

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**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:

To create an ecosystem that will foster, support, and innovation amongst the students and faculties, the Institution has framed an Incubation Policy.

The institute has created an eco-system by forming the Incubation cell to cater to support among the students and faculty members.

**Ecosystem for Incubation:** The Institution has also been designated as **Incubation Center (IC) by Smart Sagar** for incubation purposes.

With the adoption of NEP 2020, all the courses are designed to integrate and reflect upon the excellence in various knowledge domains that characterizes India as a knowledge civilization and promote the understanding of its rich and diverse culture, ancient as well as modern systems and traditions. Every department makes it sure to acquaint the students with Indian knowledge richness related to their subject.

**IPR Awareness:** To sensitize the faculties and students about the procedural requirements various awareness seminars and workshops on IPR- Patents, designs & Copyrights are conducted in the institution. Students are made aware of IPR through practical application of writing articles.

#### **Incubation center and other initiatives for the creation and transfer of knowledge/ technology and the outcomes**

- Pre-incubation activities are conducted in the various departments to encourage students to develop their entrepreneurial talents and innovative thinking, such as training programme in Mushroom Cultivation, Specialized Instrumentation training, hosting entrepreneurship fairs etc.
- To increase industry involvement among students and faculty and also to create opportunities for applied research, The Placement Cell, Swami Vivekananda Career Guidance Cell arranges workshops/ industry training sessions and internships in order to enhance entrepreneurial skills among the students.
- In order to collaborate for research and training programs, the institute has signed a Memorandum of Understanding (MoU) with a number of industry bodies/associations and universities of



national and international repute.

- The institute is continuously upgrading its infrastructure through receiving grant from HED MP.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 1.43

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 40

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

Response: 3.73

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

Response: 313

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.52**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 44

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 38.25**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 2**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 4.1**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4.1	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

The aim of education in or college is not just academic excellence, but also all round development of the student in terms of awareness and sensitivity towards the society and the nation. Various activities other than the curriculum are carried out as part of extension programs to provide hands on experience to the students in delivering community services.

The college boasts of 03 units of NSS (National Service Scheme) and NCC. The student volunteers visit villages and slums to conduct survey and study the various problems of the residents of that locality. They try to upgrade the residents about the new social and religious trends and educate them on issues related to agriculture, energy, environment, various government schemes, sanitation, nutrition, blind faith, taboos, gender equality, education and literacy. To execute their activities, Collaborate with the Social Workers to work on schemes and projects like Beti Bachao, Beti Padhao, consumer rights and protection, human rights, fundamental rights, Swachchha Bharat, skill development, domestic violence, alcoholism, juvenile delinquency, etc. In all these activities, the residents of the communities are made to get involved so that they understand that all this is being done for their up liftment.

The college has adopted villages called KANERA, KUDHARI & MAINPANI near Sagar. Frequent visit by a group of students is done and distributing blankets, clothes, visiting the school of the village, a friendly and intimate talk with the students and teachers, farmers and people involved in other

professions is done. Their problems are discussed and solutions are suggested.

Blood donation camps are regularly organized by the college in the urban as well as rural area and the response and outcome are overwhelming. With the help of a few doctors and nurses of reputed medical colleges, free camps for the sick are also organized every year where general check up, check up of women, children and people who come with certain health issues are done and related suggestions are given. Free medical consultation and medicines are provided and regular records are maintained.

Apart from this, groups comprising of about hundred students each are formed and they visit the neighbouring communities and localities for shram daan where-in they work towards the cleaning of hand pumps, wells, construction of roads, and many other such social activities.

In the last five years, the students have seen improvement in the literacy rate, inclination towards education, new approaches in skill development and occupation among the people, improvement in the status of women related to issues like education, equality, domestic violence, holding important posts in the village and employment, improvement in health condition, economic status and social, political and environmental awareness among the residents of these communities. The living conditions have also improved and the residents look forward to the next visit by the students of our college,

Our students target these various issues through interactive services, shram daan, nukkad natak, cultural programs, interviews, discussions, case studies and theme based shows. They have also become aware and sensitive towards these issues and are determined to eradicate these social maladies from the society and become an asset to mankind.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 105

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	28	36	22

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

**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: 0**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The college has adequate infrastructure and physical facilities for teaching-learning as per minimum specified requirement by statutory bodies. It is located in the heart of the city which can be reached easily by private as well as public transport.

The college has a sprawling 2 campus of total 23 acres with a magnificent two storied 4 building. It has 64 classrooms. These classrooms are spacious and well ventilated and can accommodate 100 students at a time. Out of these classrooms, 12 classrooms are smart classes, 3 for each faculty, with a smart board, projector, screen, CPU unit with compatibility for using the latest USB devices, CDs and DVDs.

The college has a Principal's chamber, an office, a reception area, departmental staff rooms, two covered auditoriums, one open auditorium, canteen, toilets for students, toilets for staff, and other basic amenities. Each room has adequate electrical fittings like tube lights and fans. The departmental staff rooms have coolers to beat the summer heat.

There is a vast air conditioned two libraries with space to accommodate 100 students at a time. It is well ventilated and has sufficient electrical fittings like tube lights and fans. The library is centrally located to make it easily accessible to all the departments.

The Departments of Botany, Zoology, Physics, Chemistry, Home Science, Geography, Psychology, Computer Application, Industrial Microbiology, Biotechnology and Industrial Chemistry have a well equipped laboratory with the latest equipments, a computer and a printer. All the labs have fire extinguishers and first aid kit. Furniture, electrical and electronic equipments, tools, gadgets, storage facilities, etc are all according to the required specifications.

The Computer Application lab has 100 computers with windows 10. These computers have the programs, computing language, software, hardware, etc installed suitable for the prescribed syllabus. The tables and chairs are comfortable to help the students work on the computer for long hours. Internet facility is also provided to the computer labs.

The college has a large parking area for the staff, students and visitors to park their vehicles.

Separate areas are allotted for two wheelers and four wheelers. A well manicured lawn and a beautiful garden are also maintained by the college which adds to the beauty and majesty of the building.

The canteen observes all the rules of hygiene and nutrition and serves healthy snacks and beverages to the staff and students. Good and comfortable seating facilities are made available in the canteen. The college also has a sports ground to conduct all the sports activities.

Water coolers are placed at various places in the college building including the canteen. All the water coolers have aqua guard installed to ensure clean and hygienic potable water.

A powerful generator has been installed to ensure uninterrupted electricity in case of unexpected power failure.

Over all cleanliness and hygiene of the campus is maintained regularly and timely steps for any kind of repair are taken. The entire campus is secured by a strong boundary wall under the vigilance of a CCTV camera.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 30.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
214.26	23.58	14.11	155.33	43.85



File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The central library embraced modernization with Integrated Library Management Software (ILMS) SOUL 2.0 and e-Granthalaya, streamlining operations like acquisition, cataloging, and circulation. Automation facilitated staff with skill, while wi-fi, barcoding, and remote access through N-LIST, and NDL enhanced user experience. Central Library is using software - E-GRANTHALAYA full edition of NIC for the automation of Library. However, presently the library is automated for module OPAC (Online Public Access Catalogue). The library database is created and updated with 56811 records in E-GRANTHALAYA of NIC. E-granthalaya functionalities of the libraries such as: Cataloguing, Circulation Management, User Authentication, Reports and Analytics. The library conducts rare book fair to promote library usage and inculcate reading habits among faculty and students. Classification is done using Dewey Decimal Classification (DDC), and cataloguing is done using the Online Public Access Catalogue (OPAC) of SOUL software. At present e-Granthalaya software: The Institution has e-Granthalaya software from the current session, a Digital Platform developed and maintained by NIC, which is a digital initiative for Automation and Networking of Government Libraries under Ministry of Electronics and Information Technology, Government of India. The current version of the software, e-Granthalaya 4.0, is a Cloud Ready Application with a Web-based data entry solution and a Centralized Database for a cluster of 53 libraries. At present our Central Library has adopted and using e-Granthalaya an Integrated Library Management Software (ILMS). e-Granthalaya Mobile App. e-Granthalaya has following Modules: 1.Data Entry Modules 2.Web OPAC Module. Central Library is purchasing 20 Magzines in different subject, 7 News Paper (Hindi & English). Central Library holds print collection of which includes 66541 books, and offers wi-fi access and an e-Library with 20 LAN-connected computers. Remote access to e-books and e-journals is provided through N-List facilities, 15 print journals. Its database is maintained in the N-List server and the bibliographic information of each collection can be accessed from any corner of the world through Web OPAC, Using QR Code, Internet Service, Reading Room, Current Awareness, Old Question Paper Service, Free books and Stationary for

SC/ST Students.

Academic content is also made available to students through a dedicated remote access centre for MHRD telecasts, Swayamprabha channel, e-PG Pathshala, and NDL etc.

The Central Library has a dynamic Library webpage where all latest information of the Central Library is available on the webpage (<http://ggpgcs.com/centlibrary.php>).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 4.77

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.02	10.26	15.32	19.32	11.02

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

### 4.3.1

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

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

#### **Response:**

The college purchases and maintains technical equipments like computers, internet, peripheral equipments, servers, and applications, for the smooth and quick functioning of the office and administration and to facilitate state-of-the-art teaching-learning process. Every department, office, library and the computer laboratory are equipped with computers and a printer-scanner-photocopier.

The IT Policy of the college defines the rules, regulations and norms for the ethical use of these equipments. It also covers proper maintenance of the equipments. It also ensures the availability, confidentiality, integrity, safety and security of the data and information. Issues related to procurement, IT support and troubleshooting are also covered under the IT Policy. The IT Policy of the college covers the following points:

The equipments, services, hardware and software are purchased by the college in consultation with the IT department of the college along with the administration regarding the quality, brand, cost effectiveness and sustainability of the equipment.

Basic training and guidance is given to the staff to use and operate these equipments.

The college has internet band width from JIO. It is an unlimited plan with a bandwidth availability of 50 mbps. A budget of Rs. 2.25 lakhs per annum is sanctioned for the purchase and maintenance of wi-fi system.

Quick Heal and Net Protector anti-virus systems are installed in the computers for security against malware and data corruption. A budget of Rs 3 lakhs per annum is allocated for internet security.

Regular upgrading of the systems and updating of the software's is done to ensure unobstructed access to the data and for smooth functioning of the computers.

Technicians from reputed IT centres visit to the college to take care of the troubleshooting and other related problems as well as regular maintenance of the equipments.

The faculty and students have free access to the Wi-Fi.

The faculty members of the College use these computers and the internet as a search tool for reference, information retrieval, searching data and as a teaching aid.

The students can access the internet under the strict vigilance of their teachers. Certain websites have been blocked to ensure that the computers are used ethically purely for academic purpose.

Relevant software and programs are installed in the office and other departments taking into account the nature of work and the requirement of the respective department.

The computer laboratory has various computer languages, programs, software's and functions installed according to the need of the syllabus.

None of the faculty and students of college is not allowed to misuse the computers for unethical or non academic purpose.

Outsiders cannot use these computers or the access the internet without proper authorization from the management.

The smart boards and its peripheries can be used only by the college staff and students for teaching, viewing videos and listening to audio files related to the respective subjects only. They cannot be used for personal viewing and entertainment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 159.68

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

Response: 85

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

In the ever-evolving landscape of education, the integration of technology has become paramount in providing a dynamic and immersive learning experience. At the forefront of this educational revolution the college have an Audio-Visual Centre with state-of-the-art infrastructure including advanced video mixing equipment, editing facilities, cutting-edge hardware and software tailored for e-content development.

The heart of this centre lies in its commitment to fostering innovative teaching methodologies and creating digital content. Video mixing equipment forms the backbone of this initiative, allowing educators to seamlessly blend visuals and audio, capturing the attention of learners in a way that traditional methods cannot. The utilization of high-quality cinematic cameras, professional lighting techniques and sound recording systems ensures that the produced content is not only for quality content creation but also for effective learning.

The editing facility within the centre serves as the creative hub where raw footage is transformed into quality content for a great visual learning. Cutting-edge editing software empowers content creators to add graphics and animated contents which enhance the learning experience to new heights. Faculty can explore their creativity, producing content that transcends the boundaries of traditional teaching materials.

Media studies find a natural home in this innovative space, allowing to obtain hands-on experience in content creation, curation and dissemination. The centre becomes a laboratory for exploring the nuances of media, providing a platform to hone their skills and understand the impact of visual communication on education.

A cornerstone of the Audio-Visual Centre is the lecture capturing system, a need of this modern education that ensures no academic related moment is lost. With the ability to record and archive lectures, seminars and presentations, this system not only facilitates asynchronous learning but also serves as a valuable resource for future reference. Students can revisit lectures at their own pace, reinforcing their understanding of complex topics and fostering a culture of continuous learning.

The hardware and software infrastructure supporting the e-content development in the centre is meticulously crafted to meet the diverse needs of educators and learners. High end computers equipped with industry-standard software for video editing and content creation, empower users to push the boundaries of conventional teaching methods. Web storage provides access to resources from anywhere, fostering a flexible and inclusive learning environment.

In conclusion, the Audio-Visual Centre stands as a beacon of educational innovation, leveraging video mixing equipment, editing facilities and cutting-edge technology for e-content development. This facility not only transforms the way educators deliver contents but also empowers students to actively participate in their learning journey. As we navigate the digital age, this centre serves as a testament to the power of technology in shaping the future of education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 15.54

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
85.10	29.65	65.02	15.32	32.65

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

##### 4.4.2

**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

The college takes adequate measures for the correct and optimum utilization of the physical, academic and support facilities along with their timely maintenance. Regular inspection and up gradation of the furniture, electrical fittings, electronic gadgets, equipments in the labs, books and periodicals in the library and the college building is done.

Cleanliness of the whole campus is a daily routine. The whole building, lawn, garden, classrooms, staff rooms, office, toilets, labs, library, etc are cleaned and kept free of dust and cobwebs. The students and staff are also encouraged to follow healthy and hygienic habits to promote cleanliness in the campus. This includes restricted use of polythene inside the college campus. The water coolers are also cleaned regularly. Dustbins are provided in various places for disposal of garbage. These bins are cleared daily. Effective waste management methods are followed by separating the waste matter into wet waste and dry waste. The toilets are provided with wash basins, running water in the taps, hand wash bottles, dustbins and hand towels.

The lab equipments and tools are checked during the annual stock taking apart from any day to day damage or wear and tear. Redundant material is removed and replaced by items of utility. The annual report is submitted by the HOD to the Principal. The labs have their individual first aid kit.

The library conducts its annual stock verification where the entire library stock is checked. The books under loss are listed, the damaged books are sent for binding and books which are obsolete, no longer needed due to change in syllabus or too worn out are withdrawn from the library stock. The librarian also submits the annual stock verification report to the Principal.

The computers of the whole college are upgraded and serviced every year. Hardware and Software are upgraded from time to time. New software is added depending on its utility in the particular department. The server and Wi-Fi are also attended to. All these services are a part of the service contract.

The sports room is equipped with cricket balls, bats, stumps, badminton rackets, Table tennis rackets, shuttles, carom board, chess board, volley ball, throw ball kits for various sports games, first aid kit, etc. All the necessary, tools and equipments are made available to the students to encourage them in sports activities. There is a separate room for indoor games.

The Yoga centre has a carpet on the floor along with yoga mats and some equipment needed for performing the asanas like chairs, bands, cushions, etc. Some of the maintenance of the college is done by the support staff of the college, while for some services, quotations are called from the concerned agencies and the best quotation in terms of rates, services, reputation and quality of work is selected. The college canteen is kept clean and hygienic. The cooking utensils are of good quality and the cooking area is cleaned after every meal. The tables and chairs are wiped every day. The utensils are washed with good quality soap. Fresh vegetables are used and groceries are kept in adequate containers in healthy and clean atmosphere.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 74.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
9392	8395	10804	8342	7947

#### 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 (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

Our institute empowers students with counselling for career, self-employment, skill enhancement, and competitive exams. Various departments and the Swami Vivekananda Career Guidance Cell (SVCGC) provide continuous support for these programs. The institution regularly organizes lectures and



workshops on interview etiquette, mock interviews, self-confidence development, time management, and SWOT analysis. Special inputs for competitive exams, CV and resume writing, and job application procedures are provided. As the institution is female, special guidance is provided to women regarding Awareness programs dedicated to women's entrepreneurship, self-employment schemes & government policies for women, self-employment, the development of women & children" is organized. SVCGC arranges lectures on preparation for various competitive examinations. Departments organize various capacitance-building training programs/ internships/ Certificate Courses for enhancing their skills to make the students industry ready. Some of them are worth mentioning such as training programs in "Chem-Informatics and Biophysical techniques", "Medicinal Plant and Organic Farming", "Organic Farming for Sustainable. Development and Conservation of Environment", "Internship Training on Instrumentation", "Training Workshop on Mushroom Cultivation", "Analytical Aspects of Chemistry for Industry". Practical Exercises are framed in such a manner so that students get practical skills in diverse areas of the concerned subjects. Special Lectures/ webinars are arranged on career aspects. Some of them are: Career career opportunities Bloodstains and Blood Grouping System, Career Aspects of Biosciences Students in Conservation of National Parks, "E-Commerce and Online Banking", "Tally", "Solar Energy Plant", "Advanced Agricultural Skills", These initiatives have a positive impact on the career choice and skill enhancement of the students.

- Skill Development Course (30 Hrs.) "Therapeutic Aspects of Medicinal Plants"
- Skill Development Course (30 Hrs.) "Beauty Care"
- Skill Development Programme on: Chronology of Modern Indian History (30 hrs.)
- Skill Development Programme on : Fashion Design (30 hrs.)
- Skill Development Programme on: Yoga & Physical Fitness (30 hrs.)
- Skill Development Programme on: Tally (30 hrs.)
- Skill Development Programme on: Gandhi's Nationalism (30 hrs.)
- One Day National Webinar "Bharat Ke Shastriya Nratiya : Ek Avalokan"
- One Day National Webinar "Role of Sports Activities on Health and Changing Lifestyle : Pandemic 2020"
- One Day National Webinar "Manav Vyavhar Par Tanav Ka Prabhav Evam Prabandhan"
- Two Day National Webinar "Criterion 7 of NAAC"
- One Day National Webinar "Covid-19 Ke Dushparinamo Ke Pashchat Bhartiya Arthavyavstha Ke Purutthan Ke Upay"
- One Day National Webinar "Open Book Examination System"
- One Day National Webinar "Intellectual Property Rights"
- One Day National Webinar "Women Respect and Rights"
- One Week Workshop "Research Methodology"
- One Day National Webinar on "Movement of August Revolution in Indian Independence Movement"
- One Day National Workshop on "Role of Family and Society in Development of Women"
- One Day Workshop on "National Education Policy 2020"
- Two Days Hands-on Workshop on "Solar Power Plant As Sustainable Business Model For Women Entrepreneur"
- 6 Days Training Programme on Hotel Management.
- Free Coaching to ST/SC Students.
- Special Lectures on different subjects related to all avenues of employment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

**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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

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

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.4**

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 34.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
2043	2330	1880	17	04

### **File Description**

### **Document**

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 0.06**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
08	00	01	01	01

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 260**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	13	09	109	101

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

In order to nurture potential leadership skills and to protect the genuine interest and welfare of the students, we have a well structured student union body.

The Principal is the chairman of the students union. A constituted group of faculty members are the professor in-charge who has the responsibility to conduct all its related activities. Students of our college are the active members of this student union. The student office bearers are president, vice president, secretary and joint secretary all these office bearers are duly elected by the students of our college through proper well organized electoral procedures with transparency at each level about its rules and regulations. All the departments of the college have their proper representation in this student body they provide our interactive platform for voice of the students. They help to share ideas, concerns, interests and issues with our administrative bodies. This student council work within the framework of well formed constitution and bylaws.

Our student union plays a significant role in imparting cultural values among the students. They are activity involved the organising cultural programme, teachers day celebrations, cultural extra vegans or international women's day. Youth festival commemoration of great poets, scholar and national leaders are regular yearly events. These platform help students to identifies and acknowledge the different dimensions of their persona their by providing viable means for students self expression and our increasing amount of self direction. Through its wide range of activities, it helps to develop students potential and encourage them make well informed, honest, interested and active citizenship.

Our student union provide active volunteers in all college programmes organised by different departments. They help to bridge the gap between the students and the different administrative bodies. They provide a helping hand in managing all the inter college academic, sports and cultural activities in the beginning of our academic session. Our orientation programme is conducted, which explains the various rules, regulations, policy matters, government schemes and the amenities available in the college professors engaged in different schemes and scholarship are introduced to students so that they can easily

contact. Due to these initiatives, a healthy bond develops.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

**Response:** A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 30.99

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
6.78	5.98	5.94	5.89	6.40

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.4.2**

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Creating our engaged, supportive alumni network is council to our institution success. Once students leave due institution their relation with institution no longer survives. It is important to be associated with ex-students of college. We should realise that their interest and concern required for the progress of the college.

Good & Healthy relationship with alumni our bring many benefits to both, the institution and alumni as well. They are the most loyal and best supporters. effacing invaluable marketing and promotion backup source of our alumni have great experience and expertise of skills to share with current students which provides guiding force for their future building.

Our alumni donate their valuable time to offer career support and financial support. Financial donations enable us to provide students with facilities. We also use social media, extensive to engage with our alumni & celebrate the successes of our alumni, using technology to increase connectivity between current students and alumni. We also take their help to manage our library, and conduct practical post of the course. We also call them when we organise some event like seminars, competitions annual function etc. Some of our alumni have contributed books, coolers, fans and other amenities' to institution to institution. Some of them are engaged with social services extended by college for unprivileged families which their by provide a social platform to raise the profile of our college.

Alumni are taken the messengers of our college. They pass on a positive feedback to the society and the benefit of students. It helps us to raise and maintain high standards of education by interaction and commerce.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

#### Image-01

Established in 1964, Government Autonomous Girls' PG College of Excellence is a prestigious HEI recognized as a Model and Autonomous College by Govt. of M.P. and UGC, with "**Center for Excellence**" status since 2002-03. It empowers through autonomy, promoting democratic, growth-oriented, and value-driven governance. Strategic planning (IDP) ensures sustainable development aligned with WB-MPHEQIP. The college remains committed to its vision "Social Transformation Through Women Empowerment and Education" and mission: "To Build True Citizens of Tomorrow", striving for excellence in science education with transparent, accountable, and participatory processes.

#### Image-02

Stakeholder collaboration and leadership by the principal drive initiatives to achieve the institution's vision and mission:

**Curriculum & Pedagogical Excellence:** NEP-2020 fosters scientific temperament via innovation, skill development, entrepreneurship, environmental concern, vocational training, outcome-based, life-long learning. Pedagogy excels with facilitative teachers, modern techniques, SDGs, and ICT integration.

**Academic Administration:** Academic administration is efficient with an indigenously developed LMS, adherence to the academic calendar, mentoring, and robust assessment methods, ensuring effective monitoring through feedback and surprise visits by HOD and Principal.

**Examination Reforms:** A sound and secure Examination Management System is in place.

**Infrastructural Development & Maintenance:** The institution focuses on infrastructural development with upgraded facilities and technology integration.

**Collaboration / Partnering with Knowledge and skill Hubs:** Collaboration with knowledge hubs is promoted through MoUs.

**Effective institutional governance:** E-governance is adopted with ERP, MIS, LMS, Library Management System, Financial Management and Accounting System, and a dynamic website.

**Stakeholders Involvement:** Stakeholders actively participate in academic and administrative affairs.

**Creating Institutional Brand Image:** Through various academic, research-oriented, society- driven activities.

**Research & Development:** As a recognized research center, it emphasizes R&D with advanced laboratories and funding support for faculty and student projects.

**Social Outreach Programmes:** We move ahead inclusively with the collaborative efforts of NCC/NSS/YRC and various departments to nurture socially responsible values.

**Monitoring and Evaluation:** The institution ensures regular monitoring and evaluation through administrative, academic, and financial audits.

**Employment:** Student competencies are developed through experiential learning, professional training, and entrepreneurship.

**Supporting Students from Disadvantaged Backgrounds:** Support is provided to students from disadvantaged backgrounds through government benefits and fee concessions.

**Resource Mobilization and Utilization:** Adequate budgetary provisions are made for institutional development and growth.

**Environmental Concern through Sustainable Green Initiatives:** Environmental concern is shown through green initiatives, annual audits, and sustainable development efforts, prioritizing the well-being of society and the planet.

The governance model and practices followed by the institution concerning global trends in governance, cover aspects like **context, management orientation, autonomy, accountability, and participation.** The institution practices true decentralization as evident in **academics, administration, examination & evaluation, and infrastructure augmentation,** empowering functionaries with authority and operational autonomy for effective participative management.

#### **In Academics Practices –**

Ours being an Autonomous institution, it gives us the liberty as mentioned below:

#### **Image-03**

#### **In Examination and Evaluation Processes –**

The Examination Cell, in coordination with different departments, diligently follows robust procedures to conduct examinations and evaluations.

#### **Image-04**

#### **In Administrative Mechanism –**

Administrative procedures are decentralized, involving the Head of the Institute, Management, and all Departments in decision-making processes.

**Image-05****Infrastructure Augmentation –**

The institution adopts a decentralized and participative approach, engaging departments, Infrastructure Development Committee, Public Participation Committee, WB-MPHEQIP, and RUSA (Internal and State-level committee) in decision-making processes.

**Image-06**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment****6.2.1**

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

**Response:**

The Institute has a robust Perspective/Strategic Plan. This Strategic plan has set the following goals to be achieved:

**GOALS**

- 1.To facilitate budding ground for overall development to youth women belonging to different socio-economic background.
- 2.To provide a wide range of subjects at the undergraduate level for structuring their future perspective.
- 3.To incorporate value added and vocational courses to ensure self-reliance in women of our area.
- 4.To constantly promote the extension activities and our reach groups for increased participation in issues in the society.
- 5.As we are dealing with two major “Amrit Stambh” of Vikasit Bharat, i.e. Yuva and Nariour role to empower and educate them is significant.

To accomplish Goal no.3, following milestones were fixed and achieved:

**Up gradation of laboratory facilities:** With increasing student strength and to match with demand of advancement in the curriculum old laboratories have been upgraded and new laboratories have been constructed.

Construction of new **Computer laboratories:** New building of the Department of Computer Science with six state-of-the-art Computer Laboratories

**Procurement of advanced laboratory equipment,** computers, smart boards, augmentation of glassware and chemicals etc. for various departments.

Focus on research-centric activities

Organization of research-oriented seminars and workshops. **Experiential learning** through Field trips and industry visits. **Designing Course** with the aid of industrialists and subject experts **Augmentation** of the infrastructure of the Examination Department.

The institution operates with a well-structured administrative setup, guided by statutory and non-

statutory bodies through various committees. Governance is efficient, accountable, and timely. Well-drafted policies with regular revisions support decision-making. Active participation from teaching, non-teaching staff, and students fosters overall institutional development.

### **Administrative setup**

**Tier 1:** As a government institution, it functions under the direct administrative control of the Commissioner, Department of Higher Education, M.P. Directives from the Honourable Minister, DHE, and Chief Secretary, DHE guide necessary actions

**Tier 2:** At the institution's apex, the principal holds academic and administrative leadership, empowering subordinates with authority for leadership development. A Standing Committee of senior faculty aids decision-making, and the Staff Council provides staff approval. Supported by the Administrative Officer, the Principal plans and supervises academic, co-curricular, and extra-curricular activities.

**Tier 3:** The institution's Autonomous Status grants independent decision-making in Academics, Administration, and Examination. Governance is entrusted to the Governing Body, Academic Council, BoS, and Finance Committee. The Examination Department is led by the Controller of Examination, supported by Finance Controller and staff. Public Participation Committee is formed by the Governing Body, Finance Committee, and General Body. General administration involves Registrar, Head Clerk, Accountant, Assistant Grade II & III, and support staff. IQAC monitors quality initiatives and involves HoDs, faculty and supporting staff. Statutory and non-statutory Cells and Committees function efficiently with participation from faculty, staff, students, and external members.

### **Policies, Appointment, Service Rules**

Quality Policies govern curriculum, teaching, exams, admissions, research, and social responsibility, ensuring sustained growth. Permanent faculty appointed by DHE, Govt. of M.P., follow transparent procedures managed by M.P. Public Service Commission. Self-financed courses invite Guest/Visiting Faculty through Janabghidari Samiti. All employees adhere to M.P. Government Service Rules (1965).

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

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

*Performance appraisal system:* The Department of Higher Education, Madhya Pradesh, instructs the

institutions under its jurisdiction to submit the Annual Performance Appraisal Report for Assistant Professor / Associate Professor/ Professor as per UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018. The APAR consists of three sections encompassing the Academic area, administrative responsibilities, Research initiatives, and other accomplishments. The appraisal is verified by the IQAC and the Principal of the institution and forwarded to Additional Director for second-level appraisal and is finally forwarded to Commissioner, Higher Education for final assessment.

### **Image-01**

*Effective welfare measures:* The institution implements welfare schemes as per MP government norms

and additional measures by the institution. Valuing the staff as pillars of strength, it provides welfare measures for intellectual and professional growth, financial and health benefits, and fostering a family-like bond. An inclusive environment ensures physical, psychological, and financial well-being. Professional development through workshops, seminars, and training programs organized by RUSA and WB-MPHEQIP ensures staff growth.

### **Image-02 Image-03**

Provision for Casual leave, medical leave, study leave, full paid maternity leave, paternity leave on request, and Child Care leave.

Earned leave encashment option.

Pension, Gratuity, and Government welfare schemes. Mandatory Group Insurance Schemes (GIS).

Teachers' Welfare Fund (TWF).

3% reservation in admissions forwards of higher education staff. Financial assistance for emergency medical expenses.

Loans or advances as per Govt. norms. Compassionate ground Appointments.

Capacitance building by Faculty & Staff Development Programs.

Duty leaves and travel allowances for attending training programs/workshops. Special leave for seminar participation and paper presentations.

Financial Assistance for research work, patent filing and ensuring lab facility. Internet support and access to academic and research resources.

Extended library hours and access to e-library and INFLIBNET-NLIST. Dispensary facility.

Grievance Redressal cell and Internal Complaints Committee for women's safety. Uniforms for class four employees.

Residential facility with subsidized rates for faculty and staff. On Campus Canteen with discounted rates.

Day Care Center.

AV Media Center.

Open gym and sports facilities

**Avenues for career development/ progression:**

As the employer of the institution is the Department of Higher Education, Madhya Pradesh, it offers various avenues for career development and progression for its faculty and staff members. Some of the common avenues include:

Faculty progress through ranks from Assistant Professor to Associate Professor and Professor, contributing to BoS and CBoS at the state level.

Encouragement and support for research activities and publications.

Participation in conferences, seminars, and workshops for knowledge expansion and networking. Training programs for academic and administrative skill enhancement.

Opportunities for administrative roles and positions at state-level projects.

Involvement in internal committees to develop leadership skills. Regular performance appraisals for improvement and promotions. Support for pursuing higher degrees and additional qualifications.

Involvement in research projects and collaborations to enhance expertise. Sponsored training programs and fellowships for professional development.

Conducive environment for career growth, fostering personal and professional development.

**Image-04 Image-05**

**Outcome:** The **Happiness survey** revealed that the Institute's welfare measures and motivational support create an employee-friendly work culture, resulting in high satisfaction levels.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 7.44**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	06	06	05

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 64.65**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
95	89	84	09	01



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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

#### **Resource Mobilization Policy Statement:**

The institution emphasizes allocating sufficient budgetary provisions and mobilizing funds to provide quality education and a congenial environment for holistic student development. A sustainable mechanism for fund mobilization ensures state-of-the-art infrastructure, laboratories, research facilities, and technology integration. Welfare measures for faculty, staff, and students are integrated with effective co-curricular and extracurricular activities to fulfill the institution's vision and mission.

#### **Image-01**

To ensure effective fund mobilization and resource utilization, the institute strictly follows procedures as per directives from the Department of Higher Education, State Government, and Central Government. Financial planning aligns with the institution's strategic plan, serving as a key tool for setting organizational goals.

#### **Mobilization of funds:**

**Income: -**

The institution's sources of income and funds, apart from salary and fees, encompass various avenues:

**Government Grant/Aid:** The State Government provides financial support for infrastructural augmentation. Additionally, DHE disburses funds for virtual classes, career fairs, skill enhancement activities through Swami Vivekananda Career Guidance Cell, extension activities, and books & stationary support for SC/ST students.

**Grants from RUSA/World Bank:** The institution has received grants from RUSA-Component 9 and the World Bank-supported Madhya Pradesh Quality Improvement Project (MPHEQIP) for infrastructural development and support.

**Alumni Contribution:** Alumni funds for various institutional purposes.

**Janbhagidari Nidhi:** Collected from students during admission, the development fees fund institutional development as per set rules. Self-finance fees from students admitted to self- financed courses maintain academic standards.

**Research Grants:** Availd from UGC to support research and organizing national conferences.

**Others:** Interest from savings bank accounts and term deposits adds to the funds for various purposes.

#### **Image-02**

#### **Optimum utilization of financial resources:**

Following system is implemented by the institution for the optimal utilization of financial resources:

The College invites departmental budgets with their requirements and justifications. The college office scrutinizes and prepares the annual budget. After the central scrutiny, the detailed budgetary plan gets finalized. A well-planned budget guides the mobilization and optimal utilization of funds, Further, it is put forth in front of the finance committee for resolution.

All the procurement procedures are followed strictly according to MP Store Purchase Rules and Services Procurement Rules and timely Utilization Certificates are submitted to the concerned authorities. The utilization of the sanctioned budget is monitored by the principal.

The funds are utilized for:

#### **Infrastructure and Maintenance:**

Development and maintenance of infrastructure Modernization of the central library and its resources  
Development of sports amenities

Furniture and stationery

Renovation and modernization of laboratory facilities Maintenance of a green campus and eco-friendly environment  
Facilities for renewable energy

**Academics:**

ICT facilities for enhanced teaching-learning Teaching aids/tools

Promotion of research & innovation and consultancy.

Resources for the up gradation of Examination and Evaluation procedures Facilitate the functionality of Departments, Clubs, NCC, NSS, etc. Internet and Wi-Fi facility

Maintenance of software and internet facilities Books / magazines /journals for the central library

**Staff payment & Benefits:**

Salaries of Guest & Visiting Faculties and other benefits.

Properly audited bills for designated purposes are maintained and verified by internal, external, and government auditing agencies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 634.64

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
101.07	143.05	193.28	166.45	30.79

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

Financial management relies on smart budget allocation aligned with departmental input and action plans. The institution implements a robust multi-tiered mechanism for internal and external financial audits. An internal audit is carried out by the Bursar Committee.

External Audit by an independent Chartered Accountant. Audit by Accountant General of M.P., Gwalior  
Special audit for activities under WB-MPHEQIP

Proper maintenance of accounts and records pertaining to it is maintained as per the Government of M.P. rules. The Institute uses Dual mode (Tally software as well as cash book) for maintaining the income & expenditure record.

#### **Internal audit: Objectives: -**

Ensures compliance with laws and regulations at grass root level. Serves as a tool for transparent, accountable and time-bound audit. Leads to efficient financial management and good governance.

The institution maintains a robust mechanism of continuous internal audit, scrutinizing all expenses after each financial transaction. Departments, purchase, and technical committees thoroughly review and Accounts section closely monitors procedures before payment approval. Procurement strictly follows Govt. guidelines via GEM Portal or e-Tender M.P., with separate cash books for different funds. The Head of the Institution verifies all entries before signing financial books.

A Bursar Committee comprising the senior faculty conducts year-round expense audits, thoroughly checking and verifying all cash and account books. Internal audits identify issues for clarification and prompt correction of procedural lapses by concerned authorities. Acting as an operational tool, it ensures lapses are corrected before the external audit, based on the Bursar Committee's reports.

**External audit: Objectives: -**

It verifies institute's accounting records in terms of accuracy, transparency and time-bound entry of the data provided.

It assesses that the procedures adopted are in accordance with the standardized accounting norms. It projects the financial status of the institution.

**Image-01**

The institution appoints an independent Chartered Accountant and team for the external audit at the end of the financial year, adhering to statutory requirements and Standard Accounting Policies. Bills, vouchers, and records related to expenses are scrutinized and verified, with physical checks of departmental purchases, stock, and issue registers.

The Accounts Department handles audit objections and compliance clarifications. The final audit report, duly certified by the CA and cross-signed by the Head of the Institution, reflects the institution's financial status.

**Accountant General of M.P. (Span of 5 years)**

**Objectives:**

Assessing operation of ethical practices and transparency of procedures. Ensuring accountability of the institution.

Evaluating good governance through high quality auditing and accounting. Assurance of public funds being used efficiently and for the intended purposes.

The Office of the Accountant General of Madhya Pradesh conducts an audit every five years, following strict mandates from the Constitution and statutory bodies. They scrutinize the institution, clarify audit objections, and present a final audit report with financial recommendations for corrective measures. Currently, no audit objections are pending.

**Special audit for activities under WB-MPHEQIP:**

For financial activities regarding World Bank-sponsored Madhya Pradesh Quality Improvement Project (WB-MPHEQIP), separate independent auditor's teams at local level, State level as well as National level take care of the audit operations as per the regulations of the World Bank.

Copies of audited results are sent to the Department of Higher Education, Bhopal, M.P. For settling down the audit objections and required documents are produced before the audit team.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

#### **Response:**

Established in 2010-11 as per NAAC's National Action Plan, the IQAC has progressed significantly in post-accreditation phases. During the 3rd Cycle, it focused on academic excellence, scientific pursuit, and benchmarking quality assurance strategies. The IQAC's efforts promote the holistic evolution of human resources, along with infrastructural and technology-enabled support mechanisms for the institution:

1. Curriculum designing through the implementation of OBE.
2. Facilitating implementation of NEP-2020.
3. Shifting from Teacher-centric to Student-centric methods.
4. Facilitating Quality Enrichment Programs and training.
5. Facilitating R&D, Innovation & Incubation activities.
6. Effective implementation and monitoring of Mentor-mentee and proctorial system.
7. Promoting holistic development of the students.
8. Promoting participation in AISHE
9. Taking Green and Sustainable Initiatives.
10. Facilitating implementation of SDGs-2030.

The two major initiatives of IQAC are:

#### **(I) Shifting from Traditional Teaching-Learning to Hybrid Teaching-Learning Regime:**

A paradigm shift was observed in ICT-empowered teaching due to COVID and technological advances.

Challenges faced: 1. Upgrading technology infrastructure, training faculties and learners, and establishing efficient teaching delivery mechanism. & 2. Emancipating from teacher-centric to student-centric learning.

IQAC motivated faculties to use ICT tools with rigorous training and capacity building.

Plan for ICT infrastructure enrichment in each department, smart classes, advanced tools, and Wi- Fi enhancement.

Zoom, Google Meet and Microsoft Team procured in 2020 for online classes, webinars, and workshop

Developed indigenous LMS for efficient teaching management and communication. Social media used for communication.

Hybrid mode adopted post-pandemic, combining online and offline teaching modes.

## **(II) Facilitation for adoption of NEP-2020:**

The Department of Higher Education, Madhya Pradesh, took a pioneering role in implementing NEP-2020, focusing on Liberal Education. The institute proactively prepared for NEP by integrating CBCS, OBE, and Revised Bloom's taxonomy in its curriculum. As an autonomous institution, it adopted a semester-based pattern based on UGC guidelines. The draft was approved by the Academic Council under Ordinance 14-A & 14 B.

The main thrust areas and action taken while adopting NEP-2020 were:

### **1. Outcome based Education (OBE)**

**2. Multiple entry-exit facility:** Flexibility to ensure vertical academic mobility through awarding **Certificate** (first year), **Diploma** (second year), **Degree** (third year), **Degree with Research** (fourth year).

### **3. Multi-dimensional and Barrier-free nature of course combination selection:**

Flexibility in horizontal academic mobility: Disciplinary/interdisciplinary **Major**, Disciplinary/interdisciplinary **Minor**, **Generic-Electives (GE)**, **Discipline Specific Electives (DSE)**, **Skill Enhancement (SE)/ Vocational**, **Ability Enhancement (AEC)** courses. Additionally, **Certificate**, **Value-based Add-on**, **Diploma** through online /distant mode courses. Eligibility of **interchange of Major and Minor courses**.

Option of selecting **Discipline Specific-Elective course** in fifth semester.

Option of earning **additional 6 credits** per year for first six semesters of UG programmes by opting Minor/Generic-Elective/Vocational courses.

Option of **Field projects/internship/apprenticeship/community engagement** and services to provide

hands-on skill training and become self-reliant.

### Image-01

**Establishment of Academic Bank of Credit (ABC):**

**Integration of Indian Knowledge system.**

Curriculum delivery through **blended mode** of teaching.

**Facilitation of distant education modes:** Chitrakoot Open University nodal center, nodal centers of MP Bhoj Open University and NPTEL.

**Conduction of seminars and workshops** for awareness of NEP-2020.

**Regulatory and institutional mechanisms were revised:** for eg. regarding Examination Mechanism.

On the basis of **employability, mapping** of the **students' core skills as well as 21st century skills is a part of curriculum delivery.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

#### Response:

Teaching and learning are a combined process where an educator assesses learning needs, establishes **specific learning objectives, develops teaching and learning strategies, implements the plan of work, evaluates the outcomes** of the instruction and **reviews and IQAC monitors the whole process.**

Two examples of IQAC-supported institutional review teaching and learning process:

#### 1. Academic review through periodical meetings:

The IQAC conducts regular meetings with the Heads of Departments to review academic activities, class progress, syllabi coverage, internal exams, and teaching diaries. It identifies bottlenecks, monitors



attendance, and assesses learner and faculty performance, resulting in systematic and incremental improvements in ICT-enabled academic procedures. The institution has **shifted from rote learning to skill and outcome-based learning**.

IQAC monitors **innovative teaching methods**, ensuring **participatory, experiential, and problem-solving approaches** to enhance diverse students' learning experiences.

In response to the COVID pandemic, the institution swiftly shifted to online curriculum delivery. Post-pandemic, IQAC emphasized a **blended mode** of teaching, combining traditional methods with ICT to promote a conducive learning environment and foster critical thinking. An **in-house LMS** is continuously upgraded to enhance the faculty and student experience.

IQAC has been promoting the implementation of **RBT (Revised Bloom's Taxonomy)** since 2020-2021, enhancing the outcome-based educational approach initiated in 2019-2020. The use of clearly framed Programme outcomes, Programme-specific outcomes, and course outcomes has facilitated the design of lesson plans and instructional strategies using the common format **OOLP (Objective Oriented Learning Process)**.

### Image-01

IQAC provides specialized training to faculty members to design lesson plans and adopt innovative pedagogies and methodologies, integrating **21st-century skills and SDGs**, aligning with NEP-2020's learning outcomes.

#### 1. Attainment of program outcomes and course outcomes are evaluated by the institution

**Outcome Based Education (OBE)** has become a standard practice in Higher Education Institutions since the session 2019-2020 to measure the attainment of Course Outcome and Program Outcomes. From the session 2020-2021 onwards, Revised Bloom's Taxonomy was integrated to make the teaching-learning method more robust.

A **Bottom-up Approach** for Execution of OBE Model has been adopted. Both direct and indirect methods are effectively used to evaluate CO-PO attainment. Course Outcomes are developed using appropriate Bloom's Taxonomy, aligning with specific assessment methods. **POs/PSOs and COs are balanced with ideal mapping for student-centric teaching-learning**. Question Papers are prepared and assessed based on Revised Bloom's Taxonomy to evaluate students' knowledge and skills, completing the cycle of outcome assessments.

**Components of Assessment: Both, the Formative and Summative Assessment methods with internal and external (20% & 80% at PG level and 30% & 70% at UG level) weightage components in Theory as well as Practicum has been taken care of. Assessment methods of varied nature such as has been considered**

#### (A) Theory:

**Internal Formative Assessment (CCE)-30 % weightage:** Class Test / Assignment / Presentation

**External Summative Assessment-70% weightage:** End Examination

**(B) Practical:**

**Internal Formative Assessment-30% weightage:** Class interaction, Quiz, Attendance, Assignments (Chart/Model/Seminar/ Rural Service/Technology Dissemination/Report of Excursion/Laboratory visits /Survey/ Industry visits/ Mini projects)

**External Summative Assessment-70% weightage:** Viva-Voce /Practical Record/Table Work/Experiments

**(C) Graduation outcomes** in terms of **Progression to higher education, placements, and self-employment** also are the measures of attainments of Programme Outcomes.

Results are communicated to the faculties to take concrete actions for further improvements in curriculum delivery methods, as and when required for the attainment of Programme Outcome.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5.3**

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** B. Any 4 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Since the institution is a girls' college, and it adheres to United Nations Sustainable Development Goal (SDG)-5 mission statement to "Achieve gender equality and empower all women and girls", every initiative is taken to empower and educate the girl students for their bright future and to make them worthy citizens of the nation.

#### **Gender equity Inclusion and Standardization**

The institution prioritizes maintaining a dignified and inclusive atmosphere for empowering female staff and students. Policies like the Code of Conduct, Gender Sensitization, Women Empowerment, and Anti-Sexual Harassment are strictly implemented in all activities. Statutory Cells, including Anti-ragging, Grievance Redressal, Equal Opportunity, and Anti-Sexual Harassment Cells, work alongside the Women Cell. Gender-sensitive issues are integrated into various syllabi.

#### **Image-01**

#### **Impact:**

With 80% of female faculty, adequate representations in various academic and administrative responsibilities by women in various portfolios including Academic Council, and as Conveners/Members of various Committees/ Clubs/NCC/ NSS is observed. This is the only girls' college in the city, but the increasing demand for admission every year is evidence of its popularity and success. The girls prove their abilities and the institution's success by the various awards and achievements they win in various activities.

#### **Measures Initiated for Sensitization and Empowerment of the girl student**

During the Orientation Program, the freshers are sensitized towards a realization of self-worth as a girl and the various ways in which they play a vital role in every walk of life.

#### **A) Safety and Security**

Surveillance through CCTV cameras and manual monitored of persons and vehicles.

Training sessions to impart the skill ability of self-defense, Yoga, and Karate by the Women

Empowerment cell, NCC, NSS and Sports.

Women Empowerment programs are conducted at regular intervals.

Lady staff members always accompany female students during study tours/college functions etc

### **B) Counselling**

Grievance Redressal Committee is in place.

Gender equity and equality are discussed during the handling of cross-cutting issues during curriculum delivery.

Mentors/Proctors are nominated for counseling of the girl students.

SVCGS & Placement cell works for the career-related counseling of the girl students.

On-campus availability of the medical facility and on call Lady Doctor for health-related counseling.

### **C) Common room and other infrastructure**

Girls' Common Room with all necessary amenities is available.

A separate washroom for girls and lady staff is available in every block. Sanitary pad vending machines and incinerators have been installed.

### **D) Others**

Awareness programs, quizzes on health and hygiene issues, and women-specific government policies are organized.

Special days dedicated to women icons are celebrated.

Women are also felicitated for their contribution to their respective fields.

### **FACILITIES FOR WOMEN:**

Empowering women with skills and self-confidence for equal participation in the development process of the nation.

Nurturing leadership skills and organizational competencies for women students and faculties. Promoting capability among the girl students in various decision-making capacities.

Creating a conducive environment for women to access leadership opportunities in Academic and Administrative roles.

Creating awareness of women-related issues through extension services.

Engaging various stakeholders from colleges, civil society organizations, and women groups in gender mainstreaming activities.

Providing counseling, guidance, and life skill education to girl students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

As a premier institution in the city, waste management is a top priority. The institution follows the **5 R's (Refuse, Reduce, Reuse, Recycle, Rot)** and **Hierarchical Waste Management Strategy (HWMS)** as per waste management policy to prioritize waste reduction, reuse, recycling, and environmentally friendly product recovery.

**A) Solid Waste management:**

The institute promotes waste segregation with **color-coded dustbins** for degradable and non-degradable waste. It also collects solid waste separately, maintaining a one-use plastic-free campus. The solid waste from Canteen is segregated into dry and wet category and disposed off in the

**Garbage collecting Vehicle of Sagar Municipal Corporation** and carried away to recycling plant.

The institute promotes paper **reuse by printing single-sided papers** for rough work. Official communications use **e-mails** to minimize paper consumption. Paper waste from exams is disposed of through a proper tendering process.

**Incinerators** exist for the healthy disposal of Sanitary Napkins.

Students are trained in solid waste management and vermicomposting.

**Vermicomposting beds** have been created in open working laboratory of Botany Departments.

Any old and broken wooden or steel furniture that can be made reusable by **repairing** is reviewed and accomplished. Those which are not fit for reuse are disposed off as scrap as per Govt. procedures.

**B) Liquid Waste Management:**

Water is one of the most precious resources to be conserved. It is strictly ensured that none of the taps and pipes leak by prompt maintenance.

**C) E-waste Management:**

The institution emphasizes equipment reuse and refurbishment. Repairable items like computers, printers, etc., are upgraded, while perishable ones are properly disposed of as per SOP. Departments have dedicated workshops for refurbishment. **Cloud-based data storage** is preferred over physical media. Non-reusable items are disposed of through authorized vendors of M.P. Pollution Control Board.

**D) Biomedical waste management:**

The institution follows **biosafety guidelines** and **standard procedures** for disposing of biomedical waste. Haematological experiments' materials are collected and send to Municipal Corporation. Glass slides are sanitized with alcohol for reuse. A special **hazardous biomedical waste collection vehicle** from SMC collects waste.

**E) Hazardous chemicals waste management:**

The institute has a **Chemical Hazards Policy**, securely storing hazardous chemicals and volatile compounds. Concentrated acids and VOCs are kept in separate rooms with strict surveillance.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The Green Campus initiative at Govt. Auto. Girls P.G. College of Excellence, Sagar showcases the



institution's commitment to sustainability, environmental consciousness, and promoting a greener and healthier campus. Through a range of eco-friendly measures, the institution aims to create a harmonious coexistence between nature and academic pursuits.

**Restricted Entry of Automobiles:** The institution has taken a bold step to limit the entry of automobiles and has dedicated parking areas within the campus premises. This move not only reduces carbon emissions and air pollution but also prioritizes pedestrian safety and promotes a peaceful campus environment. The restricted entry policy encourages students, staff, and visitors to opt for greener transportation alternatives and Monday is observed as “No Fuel Vehicle Day”. The college has a dedicated bus stoppage point in front of the college.

### Image-01

**Pollution Check Camp in the College Premises:** Special arrangement is made for pollution Checking of vehicles every year.

**Use of Bicycles and Pool Vehicles:** To encourage sustainable transportation, the institution actively promotes the use of bicycles as a means of commuting. Certain days are dedicated, where staff use bicycles to commute.

**Ban on the Use of Plastic:** The institution has adopted a strict policy against the use of **Single-use-plastics**. Plastic bags, bottles, and containers have been replaced with eco-friendly alternatives. This eco-conscious decision plays a crucial role in minimizing plastic waste and its detrimental impact on the environment, especially on the surrounding ecosystem.

**Landscaping with Trees and Plants:** The campus boasts an abundance of green spaces. As our campus has **mobile-restricted zones**, these gardens also serve as mobile-use zones. Trees and plants are strategically planted to not only enhance the beauty of the campus but also to provide natural shade and improve air quality. The institution actively participates in tree plantation drives to further enrich the green cover. Old campus have more than 200 gamle and flower beds.

**Rainwater Harvesting:** The institution has implemented rainwater harvesting systems to harness and store rainwater for recharging groundwater. This initiative helps in water conservation.

**Energy Efficiency:** To minimize energy consumption, the institution has adopted energy-efficient lighting systems, proper ventilation and aeration in classrooms, and smart power management (Solar) strategies. Energy conservation measures have not only reduced the institution's carbon footprint but also resulted in cost savings.

**Awareness Campaigns:** Regular awareness campaigns, workshops, and seminars are organized to sensitize students, staff, and the wider community about environmental issues and the importance of adopting sustainable practices. These initiatives foster a culture of environmental consciousness and inspire collective action towards a greener campus.

The Green Campus initiative of the institution exemplifies the institution's dedication to environmental stewardship and creating a sustainable future by lowering the carbon footprint.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

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

<b>File Description</b>	<b>Document</b>
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.7**

***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

***Write description covering the various components of barrier free environment in your institution in maximum of 500 words***

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

The institution is committed to creating a Differently-abled (Divyangjan) friendly, barrier-free environment that ensures equal opportunities and accessibility for all individuals, including those with disabilities. Various components have been incorporated throughout the campus to cater to the diverse needs of Divyangjan students, staff, and visitors.

**Built Environment with Ramps:** The institution has made significant modifications to its infrastructure to ensure easy access for Divyangjan individuals. Ramps have been constructed at entrances and staircases, providing smooth pathways for wheelchair users. During examinations, special arrangements are made at the ground floor to make classrooms and other facilities accessible to everyone.

**Divyangjan Friendly Washrooms:** Special attention has been given to the design and maintenance of washrooms to accommodate Divyangjan individuals. These washrooms are equipped with appropriate facilities, such as grab bars and wider doorways, to ensure comfort and convenience.

**Signages:** The campus is equipped with accessible signage, including, lights, display boards, and signposts.

**Assistive Technology and Facilities:** The institution embraces technology to aid Divyangjan students and staff. The official website is designed to be accessible to screen readers, ensuring that all information is available in an inclusive format. Screen-reading software is provided on dedicated computers to assist visually impaired individuals in accessing digital content. Wheel-Chair etc. are available to assist Divyangjan individuals.

**Provision for Enquiry and Information:** The institution has dedicated staff to provide human assistance and support to Divyangjan individuals. In cases where students need help with reading or writing, readers and scribes are provided during exams or academic activities. Soft copies of reading materials are made available to those who require them, and screen reading facilities are offered for digital resources. A single-use Counter dedicated to them is also present.

These initiatives not only comply with accessibility standards but also foster an inclusive and welcoming atmosphere, promoting the integration and participation of Divyangjan individuals in all aspects of academic and social life. The institution understands the importance of creating an environment that goes beyond mere physical access and extends to empowering individuals with disabilities to achieve their full potential.

Additionally, awareness and sensitization programs are organized periodically to educate students, staff,

and the wider community about the rights and needs of Divyangjan individuals. The institution aims to create a culture of empathy and understanding, where everyone is valued and respected for their unique abilities and contributions.

Thus, the institution's commitment to a Differently-abled friendly, barrier-free environment demonstrates its dedication to promoting inclusivity and equal opportunities for all. Through its various components, the institution strives to ensure that Divyangjan individuals can thrive and excel in their educational journey and beyond, breaking barriers and contributing to society in meaningful ways.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### **Response:**

The institution's vision and mission aim to develop a **socially responsible and value-driven generation by promoting UN-SDG-16**, which emphasizes peaceful, inclusive societies, access to justice, and accountable institutions.

The institution fosters harmony among **diverse cultural orientations**, offering equal opportunities to all **regardless of caste, creed, or religion**. NSS and NCC instill **values of unity and discipline**. NEP-2020 integrates diversity into the curriculum.

#### **PROMOTION OF CULTURAL DIVERSITY:**

Students from **diverse cultures and communities** having **different socio-economic** backgrounds are admitted to the college.

**Code of conduct is mandatory** to be followed by all.

**Regional Festivals** such as Ganesh Chaturthi etc. are celebrated to showcase our cultural and spiritual ethos.

**Ek Bharat Shrestha Bharat activities** reflect socio-cultural diversity.

Annual Fest & Cultural Club activities showcase the rich and diverse heritage.

Programmes like **Bharat ki Sanskritic Virasat**, and **Samajik Samrasta**, instill cultural and regional

feelings of oneness.

#### PROMOTION OF REGIONAL AND NATIONAL LANGUAGES:

##### **The institution emphasizes Hindi as the official communication language**

Adopts bilingual syllabus and teaching practices in Hindi and English

Hindi Diwas is celebrated to promote Hindi.

To address linguistic diversity, various language clubs foster English, Hindi, and local dialect proficiency.

Career guidance programs promote **communication skills**. **Cultural events** highlight **local dialect songs and dance**.

#### PROMOTION OF COMMUNAL HARMONY:

**Nationalism** and **patriotism** being an important ingredient of communal harmony.

Various **celebrations and observances** are held, like Gandhi Jayanti Martyr's Day, Kargil Vijay Diwas, and more, **promoting national and regional integration, peace, and communal harmony**.

**Lectures** on diverse topics like **terrorism, self-reliance inspired by Gandhi, national unity, and cultural development** are regularly organized.

Different departments **organize webinars** on topics like **cultural and regional equality, moral values, India's cultural heritage, and social harmony**.

Different activities in Azadi ka Amrit Mahotsav of various topics are organized.

#### SOCIO-ECONOMIC INCLUSIVITY:

**Social Values** are promoted through activities organized by associations /clubs/committees.

The institution fosters **social responsibility** through extension activities like visits to old age homes, blind schools, and slums, running literacy missions, and engaging with people to

understand their issues.

**Scholarships** provided for socio-economically disadvantaged students.

Through the **adoption of various villages**, students are exposed to the problems encountered by the local community.

#### OTHER DIVERSITIES:

The institution celebrates **gender equity and women's esteem** through Days of Honor like International

Women's Day, and more, recognizing women achievers' contributions and conduction of legal awareness programs for gender equity understanding.

The institution celebrates Days/weeks of Health Awareness like International Day of Happiness, Anti-Tobacco Day, and more to **promote physical and mental well-being.**

During **any disaster or calamity** such as COVID-19, the institution comes forward with its helping hand with all the means.

The institution promotes **environmental awareness and protection of natural resources** through observance of World Water Day, World Earth Day, World Environment Day and many more.

**Impact:**

The students have developed a sense of social and national responsibility.

They have imbibed the ideals of integrity, dignity, harmony and peace.

They are exhibiting these qualities in their daily interactions and setting examples for others to follow. The college stands out as a value driven institutions that gives empowered students to the society.

Through their education, skills and personalities, the students who pass out of the portals of the college hold prominent positions in various offices and serve the society, state and the nation.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**7.1.9**

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

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

The institution realizes the immense role of transforming youth into responsible citizens of the country, who can transform the future of the nation by having the right values and aspirations of nation-building. Driven by the institution’s vision of “Social Transformation Through Women Empowerment and Education”, diverse activities in the institution focus on the sensitization of students, faculty, and staff on

constitutional obligations.

Students actively participate in various **committees**, fostering confidence and the ability to voice concerns. The institution's **Code of Conduct monitoring committees, such as Discipline, Anti-ragging, and Women Cell**, instill respect for the law.

Activities organized to promote sensitization on Constitutional Obligations:

The institution celebrates various **national and international days** with enthusiasm, fostering patriotism, good citizenship, and awareness of social and constitutional rights. Sadbhavna Diwas promotes peace and national integration. **Good Governance Day** is observed on 24th December, with an oath-taking ceremony to promote responsible governance and civic values among students and staff.

**Swachhata Pakhwada** for spreading awareness regarding sanitation, living standards of life, and knowing one's duty towards health and hygiene.

**Kaumi Ekta week** to promote love unity, peace, and brotherhood among the people so that the country stands together and is united.

Creating **legal rights awareness** related to women so that they can feel confident in dealing with legal issues.

**Constitution Day** is celebrated to promote constitutional values and rights. Volunteers participate in training programs on the Constitution of India and UN Convention on Child Rights, learning about fundamental duties and rights.

**Rashtriya Ekta Diwas** allows us to reaffirm our nation's strength and resilience against threats to unity and integrity.

**Voters Day and SWEEP** program educate and encourage young voters to participate in elections, instilling faith in the democratic system.

Participation in programs like **pulse polio drive, Beti bachao beti badao abhiyan, UNICEF's Youth as Champions of Child Protection, POCSO act campaign** imparts lessons regarding duties and responsibilities.

During COVID Pandemic, Students and staff took proactive steps as **knowledge spreader** to help the administration to **sensitize people regarding safety measures, vaccination drive** etc.

**Participation in Youth Parliament** and brainstorming on burning issues faced by the country, **registering massive protests against the Pulwama terror attack** and organizing candlelight march to pay homage to the martyrs of **Kargil war** shows the inclination towards the feeling of 'Nation First'.

Azaadi ka Amrit Mahotsav commemorates the 75th anniversary of independence, **fostering patriotism** through activities, motivational speeches, and lessons on freedom fighters' qualities and citizen responsibilities.

The college has established policies that reflect core values. There is a **code of conduct prepared for students and staff and everyone should abide by the conduct rules**. The institution encourages students in Sports and Games, NCC, and NSS at the National level to strengthen nationwide bonds and relations.

NSS, NCC, and departments conduct **oath-taking, rallies, workshops, and awareness campaigns to in still responsibility and citizenship** values among students through regular camps and other activities.

The institution takes many initiatives like conducting sensitizing future leaders to **inherit human values** and coping with constitutional obligations.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10**

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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



<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE -1**

##### **1. Title of the Practice:**

Financial Aid to Encourage Sports Players and Fitness Program for All.

##### **2. Objectives of the Practice:**

The college aims to develop fitness and good health among the students as a daily routine. This will ensure a good human resource in the society and in the nation. In the long run, they will be able to inspire and motivate many more people to adopt a healthy routine in their life.

Considering the unsafe environment, especially for women, an attempt to introduce the girl student to various self-defence techniques was also seriously felt.

**3. The Context:**

The current times are witnessing increasing decline in the health of people, especially among the youth due to long hours of exposure to the screen, sedentary life style and wrong food habits. Hence, an initiative to promote good life style and orient the students towards fitness and health was felt. Also, realizing that sports hold a good future for sports people, the college decided to add some extra features to the sports education.

**4. The Practice:**

In order to promote sports activities along with health and fitness among the girl students at a young age, the college decided to start an innovative practice to enable the students to take part in sports. The college also considered the fact that participating in sports activities beyond college level demanded a lot of expenditure from the players. Some of the deserving sportswomen cannot bear the expenses of the sports kit and traveling expenses as they come from very low socio economic backgrounds. But status cannot be allowed to become an obstacle in the path of excellence. So, this practice was introduced with the following features especially for the sports women and in general for all the students in the college:

**Image-01****A. Financial Aid**

Those students who have won prizes (Rank Holders) in the state level and sports competitions are given the following financial aids:

- Rs. 8000/- on winning a Gold Medal
- Rs. 7000/- on winning a Silver Medal
- Rs. 6000/- on winning a Bronze Medal

**B. Regular Free Self Defence Camps:**

- Free Self defence camps are organised for the students every year to promote a feeling of safety and empowerment.
- Free Karate Camps, Wrestling Camps, Judo Camps, Yoga Camps, are organized every year.

**C. Counselling:**

Many students undergo a lot of stress and pressure at the family, financial and social front. Many are not able to strike a balance between academics and sports. Psychological counselling is provided to them free of cost to help them overcome their problems and perform better in their sports activities.

**D. Special Exam:**

The students get **on opportunity to appear in** examinations if they go for matches during the time of practical or written examinations.

### 1. Evidence of Success:

The success of the practice is evident in the fact that more and more students are now taking interest in sports activities and are participating in various sports and games. Many have succeeded in qualifying for the state and national level and have won medals and awards. Girls are taking interest in Wrestling, Yoga, Judo participating in these sports and have won Gold Medals every year at state level.

### Image-02

### 2. Problems Encountered and Resources Required:

The practice was welcomed by the staff, students and parents unanimously. Hence, no problems were encountered. Also, the college has a full-fledged Sports Department with competent staff who were able to meet all the resource required for the practice.

## BEST PRACTICE-2

### 1. Title of the Practice:

Emancipation of Digital Transformation of Education: Blending Pedagogy with Technology

### 2. Objectives of the Practice

Digital transformation, tech advances, and COVID-19 spurred online education, distance learning became mainstream in 2020s. **With the implementation of NEP-2020, the actualization of the visionary path leading to Education was achievable** which is based on Humanized teaching, tech integration, social-emotional focus, and societal solutions for better learning experiences.

The institution not only embraced the digital transformation steadily integrating the core values of NEP-2020, but also upgraded its pedagogies accordingly amalgamating revised Bloom's Taxonomy, 21st century skills, Sustainable Development Goals (SDGs).

### The Context

Blended learning, Student-Centric Learning challenge to assimilate identity, equity, diversity, inclusion, and belonging.

Applying Blended learning and enhancing knowledge acquisition through

Shifting from synchronous to asynchronous learning during pandemic, then to hybrid mode post-pandemic.

Enforcing NEP-2020 core values.

Transforming Teacher role as facilitator.

Incorporating, ICT, 21st Century Skills, SDGs.

Ethical, quality education ensured through FDP-trained faculty and innovative pedagogies.

### **The Practice**

Planning, design, and promotion of appropriate curriculum:

Proper planning, designing, and implementation of the curriculum.

To identify the critical needs of the learners and related educational deliverables. Systematic execution of pedagogical practices through a predefined concept map.

### **Promotion of intellectual infrastructure:**

Variety of skill sets developed; e-content creation included.

Faculty and student up-skilling and re-skilling vital for digital transformation.

Training in technology usage, ICT tools, LMS, virtual platforms, and innovative pedagogy as per blended education policy.

Teachers were provided training on ICT.

Promotion to technical infrastructure:

Experiential learning with latest technologies and fast internet. COVID shifted from offline to online, then blended mode.

Zoom, Microsoft Teams and Google meet were used and upgraded.

ICT-enabled classrooms, computer labs enhance learning. Customized assessment software constantly improved.

Financial Aid was provided to teachers for data purchase.

### **Promotion of innovative attitude:**

Embracing and Incubating innovations with the inclusion of digital means with respect to newer methodologies of teaching-learning was inculcated in the pedagogies.

### **Response to demands from society:**

Modify 20th-century pedagogy for 21st-century students.

Design dynamic, realistic curricula fostering digital competencies. Constant interactions and stakeholder feedback drive innovation. Utilize digital tech to align with societal needs.

### **Evidence of Success**

This best practice has enriched the already existing quality culture through:

### **Problems Encountered and Resources Required**

Boom in e-delivery of curriculum, satisfactory implementation, but challenges for sustainable success observed.

Problems Encountered:

Unstable network connectivity hampers learning delivery. Some students lack access to smartphones or computers. Faculty needs time and training for digital acclimatization.

### **Resources Required:**

Annual budget allocation for digital infrastructure.

Substantial capital expenditure for videoconferencing and online classes.

## **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:**

Women empowerment through education and physical fitness in our prime motive. We provide education diversified in Arts, Science, Commerce and Home Science. We have organized 30 days Yoga Camp and 31 Days Karate Camp in two rotation. We have organised 5 events of sports at our college to promote involvement of students in sports activities. Karate camp is organised for women defence. Karate Camp is organised for women defence, and girls participated with enthusiasm and we repeat the same training programme again on students demand. Distinctiveness of the College

1. The Govt. (Auto.) Girls P.G. College of Excellence is the only college in Sagar division that is conferred with. (a) Autonomous status by UGC. (b) College of Excellence status by State Govt. (c) Accredited with A Grade by NAAC.

2. It is the second leading girls college of Madhya Pradesh with students strength of 13000 girls. We are the symbol of accommodating, feeding and nurturing 13000 girls with our limited resources and infrastructure. But still we are serving for betterment of half population by educating girls to enhance the quality life and social reform through education.

3. Education of the Girl Child has become a matter of prime concern of the state and central government. Numerous schemes and projects are being taken up by different NGOs and other social institutions to provide education to the girl child. However, there are still many girls who belong to humble and poor

families who cannot afford education in good institutions. Being a girls' college, education of the girl child is our priority and the college has taken an initiative to reach out to such students and help them in their endeavour to learn and progress.

4. There is a famous saying that "When you educate a man, you educate one person, but when you educate a woman, you educate the entire family". A society where girls are not educated cannot progress very far. Today, while most of the families are taking every possible step to educate their daughters, some families are still facing financial problems and are unable to meet their basic expenses. So how can they bear the expenses of the education of their daughters.

But every problem comes with a solution. At Govt. autonomous Girls' PG College of Excellence, the girl students who come from families living Below Poverty Line (BPL) are given an equal chance to acquire education. In the first year, at the time of admission, they get admissions without any discrimination. But taking their cases a step ahead, the college selects at least 60 students on the basis of their merit, and on validation of their BPL card, the admission fee of these students is reimbursed to them. These 60 students get free education throughout their UG and PG courses. This is done every year at the time of admission.

5. These students are given the following benefits to encourage and enable them to study:

- Their tuition fee is waived off.
- Their examination fee is waived off.
- They are given free stationary.
- They are given free books.
- They are also given "Nirdhan Chhatravritti".
- Remedial classes are arranged for them to assist them in difficult topics.

Needless to say, these 60 girls do not face any kind of personal humiliation or disparity and get equal opportunities in education, sports, research and other activities carried out in the institution.

#### **Impact:**

As a result of these scheme, the college reaches out to at least 60 needy girls every year. So far, these students have given very good results.

Since it is the only girls' college in the city, its vision of Transforming Society through Women Empowerment and Education" is seen bearing fruit through this scheme. It is not just these 60 girls, but other girls from other categories also are getting educated and progressing in life.

Because of the excellent results in academics and service to all categories in society, the college is gaining more and more popularity which is evident in the increasing number of admissions every year.

**It needs to be specially mentioned here that this is the only college in the city that offers such a scheme and facilities to the needy students. This also makes the college stand distinctly apart from the other colleges.**

6. Very scanty examples of colleges are there which have Music, Dance, Home Science, BLib/MLib programmes and courses. We are running such programmes in interest of girls' choice and taste. Besides

this we have :

1. Central Library Including E-Library, E-Journals, E-Books & Braille Books, Delnet, N-List, E-Granthalaya, SOUL etc.
2. Well Equipped Labs
3. BCA Course
4. BBA Programme
5. B. Lib.
6. M. Lib.
7. Post Graduate courses in 15 subjects
8. Industrial Microbiology
9. Biotechnology
10. Industrial Chemistry
11. Computer Application
12. Research Centre of Affiliated University in 15 subjects
13. Hostel facility for girls
14. Indoor Gym
15. Two Outdoor Gyms
16. Yoga and Judo Room
17. English Language Lab
18. Day Care Centre
19. Sick Room
20. Safe Drinking Water

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



## 5. CONCLUSION

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### Additional Information :

#### Future Plan -

- To explore possibilities for active industry participation.
- Develop interactive feedback and expert analysis.
- Programmes to facilitate career opportunities for students.
- Organize national and international workshops, conferences and seminars.
- Prepare AQAR for the next session.
- The college follows teacher-guardian scheme under which every teacher is allotted the guardianship of about fifty students. Two meetings with the parents of these students are held in which the problems faced by their children or any suggestions are discussed and noted down in a register maintained by the teacher.
- Development of MOOC.
- Shifting in new building.
- Arrangement of Labs with latest equipments & tools.
- Planning of Transport (Bus) operative for students.
- Organisation of National/International Seminars.
- Training for Teaching/Non Teaching Staff.
- Consultancy Initiation.
- Extensive Community Work.

### Concluding Remarks :

Although we have small campus and the paucity of space for nurturing 12000 students, even previous NAAC acknowledged that as an institution we make "maximum utilization of minimum available space". We are aware of our duties towards building an ecofriendly mode of living and inculcating a sense to conserve the environment among our students. We have also declared our campus a plastic free zone.

Today the prime goal of education is to prepare individuals as a work force to serve ever growing and complex needs of human society. It goes without saying that vocational training of students must be the priority of every responsible educational institution. It is with this purpose in view that we have established this practice so as to prepare our students to join the academic world after they complete their education.

We have always taken pride in the glorious past of our country when India was a beacon of knowledge (Vishwa-Guru) but with the passage of time the position was lost and we were relegated to an age of darkness. Unless we reinforce among our students the sense of this necessity to reclaim our lost position in the world, we shall be failing in our duties.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2594</td> <td>2960</td> <td>2048</td> <td>2307</td> <td>1969</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1729</td> <td>1936</td> <td>1311</td> <td>1526</td> <td>1434</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2594</td> <td>2960</td> <td>2048</td> <td>2307</td> <td>1969</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2928</td> <td>3228</td> <td>2733</td> <td>2389</td> <td>2208</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2594	2960	2048	2307	1969	2022-23	2021-22	2020-21	2019-20	2018-19	1729	1936	1311	1526	1434	2022-23	2021-22	2020-21	2019-20	2018-19	2594	2960	2048	2307	1969	2022-23	2021-22	2020-21	2019-20	2018-19	2928	3228	2733	2389	2208
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2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p><b>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year</b>            Answer before DVV Verification : 1337            Answer after DVV Verification: 985</p> <p>Remark : DVV has made the changes as per 3.1</p>																																								
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification :</p>																																								

Answer After DVV Verification :0  
 Remark : DVV has made the changes as per shared clarification.

3.2.2 **Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

3.2.2.1. **Number of research projects funded by government and non-government agencies during the last five years.**

Answer before DVV Verification : 14

Answer after DVV Verification: 11

Remark : DVV has made the changes as per shared research project funded by government and non-government agencies.

3.4.3 **Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

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

Answer before DVV Verification : 338

Answer after DVV Verification: 313

Remark : DVV has made the changes as per shared clarification.

3.4.4 **Number of books and chapters in edited volumes published per teacher during the last five years**

3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 148

Answer after DVV Verification: 44

Remark : DVV has made the changes as per shared clarification.

3.5.1 **Revenue generated from consultancy and corporate training during the last five years**

3.5.1.1. **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	415295	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4.1	0	0

Remark : DVV has converted the value into lakhs.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	36	40	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	28	36	22

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : DVV has made the changes as per shared clarification.

**4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise 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:

2022-23	2021-22	2020-21	2019-20	2018-19
576.82	337.71	248.12	189.1	113.56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
214.26	23.58	14.11	155.33	43.85

Remark : DVV has made the changes as per shared clarification.

**4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-**

**journals year wise during the last five years****4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.29	20.76	20.15	23.37	25.87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.02	10.26	15.32	19.32	11.02

Remark : DVV has made the changes as per shared audit reports.

**4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years****4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
307.66	292.24	192.73	20.41	43.84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85.10	29.65	65.02	15.32	32.65

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

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<b>Number of full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>89</td> <td>84</td> <td>84</td> <td>89</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	95	89	84	84	89	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
95	89	84	84	89																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

84	89	84	84	89
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1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b>                  Answer before DVV Verification : 89                  Answer after DVV Verification : 84</p>
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