



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI NEELKANTHESHWAR GOVERNMENT POST GRADUATE COLLEGE, KHANDWA (M.P.)

SHRI NEELKANTHESHWAR GOVERNMENT POST GRADUATE COLLEGE,
NEAR RAILWAY BRIDGE, CIVIL LINES, KHANDWA - 450001, MADHYA
PRADESH (INDIA)

450001

<http://www.mphighereducation.nic.in/sngpgkhandwa>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Neelkantheshwar Government Post Graduate College holds a place of singular distinction among the colleges of HED, Madhya Pradesh. Its beginning can be traced back to 1948, when it started as a private college. In 1963, college was taken over by the Government of Madhya Pradesh to wide-spread knowledge in Nimar region. Since its inception, the college is dedicated in the development of prudence along with the knowledge in the students, required for their successful career. Our commitment to nurture, harness and explore the potential of the students with the principles of inculcating educational, social, cultural and spiritual awakening has yielded better employability amongst the students. The college is a multi-faculty co-education institution comprising Arts, Science, and Commerce faculties along with number of self-finance courses. Moreover, the three departments of college, e.g. Hindi, Political Science and Commerce have been recognized by DAVV, Indore as research centers. Further, college is recognized by UGC (New Delhi) under its section 2(f) and 12(B). Affiliated to DAVV, Indore, the college runs conventional courses and vocational courses e.g. Computer Application, Marketing and Advertisement, Income Tax, Bio-Tech, IT, Pharmaceutical at UG level and Micro Biology and M.S.W. at P.G. level. In nutshell, college provides a platform for students in furthering their career objectives by imparting academics through pragmatic approaches to ensure a perfect blending of theory and practice. College infrastructure including college campus, playground and hostel covers an area of 13 acres. To cater the educational needs of the students, the college owns 29 programs carrying with remarkable success. College library, a source of learning, facilitates staff, researchers and students with newsletters journals, e-books and e-journals.

In present day scenario, when the whole world is passing through a crucial period, due to pandemic (COVID-19), our day-to-day life has also been badly affected. Educational system is also not an exception to it. Taking it in view, physical class room mode of teaching is replaced by on-line teaching to provide quality education without ignoring the individual needs of the students so that they may compete with students at national and international level.

Vision

Excellence in Higher Education in tribal dominated district through quality assurance

Mission

- To improve access especially for economically backward youth.
- To achieve Equity in all aspects.
- To increase excellence in teaching and learning.
- To develop socially responsible graduates capable of achieving great standards in chosen field for self, society and nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution is situated in the heart of the city and is easily accessible from all directions to the local and also the commuting students.
- It has a vast campus of about 13 acres and equipped with all the necessary facilities for college. The facilities are updated in timely manner according to the dynamics of the college.
- The teaching-staff of the college is well-qualified, experienced, and motivated.
- The college has an active and supportive Janbhagidari samiti. A great share of infrastructure development is borne by it.
- The college has good academic ambience. It has a disciplined environment which is ragging free. A surveillance system of CCTV has helped us to curb outside disturbances in the college campus.
- The college has been entrusted to conduct around 90 % examinations of the Khandwa district. It is a center for the examinations conducted by the University for the academic program viz. BBA, BCA, LLB, LLM, PGDCA, B.Ed., M.Ed., M.Sc. (IT/CS) running in other colleges of the district. College is center for examinations for most examinations conducted by Professional Examination Board of M.P. such as PEPT, PAT, PCRT, Forest guard, Office Assistants, Staff Selection Commission, Public Service Commission, and various banking services.
- Sufficient number of ICT enable classroom to foster blended learning environment.
- Structured remedial classes to facilitate the educational needs of slow learners.
- NSS and Red Cross unit for creating a sense of serving the mankind and nation and to promote societal services.
- NCC cell for propagating national unity and integrity amongst students, developing the qualities of leadership and inculcating the values of character, discipline and hard work.
- Swami Vivekananda Career Guidance cell to provide career guidance.
- Eco-club to create awareness of biodiversity conservation, clean and green consciousness and environmental issues amongst students.
- Self-finance courses with particular focus on employment opportunities.
- Multipurpose Hall for conducting meetings, seminars and other programs.
- Hostel facilities for male students.
- Self-defense programs for female candidates to promote gender equality.
- Strategic location to cater to tribal population
- Playground with well-equipped sports facilities.
- Sexual harassment cell and Grievance cell for prevention of sexual exploitation.

Institutional Weakness

The progress might have been better, if we are not hampered by the following:

- The location being an asset is also a liability. The college has a unique distinction of being surrounded by public road around its entire periphery. Also, its campus is fractured into three locations about 1 km apart from each other. The academic campus is just outside railway station and is on a state highway, making it difficult to have a noise free environment, especially during festive seasons.
- Most of our students have poor communication skills, lack of motivation due to financial constraints.
- Biometric Verification system for students
- Health centre for students and faculties and Day-care centre

- College canteen, Stationary and Photocopier center
- Need of more professional/vocational courses, CBCS
- Research laboratories
- Alumni corpus contribution not as per the expectation.
- Lack of man-power especially clerical staff is a big drawback for our college.

Institutional Opportunity

But we are optimistic because we have great opportunities:

- The Department of Higher Education, Madhya Pradesh is committed to upgrade the academic facilities in the colleges by channelizing the funds received from RUSA and world-bank project. This brings us a great opportunity for development.
- College Jabbhagidari samiti is helping college for running self-finance courses and creating opportunities for the local youth.
- Promoting research activities within the institute.
- Encouraging students for higher education.
- Extending collaborations with several reputed institutes/universities.
- More valued added educational courses can be included in the curriculum.
- To achieve a status of college with potential for excellence from UGC.
- To effectively utilize the potential of tribal students and further nurture them to achieve excel in sports related activities.

Institutional Challenge

We enthusiastically look forward to our challenges:

- Most of the students are from weaker socio-economic sections of the society. It is a great challenge to equip them for future competition at the state and national level.
- Meeting the educational requirements of students especially from tribal dominated areas.
- Timely financial support from the government for the maintenance of the infrastructural facilities of the institute.
- Financial support for the development of research laboratories so that college students can also get an exposure of advanced instruments.
- Great challenge to invite the placement companies.
- Lack of awareness of career prospects among the students of rural background.
- Lack of human resources for clerical task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Aiming at ensuring effective curricular delivery through meticulous planning and implementation, the college

remains abide by the guidelines decided by HED, MP. Academic calendar and time-table help teachers for syllabus completion in an effective way and in timely manner. Various precautions & measures are taken to accommodate different needs of the students. Hence, tutorials, remedial classes, counselling sessions etc. are held time to time. Frequent meetings are held to analyse whether all provisions to ensure effective curricular delivery are achieved or not. At present, institute offers 29 programs including 9 self- finance courses at UG and PG level. The students in all streams have been given choice for elective options. The institution takes other measures also to enrich curriculum delivery efficiently through guest lectures, workshops, seminars etc. by academicians. Students are encouraged to take up experiential work through internships in schools, industries, hotels etc. on various topics. Side by side, field visits educational tours etc. are also arranged by the institution for providing students additional subject knowledge. Awareness programs on illiteracy, drug addiction, current affairs and other issues including health & hygiene, environmental issues etc. are also organised from time to time by NSS and NCC units and departments. Swami Vivekananda Career Guidance Cell arranges trainings/workshops/diploma programmes on various skills like communication skill, soft skill, spoken English, tally accounting, personality development etc. In these programmes subject experts are invited as resource persons to guide and motivate the students. The faculties in the college keep themselves in touch with eminent scholars and remain updated with changing academic scenario and, industrial and socio-economic environment.

The college is not directly involved in designing & development of curriculum. The faculties are appointed as chairpersons & members of Board of Studies. During last five years 08 faculty members worked as member/chairperson of BoS. Feedback collection from students, teachers and guardians and its proper analysis and execution has been a regular practice of the institution. The feedback is analysed and briefs of the analysis are discussed with the staff members and Principal in meetings.

Teaching-learning and Evaluation

The admission process in our college is carried out according to the rules and regulations of MPHEd. The process is carried out through an online platform i.e. MP-Online, which has a wide access, even in rural and tribal areas of our home state. The transparent admission procedure ensures that every section of the society gets equal opportunity to fulfill their dream without any discrimination on the basis of cast, creed, religion and gender. The socio-economic challenges are countered through various scholarship programs to bring forth the marginal sections of the society.

In our college, we have dedicated smart class-rooms to impart innovation in teaching-learning. Teachers use modern methods of teaching viz., power-point presentations for an improved teaching-learning. In these presentations, teachers focus on developing creative thinking and increasing student involvement in the class. The lectures are prepared with ICT-based contents, and videos to enhance understanding. The online-questionnaires on Google-forms help us to improve communication among teachers and taught. We gather regular feedbacks of our students. The industrial and field tours provide unique opportunities to our students to enrich their experiential learning.

Our college is very fortunate to have experienced teachers in the faculties of arts, commerce and science. The teachers hold commendable knowledge of their respective subjects and committed to impart it to their students. The teachers are seeking improvement for individual and academic excellence.

We have started taking online quizzes as a reform in Continuous Internal Evaluation (CIE). We believe that digitalizing the examination process is the need of the hour for handling increasing number of students with a

limited academic resource. Therefore, we have started creating awareness among our students for using digital platforms such as Google forms, Google sheets, Gmail services, online lectures, conferences, and webinars. We are taking internal evaluations through online mode to make continuous evaluation much faster, simpler and more transparent. Faculties are also helping students by demo tests to make them familiar with online CIEs.

The academic performance of our students is very inspiring. Every year, we have top rank holders of university from our college.

Research, Innovations and Extension

In our college, we are dedicated to create a research culture in our college. We are channelizing our funds towards achieving this goal. The required infrastructure including equipment for research lab and language lab are in the procurement stage. Simultaneously, we are conducting workshops and seminars to create awareness among students.

The research mobilization is not adequate; however, we are rapidly building-up our research capabilities. The faculties are encouraged to write research projects and use the existing facilities to its maximum. The interdisciplinary research is already a part of research culture in our institute as a number of departments are involved in paper publications. We are further keen to extend research facilities by getting MoU with a few premium research facilities around.

We are in a very early stage of creating an eco-system for research. The faculties are encouraged to follow innovative research ideas. We are conducting seminars on the topic of intellectual property rights (IPR) to boost the awareness.

The faculties are keen in conducting research seminars and workshops in the limited facilities available. The research drive of faculty members is reflected in the decent number of publications of research papers in journals, books and research guidance.

College is organizing plenty of extension activities like through its NCC, NSS, Red cross, Red ribbon units etc. every year. Moreover, our social work department picks up social issues and makes counter-strategy to resolve it. The community services provided by students also bring an opportunity to our students to learn more about our society. The social service provides opportunity to inculcate value-based education in the students. The formal agreements for the collaboration activities have not done yet. Our college is contacting research facilities around for formal MoUs.

Infrastructure and Learning Resources

Institution lays immense emphasis on improving the infrastructure and the available learning resources to facilitate the effective teaching learning process. Beautiful college campus, playground, hostel and well managed library create an ambience that attracts students and everyone. Moreover, infrastructure facilities comprises IT facilities, well-equipped experimental laboratories, departmental and central library with rich resources, multipurpose hall for conducting meetings, seminars, conferences, and other important activities like adequate faculty rooms, girls common room, adequate washrooms, drinking water facilities etc. Institute is financially supported by MP higher education, JBS, RUSA, world-bank project, and UGC to maintain and improve the infrastructure facilities. All the departments have well furnished classroom facilities, computers,

Wi-Fi facility, smart classroom facilities and rich departmental libraries. Institute also has independent rooms for the smooth conduction of several other activities including NCC, NSS and Red Cross in order to nurture the values of serving the society amongst the students.

Additionally, individual rooms have also been allotted for examination cell, Career guidance cell, RUSA and IQAC to conduct admission, examination, administrative and purchase related activities. College website is regularly updated to provide timely information regarding admission, examinations, results and other relevant information.

Institution also has a central library spread over a large area and equipped with rich resources including thousands of text books, e-journals and newsletters. Library is partially automated with SOUL software (version 2.0) since the year 2015. Well equipped sports department is available in the college to recognize and nurture the talent of students in the area of sports.

Adequate IT facilities with 126 latest technology computers are available in the institution. Apart from this, photocopiers, printers, CCTV cameras, projectors, LCD Smart TV (55", LCD Monitor 32" are available in the college. Fiber connecting line is also being installed with improved speed of up to 200 Mbps, which is further extended to Wi-Fi network, making Wi-Fi enabled campus. All the admission and administrative activities are carried out via digital communication system.

The cultural activities are organized on "Suraj Manch". College auditorium and VCR is furnished to organize various activities.

Student Support and Progression

The college is dedicated to provide strong support to the students. We have scholarship programs such as post-metric scholarship, Gaon Ki Beti Yojana, Pratibha Kiran Yojana, Vikramaditya Yojana, Divyang Chhatravratti, Medhavi Chhatravratti, Awas Yojana, and minority scholarship for helping students from poor socio-economic backgrounds. The scholarship programs are flexible and eligible students can easily take benefits of any one or more than one free-ships. The scholarship programs have enabled several under privileged youngsters to opt for higher education. The overall awareness created in the society for higher education is reflecting into increasing gross enrollment ratio (GER) of Khandwa district.

The students of our college are facilitated with regular career counseling programs by career guidance cell. Several students are participating in value added courses such as free classes for NET/SLET and competitive examination. Recently, few students were able to crack highly competitive exams by attending these courses.

We are facilitating the vertical movement of the students to ensure their academic or professional growth. We realized that a lot of school going students are opting out of higher education, just because lack of awareness. Therefore, we started a "College chalo abhiyaan" and started visiting nearby schools to spread awareness for higher education. In these school visits, we explain students about currently offered courses by our institute and inform them about scholarship/freeship programs can be availed for affording higher education. We motivate the degree students to go for PG studies. The post-graduate students are provided with research exposure by lectures, conferences, workshops, free NET/SLET classes for moving ahead academically. The students are also provided with skill development programs and entrepreneurship programs to arrange a gainful employment for them.

The co-curricular and extra-curricular activities are an integral part of student-life at our campus. \ In Sports, NCC, and NSS activities college students get remarkable success by winning several medals every year in various competitions.

The alumni association of our college has hundreds of ex-students performing exceptionally well in their field of expertise. The members are playing active role in college development mainly by non-financial support only.

Governance, Leadership and Management

The goal is committed to bring a holistic improvement in the neighboring society by using higher education. Khandwa district comes under a tribal dominated belt and its populace stand deprived from the bliss of higher education to the greater extent. It is for this reason that our institution comes forward to play its decisive role by providing quality higher education to people around us. The set target can only be achieved by team-work, participative management and by implementing a relay-based mechanism for achieving long term goals and bringing planned academic and administrative developments step by step in a gradual way.

The vision and mission of our college is very clear. In order to achieve set goals, several committees are constituted to make system more efficient with an improved level of transparency. The development plan is prepared considering long-term interest of the college and for implementation of these plans the academic and administrative participation is on optimal level.

The optimal usage of available human resource is ensured in our college by our local administration. The recruitments in teaching staff are regular by MPHED and janbhagidari samiti. The annual appraisal reports are prepared by staff. The local IQAC reviews these appraisal reports under the supervision of the Principal and put-up remarks before sending them to MPHED. For professional competence, staff members are attending trainings organized by MPHED.

The institute has developed a transparent internal and external audit mechanism for monitoring its entire budget heads. The regular maintenance of cash-books and frequent scrutiny by internal committees ensure smooth mobility of resources and it also help in budgetary planning.

Our local internal quality assurance cell (IQAC) is the central working committee which is coordinating among all the other institutional bodies. The IQAC is making all the development plans considering next 10 years of this college. IQAC is committed to bring an overall improvement in the quality of higher education we impart to our surrounding. The academic and administrative audits conduct by IQAC are taken positively by college staff and used as constructive inputs to improve the quality of education.

Institutional Values and Best Practices

SN Govt PG College Khandwa is playing proactive role in promoting gender equality inside and outside its campus. We are ensuring that no discrimination should take place in the surrounding society related to gender issues. We are organizing seminars, workshops, conferences to create awareness among students and staff to

curb the gender discrimination.

Our college is addressing environmental issues by adopting green practices such as rain water harvesting, waste recycle and use of renewable source of energy mainly solar energy.

The institute is committed to provide all the necessary facilities to 'divyang jan'. We believe that divyang people do not require any sympathy by the society, all they need is an equal opportunity and a fair chance to grow. Therefore, we are prioritizing their needs in our campus to facilitate them with what they deserve.

SN college has implemented an efficient parent-guardian system for academic guidance of students. The aim of this best practice is that lack of awareness should not inhibit the academic growth of our students. We believe that students need utmost care and timely guidance during their early academic days, and this might create enormous effect in shaping of their career. Every student with his/her unique set of qualities needs to be taken care of separately. In parent-guardian system every teacher is responsible for keeping a close watch on the allotted students. This gives an advantage of giving personal care and attention to all our students.

The combined efforts from teaching, non-teaching staff, and students have manifested in the form of our botanical garden, which has become a landmark site in the town. The plant species with their unique medicinal and environmental applications are creating awareness among the students.

Our college is committed to serve the local tribal populace by providing the students with quality higher education. We are making all the possible efforts to extend the beneficial schemes of the government to the society.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | SHRI NEELKANTHESHWAR GOVERNMENT POST GRADUATE COLLEGE, KHANDWA (M.P.) |
| Address | Shri Neelkantheshwar Government Post Graduate College, Near Railway Bridge, Civil Lines, Khandwa - 450001, Madhya Pradesh (India) |
| City | KHANDWA |
| State | Madhya Pradesh |
| Pin | 450001 |
| Website | http://www.mphighereducation.nic.in/sngpgkhandwa |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Mukesh Jain | 0733-2222206 | 9425950404 | - | sngpg_collegekhandwa@yahoo.com |
| IQAC / CIQA coordinator | Avinash Dube | 0733- | 8349302976 | - | 89avinashd@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| Date of establishment of the college | | 01-07-1948 | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Madhya Pradesh | Devi Ahilya Vishwavidyalaya | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 23-07-2004 | View Document | | |
| 12B of UGC | 23-07-2004 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Details of autonomy | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

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

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Shri Neelkantheshwar Government Post Graduate College, Near Railway Bridge, Civil Lines, Khandwa - 450001, Madhya Pradesh (India) | Urban | 13 | 10350 |

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 | BSc,Biotechnology | 36 | SSC | English,Hindi | 60 | 60 |
| UG | BSc,Chemistry | 36 | SSC | English,Hindi | 130 | 130 |
| UG | BCom,Commerce | 36 | SSC | English,Hindi | 45 | 45 |
| UG | BCom,Commerce | 36 | SSC | English,Hindi | 330 | 330 |
| UG | BCom,Commerce | 36 | SSC | English,Hindi | 45 | 45 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 2 | 1 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 1 | 1 |
| UG | BCom,Computer Science And | 36 | SSC | English,Hindi | 180 | 161 |

| | | | | | | |
|----|---|----|-----|---------------|----|----|
| | Information Technology | | | | | |
| UG | BSc,Computer Science And Information Technology | 36 | SSC | English,Hindi | 60 | 49 |
| UG | BSc,Computer Science And Information Technology | 36 | SSC | English,Hindi | 60 | 60 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 1 | 1 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 2 | 2 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 27 | 27 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 3 | 1 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 1 | 1 |
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 2 | 2 |

| | | | | | | |
|----|--|----|-----|---------------|-----|----|
| UG | BA,Computer Science And Information Technology | 36 | SSC | English,Hindi | 2 | 2 |
| UG | BA,Economics | 36 | SSC | English,Hindi | 6 | 6 |
| UG | BA,Economics | 36 | SSC | English,Hindi | 3 | 3 |
| UG | BA,English Literature | 36 | SSC | English,Hindi | 2 | 2 |
| UG | BA,English Literature | 36 | SSC | English,Hindi | 16 | 16 |
| UG | BA,Hindi Literature | 36 | SSC | English,Hindi | 24 | 24 |
| UG | BA,Hindi Literature | 36 | SSC | English,Hindi | 10 | 10 |
| UG | BA,Hindi Literature | 36 | SSC | English,Hindi | 11 | 11 |
| UG | BA,Hindi Literature | 36 | SSC | English,Hindi | 19 | 19 |
| UG | BA,History | 36 | SSC | English,Hindi | 14 | 14 |
| UG | BA,History | 36 | SSC | English,Hindi | 26 | 26 |
| UG | BA,History | 36 | SSC | English,Hindi | 65 | 65 |
| UG | BSc,Mathematics | 36 | SSC | English,Hindi | 130 | 89 |
| UG | BSc,Microbiology | 36 | SSC | English,Hindi | 60 | 60 |
| UG | BSc,Pharmaceutical Chemistry | 36 | SSC | English,Hindi | 60 | 60 |
| UG | BA,Philosophy | 36 | SSC | English,Hindi | 48 | 48 |
| UG | BA,Philosophy | 36 | SSC | English,Hindi | 45 | 45 |

| | | | | | | |
|----|------------------------|----|----------------------------|---------------|----|----|
| | hy | | | i | | |
| UG | BA,Political Science | 36 | SSC | English,Hindi | 10 | 10 |
| UG | BA,Political Science | 36 | SSC | English,Hindi | 1 | 1 |
| UG | BA,Political Science | 36 | SSC | English,Hindi | 16 | 16 |
| UG | BA,Political Science | 36 | SSC | English,Hindi | 4 | 4 |
| UG | BA,Sanskrit Literature | 36 | SSC | English,Hindi | 5 | 5 |
| UG | BA,Sanskrit Literature | 36 | SSC | English,Hindi | 18 | 18 |
| UG | BA,Sociology | 36 | SSC | English,Hindi | 15 | 15 |
| UG | BA,Sociology | 36 | SSC | English,Hindi | 4 | 4 |
| PG | MSc,Botany | 24 | B. Sc. with Biology Group | English,Hindi | 30 | 30 |
| PG | MSc,Chemistry | 24 | B. Sc. | English,Hindi | 30 | 30 |
| PG | MCom,Commerce | 24 | B. Com. | English,Hindi | 60 | 60 |
| PG | MA,Economics | 24 | Graduate in any discipline | English,Hindi | 40 | 30 |
| PG | MA,English Literature | 24 | Graduate in any discipline | English | 45 | 40 |
| PG | MA,Hindi Literature | 24 | Graduate in any discipline | Hindi | 40 | 35 |
| PG | MA,History | 24 | Graduate in any discipline | English,Hindi | 40 | 36 |
| PG | MSc,Mathe | 24 | B. Sc. with | English,Hindi | 60 | 44 |

| | | | | | | |
|----|---------------------------|----|-------------------------------|----------------|----|----|
| | maths | | Mathematics Group | i | | |
| PG | MSc, Microbiology | 24 | B. Sc. with Biology Group | English, Hindi | 18 | 18 |
| PG | MA, Philosophy | 24 | Graduate in any discipline | English, Hindi | 30 | 26 |
| PG | MSc, Physics | 24 | B. Sc. with Mathematics Group | English, Hindi | 20 | 18 |
| PG | MA, Political Science | 24 | Graduate in any discipline | English, Hindi | 40 | 35 |
| PG | MA, Public Administration | 24 | Graduate in any discipline | English, Hindi | 40 | 27 |
| PG | MSW, Social Work | 24 | Graduate in any discipline | English, Hindi | 26 | 25 |
| PG | MSc, Zoology | 24 | B. Sc. with Biology Group | English, Hindi | 25 | 25 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 12 | | | | 9 | | | | 42 | | | |
| Recruited | 4 | 3 | 0 | 7 | 1 | 8 | 0 | 9 | 26 | 14 | 0 | 40 |
| Yet to Recruit | 5 | | | | 0 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 22 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 0 | 22 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 35 |
| Recruited | 19 | 3 | 0 | 22 |
| Yet to Recruit | | | | 13 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 22 |
| Recruited | 16 | 6 | 0 | 22 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 9 |
| Recruited | 4 | 0 | 0 | 4 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 13 |
| Recruited | 8 | 3 | 0 | 11 |
| Yet to Recruit | | | | 2 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 3 | 0 | 1 | 8 | 0 | 11 | 7 | 0 | 34 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 6 | 0 | 19 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 0 | 14 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 0 | 10 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 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 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 4 | 1 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 1992 | 0 | 0 | 0 | 1992 |
| | Female | 1637 | 0 | 0 | 0 | 1637 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 290 | 0 | 0 | 0 | 290 |
| | Female | 456 | 0 | 0 | 0 | 456 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 305 | 336 | 373 | 382 |
| | Female | 181 | 192 | 208 | 209 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 452 | 519 | 525 | 695 |
| | Female | 198 | 270 | 329 | 422 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 599 | 643 | 737 | 739 |
| | Female | 459 | 533 | 592 | 689 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 248 | 264 | 267 | 311 |
| | Female | 352 | 355 | 369 | 402 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2794 | 3112 | 3400 | 3849 |

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 350 | 350 | 350 | 350 | 350 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

2 Students

2.1

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 3849 | 3400 | 3112 | 2794 | 2754 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 820 | 820 | 795 | 763 | 748 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

Number of outgoing / final year students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1066 | 901 | 808 | 735 | 794 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 82 | 84 | 85 | 82 | 84 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 82 | 84 | 85 | 82 | 84 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 34

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|-----------|-----------|----------|----------|
| 87.05036 | 241.18518 | 116.60649 | 87.37948 | 79.61968 |

4.3

Number of Computers

Response: 97

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

In adherence to the vision of higher education department, this institute aims at effective delivery of the curriculum to the students. The institute abides to the syllabus / curriculum designed by the Department of Higher education, M.P. and Devi Ahilya Vishwavidyalaya, Indore. Few faculty members of our college are appointed as chairman or member of Board of Studies of the University. The BoS formulate and design the syllabi according to the need of the future.

The institution aims at nurturing and maintaining a conducive environment for academic excellence, research and entrepreneurship which help students to become globally competent and socially responsible citizen.

At the start of academic year, the department of Higher Education, M.P. issues an academic calendar covering the yearlong events and activities like youth festival, student's union election, sports, teaching and exam etc. accordingly, the heads of the various departments in the college prepare annual academic planner.

The central time table committee designs the integrated time table for college. Every department prepares their time table, distributing the classes among the faculties. Separate timings are mentioned for theory and practical classes and time table is displayed on notice boards.

The HODs hold meetings in the beginning of the academic year and discuss about the syllabus and classes among the teachers. The professors maintain attendance registers and daily diaries for effective implementation and review of the curriculum. The daily diaries and attendance registers are counter signed by the head of the institution.

The institution follows the syllabi of all courses as approved by the Department of Higher Education, Government of M.P. and by the board of studies at Devi Ahilya Vishwavidyalaya, Indore. The college gives freedom to the students to opt courses/ papers according to their interest out of the updated elective courses/papers.

For effective curriculum delivery, each faculty prepares monthly planner of the topics to be taught to the students. They execute their plan through classroom teaching with use of ICT, enriched with e-resources i.e. use of internet, e-notes and PPT, audio-visual presentation, smart classes equipped with LCD projectors and make teaching-learning more effective.

Besides, the institution insists on using innovation methods like group discussions, assignment writing, interaction, erudite workshops, field trips, class tests, class seminars, presentations, guest and extent lectures, educational tours, etc. to ensure effective curriculum delivery.

The head of the department monitors and reviews the progress of syllabus of all papers/courses through monthly departmental meetings and takes necessary measures for time bound syllabus completion. At the end of academic session / semester, each faculty member submits detailed report about the progress / completion of the syllabus to HoDs.

Remedial classes and extra classes are conducted for the slow learners. The students are motivated to use the digital resources like e-library, INFLIBNET, SWAYAM e-content. The virtual classes are also conducted for students of various classes.

The teachers are encouraged to participate in orientation / refresher courses, workshops, national and international seminars and conferences for achieving academic excellence and thus, impart their knowledge to the students effectively.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution strictly adheres to academic calendar designed and issued by Department of Higher Education and affiliating University. It follows instruction of DHE regarding online admission by forming admission committees which complete admission process as per instructions. The college follows Academic calendar as prescribed by the Higher Education Department of M.P. In the beginning of the academic year/semester, IQAC executes the academic calendar in college, with minute changes, proposing the academic, co-curricular and extension activities and their probable dates. The college adheres to the academic calendar for the conduction of Continuous Comprehensive Evaluation (CCE)/ CIE. On the beginning of academic year, a Staff council meeting is held to discuss the line of action for the whole year. Syllabi and question paper pattern as per the University norms are discussed and followed strictly. Mid-term review meeting of Heads of the Departments is conducted to discuss coverage of syllabus, evaluation pattern etc. to maintain the quality of teaching. Then all the departments focus on time bound completion of syllabus through teaching in adherence with integrated timetable of College. There exists Semester Cell in the college and it functions to monitor implementation of entire scheme of academic calendar regarding CIE (Continuous Internal Evaluation).

Earlier Semester system was working on both UG and PG levels and there was provision of C.C.E. and Internship (Job oriented project). For the conduction of C.C.E. there were offered multiple modes , e.g., Class test, Semi surprise test, assignment, seminar, group discussion etc. by DHE (Dept. of Higher Education, MP) and the teachers were given flexibility to select any mode of C.C.E. focusing at the participation of the student in increasing their interactive faculty. Hence, the faculties in the institution selected mode of CCE with liberty. In the year 2019-20, the DHE shifted Semester system to annual system at UG level. There is provision of Quarterly and Half Yearly exam at UG level as internal assessment by the teachers. The Semester Cell issues timetable for free and fair Quarterly and Half Yearly

Examination within the time frame decided by the DHE, Govt. of M.P., for all classes as a part of Continuous Internal Evaluation of the students and exam is conducted. After the valuation of the answer sheets the respective teachers prepare record of their marks and submit it to the Semester cell to provide it to the University as and when desired. The university collects the Internal Marks through online Internal marks portal as semester cell, at the demand of the university uploads internal assessment and practical marks. In brief, Semester cell works as a link between College and university and informs the teaching faculties about Instructions of the Universities.

Thus, the institution focuses on adherence to Academic calendar in respect of Admission, imparting of knowledge through teaching and completion of syllabus and Internal Evaluation Process.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 29

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 10

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 3 | 1 | 2 |

| File Description | Document |
|--------------------------------------|-------------------------------|
| List of Add on /Certificate programs | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 6.02

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45 | 406 | 412 | 40 | 64 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |

1.3 Curriculum Enrichment

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

Response:

The syllabus for optional papers of various classes at PG level gives ample space for incorporating the cross-cutting issues related to gender, environment and sustainability, human values and professional ethics in the syllabus. The whole curriculum is designed by the Department of Higher Education, M.P. but in offering Optional papers, the Departments at college level have liberty to impart knowledge pertaining to these issues. Our college, being a co-educational college, addresses to the equal rights and opportunities in all fields to girls and boys without any discrimination. The teachers thus help them in achieving complete, target oriented and sustainable development. The Issues related to human values, gender issues, environment changes and conservation, eco-system, biodiversity, global warming etc. are taken into account for study as an integral part and various courses includes the same.

Research Methods, Pedagogy, Management Concept, Indian Ethics in Management, Business Ethics and Management by Indian Values, Organizational Development, Adversity, Indian Ethics, Western Ethics, Ethics – Indian Philosophy, Business Environment Management Concept, Professional social work - an Introduction (M.S.W.Sem I Paper I), Social work as a profession, Advertisement and Sales Management.

Besides, these valuable cross-cutting issues are also an intrinsic part of the students' extra-curricular activities. Various plantation programmes have been organized by NSS, NCC and Eco-Club in college, playground and hostel premises. Cleanliness drive programmes and environment conservation related activities are organized by various departments time to time. The teachers impart their knowledge one to all with integrity and impartiality. Women Empowerment Cell of the college works with full responsibility to address women's need - empowering girls with self-defense martial arts. Various programmes related to cyber crime awareness, road safety (both boys and girls), PCOD, Breast cancer etc. are held in the campus. The college also has the facility of sanitary napkins machine in girls' common room.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 8

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 28 | 28 | 28 | 28 | 28 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |

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

Response: 27.7

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

Response: 1066

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 92.44

2.1.1.1 Number of students admitted year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1773 | 1572 | 1481 | 1310 | 1263 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1865 | 1625 | 1543 | 1485 | 1465 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 820 | 820 | 795 | 763 | 748 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Every year many students are enrolled across the various academic programs in our college. The students are sorted according to their learning levels and identified as advanced and slow learners so that we can primarily focus on students according to their learning levels. During regular classes teacher tries to know about hobbies of the student and accordingly advised them to take part in extracurricular activities. At the beginning of the new season zero classes are arranged to introduce the newcomers with the institutes environment and curriculum. Slow learners are encouraged to meet up with their mentors for extra classes or take up assignments like preparing a collage or chart or a power point presentation to gather basic knowledge about the subject. Teachers also help these students by tutorials, one to one discussion and supplying reference notes. Following methodology is followed in order to do so-

- Student's behavior is observed on campus, in classrooms, laboratories and sports area for identifying slow learners.
- The institute evaluates students' performance at college level activities such as youth festival, sports week to identify their ability of learning.
- The academic performance of students is monitored. Irregular patterns in academic performance, including internal examinations, are taken seriously, and one to one counselling is carried out by concerned subject teachers and teacher-guardian.
- We pay special attention to our slow learners by providing them with extra classes. We have a dedicated student counselling committee, which is actively engaged in conducting counselling sessions for slow learners by identifying their problem areas.
- Extra remedial classes sponsored by world bank project to help our slow learners From session 2019.
- Group discussions are encouraged among students to improve their basic understanding of the subject.
- Language is a major barrier for slow learners. Hindi medium students are unable to grasp the subject through books written in English and foreign author's books. Teachers are providing a translation of these books to the students.
- Motivational classes, yoga classes, and computer training are conducted to improve the mental ability of the student.

Advanced learners are identified according to their academic performance in previous year's examinations, classroom interactions, and internal examinations. We are grooming these quick learners separately for achieving higher goals in life. These students are trained in deeper concepts of their respective subjects. We give leadership roles to these students like class monitors, cultural coordinators etc. The quick learners are encouraged to participate in extra-curricular activities as well, for their overall personality development. These advanced students represent the college in state or national level academic and sports activities. Following activities are undertaken for advanced learners-

- We are motivating our advanced learners at PG level to participate in research seminars, conferences, symposiums, webinars, poster presentation, quiz competition.

- Special coaching for guiding the students for GATE/NET/Competitive examination etc.
- Teachers provide advanced study material like , presentations, e-books to impart advanced level knowledge of the subject or topic.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 47:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The advanced teaching-learning process is the core strength of our college. Students are taught by traditional face-to-face instruction mode. The modern methods of teaching-learning like smart (interactive) class-rooms are also introduced in various courses to make learning student-centric and a fulfilling experience. Experiential learning, participative learning and problem-solving methodologies are well adopted to ensure the complete development of students and facilitate life-long learning and knowledge management. Group-assignments, quiz, field-work, industrial-visits, powerpoint presentations have made learning more student-centric. Seminar –presentation are conducted for P.G. students to enhance their communication skill.

- Faculty members, library-staff, and lab technicians are always available to guide the students. The college staff is committed to provide a conducive learning atmosphere to the students. The institute has twelve well equipped laboratories for carrying out experimental work. Multimedia content for general knowledge, science, arts and humanities are available for the students. Expert lectures sponsored by higher education department of Madhya Pradesh (MPHED) are made available to the students via our well-equipped virtual class room.
- Seminars and informative lectures by experts from reputed institutes/organizations are organized for students to update them with the recent trends in their respective streams. Powerpoint presentations and video-lectures are used in theory classes. During coranapendemic period students are preparing and submitting assignments (CCE) through emails in soft-copies. Google forms are frequently used for conducting regular tests and for gathering information.
- Our central library has a collection of latest books and journals and it remains open throughout the year. Library has a separate reading room with latest magazines, daily newspapers and study materials for competitive exams. We publish yearly magazine “Tridhara” as an excellent forum for

the students to express their views, and to improve their creative writing skills.

- Outdoor activities such as NCC & NSS camps are organized to develop personality, human values and leadership qualities among students. Students are also encouraged to participate in inter-university competitions and sports competitions. Annual events like teacher's day, gurupoornima, ganeshutsav, ozone day, population day, tulsijayanti, Independence Day etc. are celebrated. The students also take part in these activities which helps them into their personality development. To enhance field based learning field trips and excursions are arranged by some departments.
- Guest lectures, seminars, conferences and many such activities are organized to enhance students' learning experience. Yoga classes for mental and physical well-being, blood donation camp, visit to old age homes and orphanages to inculcate values, ethics and social responsibility. Youth Festival is organized every year, it covers of multifarious events and activities to develop skills.
- Along with the classroom teaching and laboratory experiment-based learning, our final year and PG students choose an area of their interest in internship. Accordingly, students work in schools, industries, field-work, and counseling centers for a practical exposure to their desired work-area.

Innovation and creativity are essential skills in this age to enable students for facing emerging challenges. The medium of instruction is Hindi and English, both, because most of the students are from rural background.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The teachers are well-versed in their respective subjects and they prepare annual lesson plans for completing the course in allotted classes. Teachers ensure putting their 100% efforts for effective teaching-learning, and in order to do so, they take help from modern ICT based teaching aids.

The department of higher education, MP and SN college are dedicated to developing modern ICT classroom facilities. We are providing adequate infrastructural and training facilities to our teaching staff for bringing fundamental changes in teaching-learning methodologies. Teachers are welcoming these changes with a positive attitude and learning to develop e-contents for improving their communication with students.

Our college has dedicated interactive classroom facilities with an easy access to teachers. Teachers make advance bookings for ICT-enabled classrooms and give prior intimation to the students for virtual class on a chosen day. For these special classes, teachers develop e-content through PowerPoint, animations and video lectures. Teachers choose topics according to the need of curriculum and focus on topics which are difficult to explain by conventional teaching methods.

Students enjoy learning through these classes. Teachers encourage students to make presentations on a topic from their curriculum and present to the class. This certainly help students to clear their doubts in the subject and develop their self-confidence and public speaking skills.

ICT enabled teaching includes LCD projection, language lab and e-learning resources. The departments make use of charts, models, power-point presentations, audio CDs, etc. The institute supports experiential learning (Math is Fun (App) in M. Sc. I semester chemistry paper, mathematics for chemist), and laboratory-based learning used (M. Sc. II semester chemistry paper computer for chemist). Value addition is included in teaching. Weak students and slow learners are supported through tutorials, counseling and mentoring, fieldwork-based learning used in history and MSW courses.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 52:1

2.3.3.1 Number of mentors

Response: 74

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 45.79

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 41 | 41 | 42 | 34 | 33 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 8.65

2.4.3.1 Total experience of full-time teachers

Response: 709

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Our institution is having a centralized committee to distribute work among the departments, and the constitution of committee is according to the rules of MPHED and university. The college is having the notice boards across the institute, outside all the departments to display important notices for students. The circulars regarding university examinations and internal tests are notified to the students in well advance. The marking scheme for internal examinations are in accordance to the directives of the Higher Education Department. These exams are conducted twice in a semester. Moreover, teacher-guardian schemes play a vital role in smooth functioning of internal assessments.

There is an orderly evaluation system (mentioned in the academic calendar) which ensures that the students are examined and evaluated on a regular basis through Continuous Comprehensive Evaluation (CCE). It gives students a thorough practice for preparation of their final exams. The departments prepare time-table for internal assessments to display on the departmental notice boards at least fifteen days prior to the internal exams. After completing internal exams, fifteen days are given for evaluation of work to each faculty member.

The marks of the CCE are shared with the students. The shortcomings of the students in the exams are discussed personally to them and a plan is chalked out to resolve these shortcomings in the classroom. Based on their performance, students are given one more chance to improve their grades by reappearing in CCE. In case of any objection, student can bring it to the notice of the department in three days. The marks/ answer sheet is shown to the students, and signatures are taken after the student is satisfied. These results are further discussed in parents-teacher meetings (PTM) to monitor the performance of the students.

The MPHED has introduced a new examination system from 2017-18 and now we have quarterly and half yearly exams as internal exams. In our institution the subject teacher is preparing the question papers accordingly. Quarterly and half yearly exams are conducted in a similar manner to the final examination. The internal assessment mechanism followed by the institution is designed to be more transparent and outcome oriented. The CCE for all the subjects is conducted in three shifts. The rooms are allotted to the students according to their roll numbers. The teaching staff involves in invigilation duties and the answer sheets are collected to be sent to the concerned department. The evaluation work completed within fifteen days by subject-teachers. The students not able to give the above examination due to personal reasons, are evaluated by submitted assignments, their class-attendance, library attendance and extra-curricular activities. The project work is the first primary step towards research, to inculcate the practice of in-depth study; analyzing and logical thinking. The project work and internships have been made mandatory for final year UG students and PG students. We guide our students to take-up job-oriented project works in the final year of their under-graduate and post-graduate programs. The record of these project-works is maintained by the teachers.

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The college strictly follows the guidelines and rules of the affiliating university while conducting internals and semester-end examinations. Our college is conducting variety of exams for semester (P.G.) and annual (U.G.) including regular and private students. Exams related to other courses like BBA, BCA, LLB, MBA, related to other universities like BHOJ, Makhanlal University, and several other competitive exams like PSC, SSC, bank-PO, forest ranger etc. are organized in our college frequently. Our institution is also conducting internal exams like CCE, quarterly and half-yearly exams, project-viva, practical exams in transparent, time- bound and very efficient manner. Our institute is handling these variety of exams timely and proficiently. Transparency is maintained in all the internal assessment tests. The maximum numbers of grievances coming in these exams are sorted at the institute- level. Only a few cases, which are not sorted are referred to the university. The grievances regarding evaluation of the students at college level are first attended by the subject faculty. If the student is not satisfied the matter is referred to the examination cell

for the final decision under the supervision of principal. Principal holds meeting with HOD, subject faculty, student and Grievances Redressal Cell. All the aspects of grievances are discussed and resolved proficiently. Grievances related to semester exams are resolved by semester cell of our college headed by a professor in-charge. Grievances related to university exams for example questions out of syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the principal. Principal forwards this complaint to the university after analyzing the issue with the help of subject faculty and concerned head of department. The university also has a regional center at our institute for grievance redressal. The students can approach different authorities according to the requirement and jurisdiction of the grievance. Moreover, the university offers a re-evaluation by nominal charges for bringing more transparency in the evaluation system.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

We are developing socially responsible students, proficient of achieving great standard in chosen field for their self and nation. The offered programs are taught to provide skillful graduates and postgraduate, ready to work for the welfare of society. Each offered course has its unique and well-defined set of learning outcomes. The stated programs with their respective course outcomes are communicated to faculty members in departmental meetings and seminars. The faculties use this information regarding course outcomes in programs such as “college chalo abhiyaan” and “students’ induction program” to create awareness among students. The faculties are also propagating the course outcomes through formal and informal mediums.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

We use various formal and informal methods for the evaluation of attainment of program outcomes, program specific outcomes and course outcomes. Our college has developed an efficient feedback mechanism amongst its stakeholders and students. The college is running programs for an overall development of its students. We are committed to make our students more skillful, while teaching the same

traditional courses, with an innovative approach. Our faculties are experimenting within the limits of designed curriculum to make these courses more job-oriented. We want to inculcate qualities like free-thinking, independent-learning, innovative-practices, problem-troubleshooting, scientific, environmental, and civic-awareness in our students for their holistic development. Our NCC and NSS units are working tirelessly to make our students disciplined and socially responsible citizens.

Our students are doing exceptionally-well in their academic programs. Every year, our students are holding top ranks in university examinations. Our Vivekananda Career Guidance Cell is organizing career fair/job fair every year in the month of February to create more opportunities for our students outside the campus, after their studies. Hundreds of students have got placed in recent years in these placement drives.

2.6.3 Average pass percentage of Students during last five years

Response: 93.23

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 995 | 842 | 656 | 673 | 653 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 997 | 872 | 749 | 719 | 737 |

File Description

Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)

Document

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.08

| File Description | Document |
|---|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 8.54

3.1.2.1 Number of teachers recognized as research guides

Response: 07

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 20 | 20 | 20 | 20 | 20 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Paste link to funding agency website | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Initially, Shri Neelkantheshwar Government Post Graduate College is a teaching institute comprising twenty teaching departments. Side by side, the institute acknowledges the importance of research activities in up gradation the quality of higher education. We are working towards making an innovative research culture and rewarding out-of-the-box thinking. Our institution has a knowledgeable research committee which encourages the staff and students to participate in research activities and publish papers in research journals of national and international repute.

We are conducting annual workshops on research methodology to encourage research inquisitiveness among the staff and the students. The post-graduate students are inspired by success stories of grass-root level of research and innovation. The faculties are sharing their own research experience, research stories, published papers etc. to develop students into world-class innovators.

With the limited research facilities available at our college, we are designing and modifying experiments accordingly. The students are taught the value of proper documentation of experimental details. We have organized a webinar for students explaining importance of patenting and licensing in innovation. Several faculty members have enthusiastically participated in seminars/workshop and published their research in peer-reviewed journals during last five years.

Recently, our college is receiving funds from RUSA and MPHEQIP to upgrade college facilities. We are

channelizing most of these funds to create a 'research culture' in the college by introducing basic research facilities here.

However, we admit that for bringing a radical change in innovative practices, we need to put more efforts and invest more time. Our dedicated research committee is planning the course of action for promotional activities of research and available research facilities. Hopefully, we will witness the change in momentum soon.

Activities to groom students for their future life and transform them to responsible citizens are being conducted by Swami Vivekanand Career Guidance Cell along with the Personality Development Cell of the institution.

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

Response: 8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.2

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 12

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 10

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.58

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12 | 30 | 31 | 30 | 29 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |

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

Response: 0.59

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 05 | 30 | 04 | 03 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Shri Neelkantheshwar Government Post Graduate College Khandwa has two units (boys and girls) of both National Service Scheme (NSS) and National Cadet Core (NCC). The volunteers of NSS are actively engaged in social service and creating social awareness, which ultimately help in their personality development as well.

NSS Unit is working for various awareness programs i.e. AIDS, Voting Awareness, Malnutrition, Shram-daan, Disaster Management, Water Conservation and COVID-19 prevention programs (motivation for vaccination and COVID Appropriate Behavior) etc. The peer educators of red ribbon club are trained by the government hospital Khandwa and working in the field for social awareness.

The NCC cadets are organizing various programs such as Blood Donation Camps, Parade on Independence and Republic Day, Plantation Drive Program, NCC Day Celebration, Cleanliness Week Program, World Population Day, Vijay Diwas, Swachh Bharat Abhiyan etc. They help city administration to control traffic, maintain social distancing and crowd management including compulsory usage of masks and hand-sanitization. Senior under officer Wafiya Khan and under Officer Manisha Singh participated in all India Thal Sena Camp, New Delhi. Under officer Satyam Tiwari was selected for RDC parade at Rajpath, New Delhi, representing MP and CG NCC Directorate. These achievements have made the college, NCC Battalion and Khandwa district proud.

The college has organized workshops and lectures on multiple topics to sensitize the students coming from diversified sections of society. We are celebrating important jayantis like Gandhi Jayanti, Ambedkar Jayanti and Swami Vivekananda Jayanti etc. to make students understand the contribution of our national heroes for nation building. We have organized workshop and lectures by subject experts to create awareness about mental diseases. The National Health Mission programme was organized by Youth Red Cross of the college. A Sanitary Pad Vending Machine has been installed in girl's common room by YRC. From time to time, Blood Donation Drive Camps have also been organized by YRC to help the poor and the needy.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 20

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4 | 5 | 4 | 4 | 3 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 109

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 19 | 22 | 23 | 20 | 25 |

| File Description | Document |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 87.39

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 3553 | 3332 | 3095 | 2221 | 1864 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

| <p>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>Response: 0</p> <p>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | | | | | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
|---|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | |
| File Description | Document | | | | | | | | | | | | | |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document | | | | | | | | | | | | | |

| <p>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 0</p> <p>3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | | | | | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
|---|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | |
| File Description | Document | | | | | | | | | | | | | |
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document | | | | | | | | | | | | | |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Being one of the leading colleges, adequate infrastructural facilities (spread over 13 acres) are available for effective teaching and learning, including classrooms, experimental laboratories, computing equipment's, playground, library etc. to meet the educational requirements of the students. Each department is endowed with the state-of-the-art dedicated and well equipped laboratories, departmental libraries with rich resources, smart classroom facilities to facilitate the smooth conduction of various academic, training and extension activities.

The institute runs several courses approved by the Central Board of Studies higher education Madhya Pradesh and keeping in view the student's strength, curricular requirements and feedbacks received from the stake holders, academic infrastructure is going on improving and can be evident from the construction of advanced smart room facilities in the college to meet the requirement of advanced and effective teaching and learning in today's critical situations of COVID-19 pandemic. Accordingly, several decisions regarding the improvement of the infrastructural facilities are being taken by M.P. Higher Education, IQAC, Jan Bhagidari Samiti (JBS), RUSA Committee, college Development Committee and Principal. Keeping in mind the infrastructure and development policies, college administration, planning and development committee plan to create the required adequate infrastructural facilities when there is a need and demand for resources mobilization and construction of infrastructure.

After proper recommendations of the JBS, Principal executes the plans with the help of IQAC, RUSA, administration and purchase committee. The adequate infrastructure (physical and academic), both are available as per the needs and demands of the stakeholders. Efforts have also been made to make a greener and clean campus. The entire building is full of daylight and natural ventilation for comfort and esuriency of students. There are large number of trees and lawns which add to improved quality of air and minimize air pollution. College has sufficient number of trees and a fine botanical garden.

Total land area available is utilized for the construction of Administrative building, Science building, New building, Hostel building, Play ground. Total built up area includes *34 class rooms, 10 class rooms with ICT facilities* (e.g. LCD, internet connectivity), Multipurpose Hall, Virtual class room, three smart class rooms, twelve laboratories (Botany-02, Biotechnology-01, Chemistry-02, Computer Lab- 02, Microbiology-01, Physics-02, Zoology-02), Girls common room, Adequate staff common room and Library. The college also has drinking water facilities, vehicle parking, adequate washroom facilities (both for male and female), Wi-Fi connectivity and Internet facility.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Adequate institutional facilities for sports, games (Indore, outdoor), gymnasium, yoga centre etc. and cultural activities are listed below-

- Institution has a wide area playground (5.75 acre).
- Institution has adequate indoor and outdoor sports/games facilities including cricket, football, hockey, basketball, volleyball, taekwondo, rope malkhamb etc.
- Well-equipped gymnasium is also established with the help of RUSA grant.
- Sports room with computer and internet connectivity is available.
- Several tournaments were organized by the college at district-, division- and state – levels, on regular basis.
- It is a matter of proud for our college that several students not only participate but also get selected at division-, state-, zone- and national- level tournaments.
- A large platform named as Suraj Manch (400 sq. feet in areas) is available for cultural activities in college campus.
- Our students also participate and awarded by medals in Yuva-Utsav, the cultural activities organized by the Department of Higher Education, M.P, at inter-college-, district-, and division-level.
- Every year, our NCC cadet (girls and boys) are actively participating in various programs at zone-, state-, and national- level and wins several medals.
- It is a matter of pride for our institution that our NCC cadets also participate in the “Republic Day Parade” at New Delhi.
- NSS unit of this college is also actively working and organize camps in remote areas, (Van- gram), particularly in Tribal belt and spread the awareness regarding health and hygiene, education and “Swatchhata Abhiyaan”.
- Swami Vivekananda Carrier Guidance Cell is established in our college with an aim to spread awareness amongst the students regarding distinct areas of employment and also organizes “Carrier Fare” annually.
- Several rooms were allotted for all the above mentioned activities (IQAC, Career Guidance Cell, RUSA, SPORTS, NCC, RedCross and NSS).

Adequate games/sports facilities along with their locations are listed below:

| S. No. | Particulars | Place |
|--------|--------------|-------------------|
| 1 | Gymnasium | In Campus |
| 2 | Cricket | Play Ground |
| 3 | Football | Play Ground |
| 4 | Hockey | Play Ground |
| 5 | Kho-Kho | Play Ground |
| 6 | Kabaddi | Play Ground |
| 7 | Volleyball | Play Ground |
| 8 | Basketball | In campus, Hostel |
| 9 | Table Tennis | Hostel, In Campus |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 23.53

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 39.12

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|----------|
| 15.01104 | 81.07334 | 73.20880 | 41.91040 | 27.04784 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Our college's central library is partially automated. We are using "SOUL" software (Version 2.0) for library management. The library is automated since 2015. It is updated frequently. The software is used for managing database and user's e-access. The book issue and return system is not automated yet. We are providing latest e-contents through library. Our central library has a collection of latest books and journals and it remains open throughout the year. Library has a separate reading room with latest magazines, daily newspapers and study materials for competitive exams. We are in the process to make the library fully automated soon.

| | |
|-----------------------|---------------------|
| Name of ILMS Software | SOUL |
| Nature of Automation | Partially Automated |
| Version | 2.0 |
| Year of Automation | 2015 |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 11.56

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 16.002 | 12.128 | 8.258 | 11.694 | 9.724 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.65

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 65

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently updates its facilities including Wi-Fi connectivity which can be evident from the smooth running of several self-finance courses including B.A. computer application, B.Com. Computer Application, B.Sc. Computer Science and B.Sc. Information Technology under the Janbhagidari Samiti of the college with a compulsory paper entitled “Basics of Computer” in the curriculum of UG Final year courses, for which two computer labs equipped with 74 computers are available in the college with good internet connectivity. Initially we have 10 VPN connections and later on it becomes 20 in number now a day we have 03 fiber connecting line is installed with improved speed of upto 200 Mbps, which is further extended to Wi-Fi network. Currently, the institution has 126 computers, 16 printers, 06 photocopier, 104 CC TV cameras, 04-CCD projectors, 04-LCD Smart TV 55”, 10- LCD Monitor 32”, 04 Podiums.

Highlights of the updated processes involving internet/Wi-Fi facilities are as follows-

- Online admission procedure as per the instructions of MP Higher education department.
- Efficient working of fully computerized “Examination cell” of the college which includes the approval of “examination forms”, enrollment process, processing of internal and practical

examination marks, preparation for the smooth conduction of semester and annual examinations.

- Digital communication system is adopted for all official correspondence/communications.
- Career guidance cell organizes various training programmers on “Basics of computer” and “Tally accounting” every year.
- Online complaints of the students under CM helpline scheme is monitored and resolved by the concerned nodal officer of the college through online process.

Regular updation of the institution website under the guidance of the concerned co-coordinator.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 40:1

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 39.86

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|----------|
| 34.26236 | 144.7337 | 30.37658 | 35.94604 | 26.07228 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

Institution frequently updates its facilities including Wi-Fi connectivity which can be evident from the smooth running of several self-finance courses including B.A. computer application, B.Com. Computer Application, B.Sc. Computer Science and B.Sc. Information Technology under the Janbhagidari Samiti of the college with a compulsory paper entitled “Basics of Computer” in the curriculum of UG Final year courses, for which two computer labs equipped with 74 computers are available in the college with good internet connectivity. Initially we have 10 VPN connections and later on it becomes 20 in number now a day we have 03 fiber connecting line is installed with improved speed of upto 200 Mbps, which is further extended to Wi-Fi network. Currently, the institution has 126 computers, 16 printers, 06 photocopier, 104 CC TV cameras, 04-CCD projectors, 04-LCD Smart TV 55”, 10- LCD Monitor 32”, 04 Podiums.

Highlights of the updated processes involving internet/Wi-Fi facilities are as follows-

- Online admission procedure as per the instructions of MP Higher education department.
- Efficient working of fully computerized “Examination cell” of the college which includes the approval of “examination forms”, enrollment process, processing of internal and practical examination marks, preparation for the smooth conduction of semester and annual examinations.
- Digital communication system is adopted for all official correspondence/communications.
- Career guidance cell organizes various training programmers on “Basics of computer” and “Tally accounting” every year.
- Online complaints of the students under CM helpline scheme is monitored and resolved by the concerned nodal officer of the college through online process.
- Regular updation of the institution website under the guidance of the concerned co-coordinator.
- *There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.*

Response:

- The college development committee, IQAC, RUSA committee and Heads of all departments are involved in the procedures of maintaining physical and academic support systems. All the departmental heads with the help of their departmental faculties draft proposals for maintenance of physical and academic support of their departments and submit to the secretary (Principal) of Jan Bhagidari Samiti. The Jan Bhagidari Samiti approves and allocates the funds as per their requirements. An effective monitoring system through various committees (college development committee, purchase committee, RUSA Committee etc) ensures the optimal utilization of budget

allocated. *The RUSA committee had submitted two proposals to department of higher education M.P., for the maintenance of Infrastructure (Building) in 2015-16 to department of higher education M.P. and a grant of Rs. 105.00 Lakhs has been sanctioned which was utilized in two years 2016-17 and 2017-2018.* Based on budgetary provision, the college has a well- developed system which takes care of maintenance of the infrastructure facilities and equipment's. Lab in-charge with the help of lab assistant maintains equipment's. All the classrooms, toilets, college premises and furniture are maintained neat and clean by the sweepers and peons of the college.

- The electrician appointed by Jan Bhagidari Samiti maintains all the electrical instruments and repairs faults of electric lines (if any). Verification of all the Physical materials (stocks) in laboratories, departments, Library, Sports, NCC, NSS and furniture of class rooms is done every year. For the development of Botanical Garden, we have a committee with faculties of Botany and some resident staff. Library advisory committee consists of Professor in charge, Librarian and some faculty members and supporting staff of library. There is a Professor in charge of computer department who monitors use and maintenance of two computers Lab. There is a Professor in charge of college website who manages and look into information sharing and uploading on website. Invertors- battery system is also available as a backup to protect computers accessories for constant power supply.
- Nagar Nigam water supply is available in the college premises for constant and regular water supply. One Nalkoop (Tube-well) in Botanical garden and one Nalkoop at playground are also available for sufficient water supply of our college requirement. Gymnasium Hall and play ground are maintained by supporting staff of the sports department. Head of the departments and other faculty members maintain the academic records of their perceive departments. Principal supervise and monitored all the maintenance activities of the college.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 82.55

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4137 | 2904 | 2444 | 1891 | 2028 |

File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

Document

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

Document

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 8.29

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 536 | 219 | 378 | 120 | 128 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |

5.1.5 The Institution has a transparent mechanism for timely 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 10.53

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 42 | 65 | 120 | 196 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 4.69

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 50

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education (Data Template) | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 10.95

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 0 | 0 | 0 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21 | 6 | 7 | 1 | 4 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 44

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13 | 15 | 13 | 1 | 2 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Our college provides meaningful role to the students in conducting administrative and extra-curricular activities. Following the prescribed procedure, the students are given the opportunity to represent themselves in various administrative, academic and non-academic committees. A 'college student council' is formed every year in the college. In the said process, the student-officers are selected by following the guidelines of the MPHED with the unanimous consensus of the Head of the Department, staff and the students. The President, Secretary, Vice President, and Assistant Secretary are selected in the College Students Council. In order to make the students aware of democratic values and to upgrade their leadership capacity, in every academic session, the students' class representative is elected by the students according to the official rules.

Several departments in the college, including NCC, NSS, Red Cross, Red Ribbon, eco-club, provide an opportunity to upgrade the leadership potential of the students. The college collects and analyzes regular feedbacks from the students every year. Students have the facility in the college that they can contact directly to the Principal or they can lodge their complaint through suggestion and complaint box. During this time, their identity is always kept confidential.

Student council members actively participate in planning and implementation of various schemes for student welfare. They can directly contact the professor in-charge or principal in case of any difficulty. The college also provide financial assistance to student council for its regular affairs.

The account of college activities is compiled every year in the college magazine 'Tridhara'. The editorial board includes professors from Hindi, English, Sanskrit and various subjects. The Student Council plays an important role in the publication of 'Tridhara'.

In compliance with the academic calendar issued by MPHED, the annual student-festival is organized in the month of December/January. In three-day student-festival cultural, art and literary activities are organized, and winners are awarded on the last day.

College celebrates special annual events such as birth/death anniversaries of great leaders, national festivals. The students play important roles in organization committees of these programs. IQAC not only welcomes the suggestions and complaints of the students for upgrading the students continuously but also works for their proper disposal of complaints.

Various types of committees are formed in the college, as per time, requirement and according to the instructions of the government. Several committees essentially constitute of student representatives-

- Hostel committee
- Anti-ragging committee
- Eco-club
- NSS
- SWEEP
- Student grievance redressal cell
- Annual function committee
- Student council

Postgraduate literature council

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

Response: 10.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 16 | 10 | 8 | 10 | 10 |

| File Description | Document |
|---|-------------------------------|
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

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

Response:

We have a functional alumni association in our college. Several eminent citizens of our district are alumnus of this institute and are actively engaged in growth and development of our college. Our alumni association is not a registered body, although ex-students are making significant contribution to our college. We take help from our ex-students in getting training and job opportunities for our current

students. Honorable MLA of Khandwa Shri Devendra Verma is also an alumnus and he has generously contributed for the installation of a water cooler in the campus.

The alumni association conducts regular meetings and welcome new ideas from members. The suggestions are mainly related to

1. Development of infrastructure,
2. Implementation of new courses,
3. Introducing modern facilities in classrooms and library
4. Beautification of campus,
5. Upgradation of basic facilities such as drinking water, sanitation etc.

Alumni association has done several mile stone changes in the college and it plays pivotal role in preparing institutional development plans (IDA). The suggestions of alumni association are molded into a complete plan by conducting meetings of concerned committees and funds are allocated to implement the idea. For instance, fixing inter-blocks in the college campus, development of central garden, implementation of MSW (Master of Social Work) course, building gymnasium hall and conference hall, are outcomes of brainstorming sessions of alumni association.

Our college is planning to get this alumni association registered soon. This will bring new opportunities of development for our college.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Since its inception in 1948, Shri Neelkantheshwar Government Post Graduate College, Khandwa (M.P.) is devoted to foster excellence in higher education in Khandwa district. Our college is the lead college of the district and working at the fore-front for the welfare of local tribal population. The quality in higher education has also been maintained by following standard teaching-learning best practices and introducing new courses according to the local needs. Various scholarship programs sponsored by state government are smoothly functioning in our institution to deliver maximum benefits to the economically weaker section of the society. We are committed to improve access to the quality higher education for ensuring the holistic development of the local youth. We are rapidly improving in our infrastructure, learning resources and research facilities to improve quality in education. We are working to increase overall employability of the students and ensuring their gainful occupation for uplifting the living standards of closely associated society. We believe that systematic development in our youth will make socially responsible graduates, capable of achieving great standards in their respective fields for themselves and for the society.

We understand that with the changing dynamics in the higher education, we need to keep ourselves updated to impart quality education to our students. Therefore, we are focusing on development of state-of-the-art research facilities to stimulate research and innovation in our institution. The grants allocated by Rashtriya Uchchar Shiksha Abhiyan (RUSA) and Madhya Pradesh Higher Education Quality Improvement Project (MPHEQIP) are mainly channelized for up-gradation of research facilities in our college. Various invited lectures, seminars, and webinars are organized to advance research awareness in students and teaching staff.

Our Swami Vivekananda career guidance cell is organizing job-fair, career guidance seminars to channelize students for better rewarding occupations. Scholarship cell of our institution is running all the government-sponsored scholarships to help deserving students of the marginal section of the society. The larger perspective here is that no student should feel left-out due to socio-economical drawbacks. Our college is running outreach programs like “College Chalo Abhiyaan” to make school going students aware about higher education, with a target to improve overall gross enrollment ratio (GER) of our district. Our eco-club has successfully organized several programs like ‘green campus drive’, ‘plantation drive’, ‘save energy campaign’, and ‘solar energy drive- go renewable’ for creating awareness for environmental issues among staff and students. Moreover, proactive involvement of ‘Anti-ragging cell’, ‘Grievance Redressal Cell’, ‘Right to information cell’, and ‘CM helpline cell’ have nurtured a healthy and encouraging environment in the college for students and staff.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Our college is functioning under the enabling leadership of Department of Higher Education, MP. Principal is the head of administration and chairs various committees constituted for academic and infrastructural development of the college. Staff council is the apex committee of the college and every member of the teaching staff is an elected member of this administrative-body. Staff members are encouraged to express their constructive suggestions in the staff council meeting. This meeting can be called as and when required in case of any important event or for decision of any crucial matter. All the important decisions of the college, viz., infrastructural development, procurement and purchase, academic schedule, and distribution of key responsibility area (KRAs) are taken by the staff council headed by the principal.

Various committees related to governance, academics, and extra-curricular activities are constituted at the beginning of each session. The Principal delegates vital powers to conveners of various committees and Head of the Departments (HODs) to complete different tasks with operable self-governance. Regular meetings are convoked amongst Principal, Head of the departments and faculty in implementing efficient plans.

There is a very pleasant environment in the college. Students and faculties always welcome to express their suggestions to improve the quality of the Institute. The staff and students are actively involved in the curricular and co-curricular activities. There is a very pleasant environment in the college.

The college has a distinct organizational structure in the academics, administration and technical staff. Hierarchy of the staff, service rules and procedures, recruitment and promotion policies, grievance redressal mechanism are defined according to the rules of the Department of Higher Education, MP.

The teaching staff of the college is actively engaged in all the decision-making bodies of our institute. The team-work and participative management not only helps in decentralization of power, but also, it creates a conducive environment for relay-based long-term goal achieving. In our college, we have separate committees for governance, cultural, sports, and outdoor activities like NCC and NSS.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The extensive goals of perspective plan 2014–2019 are associated with college which is committed to providing quality higher education, skill-oriented human resources and the plan is

accordingly focused on these core themes. The perspective plan envisions the augmentation of infrastructure corresponding with the anticipated increases in student intake and courses. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

The college has perspective plan for development. The different committees of the teaching and non-teaching staff play an important role in the planning and implementation of different activities. Principal holds regular meetings with the faculty members, formulates the future growth plans of the college and designs plans accordingly, particularly in the areas of academic development, infrastructure development, healthy environment, extracurricular activities etc. These plans are forwarded to the Janbhagidari Samiti for the approval of funds. Once the plans and the funds are approved by the concerned agency, specific plans are made for executing the projects.

Many of the academic quality policies are framed by the Staff Council and implemented through various committees of the Staff council which are monitored by the Principal. The college has regularly enhanced infrastructure and developed capacities for teaching according to the changing academic and social environment.

The college has various committees that monitor quality, of which Development Committee and Building Committee monitors the upkeep and maintenance of the building. The committee facilitates repairs and replacements as and when required in the building as per curricular needs.

Specific objectives and goals of Perspective Plan 2014-19:

- To increase student intake capacity for existing courses and improve student enrolment Improvement of infrastructure facilities like construction of more classrooms and laboratories, Instrumentation facility, construction of indoor sports facility and gymnasium, hostel facility on the campus.
- Strengthening of career guidance and Placement cell, arranging the placement drives and improvement of placement services.
- To take initiative for the development of an eco-friendly campus
- To augment students support facilities.

During this period, we have improved our computer labs by providing 30 computers. Also, laboratories were upgraded by fund of 11 lakh. The campus is equipped with about 100 CCTV cameras to keep continuous eye on whole campus. To enhance teaching learning process, we are promoting digital learning through smart class rooms. During these sessions the smart class rooms were facilitated with 55-inch 04 LCD TV/ Monitors and furniture. Also, through Janbhagidari Samiti fund a new computer lab for commerce students is constructed recently. To promote sports activities gymnasium and basketball facilities were given to students

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The administrative committee is headed by the Principal and constituted of faculty members and office-bearers. The college is organized in separate departments for science, arts and commerce faculties for academic activities. We have a separate department for sports and a full-fledged central library. The organization of academic departments includes Head of Departments, Associate Professors, and Assistant Professors, Lab-technician, Clerical staff and office helpers. The sports department is headed by sports officer. The formal organizational structure of the library staff includes the Librarian, Library Assistant, clerical staff, and book lifter.

For the service conditions and rules, the college follows the rules and regulation laid down by Government of Madhya Pradesh and UGC, New Delhi.

The recruitment is carried out by Department of Higher Education, MP. The college department has most of the permanent teaching posts filled by DHE, Bhopal. Several new self-finance courses are running in our college and teaching faculties in these courses are recruited from a local-body called Jan-bhagidari Samiti. A few posts are temporary and ‘guest faculties’ working on these posts are again recruited by the office of Additional Director, Higher Education, and Indore.

The College has a Sexual Harassment Committee, Anti-Ragging Committee, Internal Complaint Committee (ICC) and Disciplinary Committee for timely redressal of the student and the faculty grievances. Grievance Redressal Mechanism helps to create a healthy relationship among the students and among employees. Mechanisms for grievance redressal:

a) Student’s direct access to authorities – Students can directly approach the Principal and Head of the Departments to put up their grievances.

b) Student’s suggestion and complaint Box – The student can put their complaints in written form in the suggestion boxes kept at different locations on the campus. The boxes are opened periodically, and the authorities take cognizance of the grievances and suggest appropriate measures. Also, minor disputes are firmly resolved by meeting, interacting and mutual conversation.

Placement Cell helps and guides the students to seek job opportunities through placement drives and carrier fairs conducted on and off the campus.

Different committees play an important role in the execution of responsibilities and activities on the campus. It is through the committees; the college seeks decentralization of power structure.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Shri Neelkantheshwar Government Post Graduate College, Khandwa (M.P.) is the Lead College of the District Khandwa (M.P). The state government is running successfully several welfare programs for its employees, teaching and non-teaching staff. The employees are benefitted with life-insurance, medical-insurance, maternity and paternity leaves, child care leave, study leave etc.

- The staff is entitled to get 13 casual leaves in an academic year and 03 optional leaves in a calendar year.
- The earned leave can be en-cashed at the end of the service.
- The group insurance scheme covers entire staff under a common insurance scheme, only by deducting a minimal amount by the salaries of the staff.
- The medical reimbursements against incurring medical expenditures are made swift to keep our working staff healthy.
- Maternity leave of a full year and paternity leave of 15 days provided to our staff to take care of their family.
- Child care leave is provided to the female staff members for their children.
- A study leave for two years is provided after completing five years of services in the department to provide an opportunity to the staff for improving their educational qualification.

Two set of uniform (for work-place) are provided to all of our fourth-grade staff.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 9.8

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 5 | 10 | 7 | 5 | 14 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institution has a Performance Appraisal System according to the rules of government of MP and MPHED. All the faculty members submit their self-appraisal reports (APAR) annually for assessment of their teaching-learning evaluation, professional development, co-curricular activities, extension work, research publications and academic contributions. The APAR is checked and verified by the IQAC and an overall API score is calculated according to the given format. The finalized report is forwarded to MPHED.

Their performance appraisal system for non-teaching staff is based on work and responsibilities given and executed by them. The feedback of non-teaching staff is prepared by an administrative committee. The cash book, accounts registers, inward-outward registers, service books, attendance sheets, and audit reports are checked by administrative committee. A confidential report is prepared with overall grading to all the employees. The recommendations of the committee are forwarded to the principal. The principal put his remarks on the report and take corrective measures for improving overall performances.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has an internal audit committee responsible for checking cashbook entries regularly, headed by professor in-charge. The principal takes corrective measures and gives instruction to the corresponding department to bring more transparency to the system. External audits are conducted by external agencies sent by government for the purpose. The audit committees from MPHEd and AGMP are mainly responsible for external audits. The funds of college are maintained mainly through different accounts namely government account, AF, PD, Janbhagidari Samiti account, RUSA accounts, and World Bank accounts. These accounts are regularly audited by a registered chartered accountant. In the current session of 2020-21, external financial audit was conducted on January 20, 2021 by Agarwal, Patel & Sinhal Chartered Accountants [FRN No 012245C], Khandwa. This audit has recommended to charge depreciation on fixed assets, which will be sincerely considered from next year.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 799.09

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 117.03 | 184.36 | 169.85 | 153.30 | 174.55 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Annual statements of accounts | View Document |

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The College has a well-defined financial system. The college run by state government for the

welfare of local youth, therefore the major funding source for the college is budget allocated by state government and MPHED. The fee collected for offered courses are directly remitted to the state government with proper documentation and record. The state government is running various scholarship and student welfare programs in our college mostly in 'direct bank transfer to the beneficiary' mode. Here, the college is working only as an intermediate link between the state government and local students for flawless delivering of the welfare schemes to their actual recipients.

The fee collected by self-finance courses and funds collected by local 'Janbhagidari Samiti' is a major source of revenue for our college. The collected money is distributed among departments for their developmental needs. A requisition is prepared by HoD in departmental meeting is sent to the principal for departmental procurements. The principal checks with the funds available and discuss the feasibility of purchase with the designated purchase committee of the college. After approval from purchase committee, departmental procurement is carried out through GeM portal.

The UGC also provides funds for college development, construction works, facility upgradation etc. The funds received by UGC is channelized by a dedicated UGC cell of our college. The funds are released by UGC only after certification of the work by UGC cell and principal. Once the fund is used in the given work, a utilization certificate is provided to the funding agency.

The recently received grants from RUSA and MPHEQIP has completely changed the momentum and college is going through a rapid transformation. The major part of this funding is spent on infrastructural development, upgradation of college facilities, improving teaching-learning methodologies and creating research awareness among students and faculties.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell (IQAC) is the most significant committee of our college for strategizing sustainable development of the college. The Internal Quality Assurance Cell (IQAC) of this institution plays a pivotal role in governing all quality related activities pertaining to academics and administration. IQAC has introduced several important programs for quality enhancement over the years. Following are the important initiatives taken up by our college IQAC-

- Teacher-guardian scheme
- Introduction of the 'zero classes'
- Laboratory up gradation
- Running green campus drives in collaboration with eco-club
- Promoting activities for gender sensitization
- Promoting extension activities in collaboration with our NCC and NSS units

In 2018-19, our IQAC decided to start free NET/SLET classes for our advanced learner students to further improve academic quality. All the departments are trying to motivate Post graduate students for

competitive exams such as NET/SLET. Post-graduate students with an inclination towards academics and research take this motivation to get an early exposure to the competition, they are going to face after completing their respective master's program. The arts faculties of our college lead from the front and started these extra classes. Mr. Parasram Mandloi (M.A. IV Sem, History) got selected in MP-SLET in April 2019. Mr. Aayush Hardaha (M.A. IV Sem, English) got selected in UGC-NET 2018 and SLET 2019. Chemistry department is also making efforts to start free classes for CSIR NET-JRF/SLET and IIT-JAM aspirants.

IQAC and eco-club of our college are determined to transform our campus into a green campus. Eco-club is organizing plantation drive every year to make our campus greener. Sign-boards suggesting judicious usage of electricity, maximum usage of bicycles are placed throughout the campus. In September 2018, our college has procured a solar power panel of 20 kWp capacity under a PPA with M/s. Azure Power Rooftop Five Pvt. Ltd for making best use of renewable energy sources. The long-term goal of this solar project is to make our campus self-reliant for its energy requirements.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Our college adopts following methodologies for actively reviewing the above-mentioned through IQAC -

- The IQAC monitors the regular classroom studies and checks for status of syllabus completion in fixed intervals. The HoDs submit complete department-wise details for the same to IQAC.
- The improvement in results of internal and university exams are monitored by IQAC. A department-wise datasheet is submitted to IQAC for the status report.
- IQAC suggests frequent use of smart-classrooms in regular teaching to improve quality of teaching-learning process. The virtual classroom register is checked frequently to monitor the usage of ICT facilities among various departments.
- IQAC suggests increased library usage by students and faculties. The IQAC asks to the library for a regular report on usage of e-library content.
- IQAC is organizing regular workshops, seminars, webinars, short-term courses and certificate programs for improving overall teaching-learning culture in the college on subjects like personality development, communication skills, spoken English, research methodologies, tax-filing etc.

The IQAC collects student's feedback on teachers' performance. The teaching staff is not involved in this feedback process. An online survey has been designed by IQAC for collecting regular feedback from students and students are encouraged to share their opinion by this survey. The collected feedback is analyzed by IQAC and recommendations are shared with respective faculty members.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

1. **Safety and Security**- Following steps have been taken by the college to ensure women safety on campus

1. Full college campus is under the surveillance of CCTV Camera. CCTV surveillance systems are excellent deterrents against incidents occurring during college hours, including bullying, unauthorized access and vandalism.
2. Guards are appointed at all campus entries and exists.
3. Night guards are appointed for late hours monitoring in the college.
4. The faculty members of disciplinary committee perform rotational duties in the campus.
5. Anti-ragging, anti-smoking committees keep an eye on such activities.
6. Rallies and awareness campaigns are organized for women safety and gender issues.
7. Separate camps are organized by girl's unit of NSS and NCC.
8. Maintenance of sanitary-pad vending machine and first-aid box.
9. ID cards are issued to all students, teaching and non-teaching staff.
10. A dedicated committee is organized to monitor proper implementation of '**Vishakha guidelines**'.
11. **Counseling**: Guidance and counseling are important for students and college have a huge role in bringing out the best in students
 1. Counseling sessions are organized for students with a separate session dedicated only for girls.
 2. Counseling to deal with psychological problems are done for all the students.
 3. Students learn maintaining peace and harmony in the college community
 4. Talks related to prevention of alcohol and drugs are organized on regular basis.
 5. The female teaching staff is proactive in monitoring mental well-being of our female students. Girls are provided with a healthy atmosphere to feel free to discuss their personal feelings or any kind of abuse without any hesitation.
 6. Counseling for those students who are under extreme stress, trauma and anxiety related to examinations.
 7. Our staff helps students to recognize their strengths, sharpen their skills.
 8. We facilitate students with better communication skills and groom their personalities.
 9. We also offer information about jobs, interviews, career scopes, advantages of selecting a specific field, and the process of achieving a specific career objective.
12. **Common Room**: The College maintains separate room for the rest and recreation among girl students. The common room is provided with indoor games, chair & tables and reading materials to suit various needs. The common room has incinerators for sanitary pads disposal, nearby washroom facilities including water purifier cum cooler to provide drinking water. The girls common room has a lady peon deployed for its maintenance and surveillance.
13. **Any other relevant information**: Our college organize lectures and workshops for girls to

make them aware to avoid early marriages. Our sports department organizes programs based on Martial Arts, Taekwondo, Malkhambh and other sports activities for training of girls. A considerable number of female students are making their mark up to state level competitions. Our college regularly organizes self-defense training programs. We also conduct health programs for girls about Anemia and Cancer. During the NSS Camps, street plays performed by female volunteers of our college based on the issue of domestic violence and abuse against women. The women empowerment cell of our college organize workshops and lectures for creating awareness.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

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

Response: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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:

Solid waste management

Vermicomposting is the practice of using worms to turn organic waste into compost. It is a simple ecological method based on rapid transformation of organic waste into high quality manure. A vermicompost unit has been created in the Botanical garden of the college. The leaf litter & other plant origin dead materials are used to prepare vermicompost.

Solid waste is efficiently disposed from all the departments. Non contaminated general waste is disposed-off through waste collection services provided by Nagar Nigam Khandwa. Following color code system is used for dustbins.

1. Yellow color dustbin- For gauze pieces, blood bags, blood samples, microbiological specimens, used waste instruments and toxins, chemicals related to Bio-sciences, liquids released out from laboratories, floor cleanings etc.
2. Red color dustbin- For bottles, syringe with or without needles, gloves and waste related to these.
3. Green color dustbin- For sharp objects made of metals, needles, cutters, burner pieces, blades, scalpels or any other pointed metallic objects.
4. Blue color dustbin- For broken or left-over glasses including chemical bottles, glass ampules & implants made of metallic bodies.
5. All the culture media with live microorganisms are autoclaved at 121 °C for 15 minutes.
6. The students are encouraged to keep the college campus clean & proper use of dustbin.
7. Old & broken furniture is repurposed. The college adopts the policy of reduce, reuse & recycle.
8. All the used papers like practical records, CCE papers, answer scripts, office papers etc. are dumped in a large pit. The decomposed paper-waste is used as manure.

Liquid waste management

The liquid waste which should not be used for human consumption or other domestic purpose is collected in a waste-pit. The liquid waste is safely decomposed by microbes and disposed /drained out with proper care.

E-waste management

The old electrical and electronic equipment, items are repaired and reused. We follow a systematic write-off process for replacing the old instruments and computer.

Hazardous waste managements

Hazardous chemical and biological waste materials not to be reused or recycled are disposed of as per the standard operating procedure.

Radio Active Waste- No radioactive waste is generated in the campus.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

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: D.1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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 other diversities (within 500 words).

Response:

The cultural exchange program “Ek bharat shreshth bharat” is running successfully in our college. Our home state Madhya Pradesh is paired up with North eastern state of Manipur in this program and our college is linked with Komalathabi, a college in south east Manipur. The main purpose of this cultural exchange program is to provide students with a chance to understand regional, linguistic, cultural and socioeconomic diversity of our nation. Demonstrated in various forms the cultural features of Manipur presented under Ek Bharat Shreshtha Bharat program. This program is sponsored by RUSA and MPHEd.

The northeastern state of Manipur is full of natural wealth. Dance is an important part of their culture. Manipur dance also known as Jagoi is one of the major Indian classical dance forms. It is particularly known for its Hindu Vaishnavism themes, and exquisite performances of love-inspired dance drama of Radha-Krishna called Raslila. To showcase the exuberant culture of Manipur, various programs were organized in our college. Manipuri singing was presented by Prachi Tiwari, Vandana Sitole. Manipuri group dances were performed by Ambika Malakar, Anjali Bourasi, Sunidhi Patel and Prachi Tiwari. Solo dance performances by Vadana Sitole, Shrestha Maurya and Priyanka Sarathe were a treat to watch. Students Satish Tanve, Deepak Kushwaha, Hrithik Kushwaha, Harshit Bhaskre, Divya Chaure, Himanshu Gurjar, Wafia Khan, Akanksha Patel, Karan Chauhan, Hrithik Kushwaha participated in the discussion on the economic, social, geographical, political and cultural aspects of Manipur.

| File Description | Document |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Shree Neelkantheshwar College has multicultural-multilingual academic culture. The students and faculties belong to different parts of the country and have different socioeconomic background. Our priority is to protect our national identity and culture by following the principle of “unity in diversity”.

Respect to the national flag, national anthem and national integrity – The national symbols like national flag, national anthem is always treated respectfully. The flag hoisting is always carried out according to the flag rule 2002 on the Independence Day and Republic Day.

Service to the Nation-

(a) **Health camp-** Health camps are organized by the Youth Red Cross society of college every year.

(b) **Blood Donation Camp-** Blood donation camp organized by NCC, NSS and YRC students for service to the society. Volunteers registered at red cross society and NCC are ready to donate blood in case of any emergency.

(c) **Flood Relief-** In the year 2018, the college students donated the amount for flood relief which was originally sanctioned for organizing college annual function. College students had set up a very good example by cancelling the college festival to help the needy people.

(d) **Village Adoption Program-** Village adoption program is conducted by our college NSS unit. Students organize awareness programs for community services.

(e) **Environmental Preservation -**

- Students participated in tree plantation drive and "Swachh Bharat Abhiyan".
- Our campus is plastic free zone.
- Compulsory course module on environment incorporated in UG curriculum.
- Workshops, seminars and invited lectures are organized to create environmental awareness among youngsters.

(f) **Right to Equality & Freedom protection against exploitation-** Various college committee have student representatives. Anti-ragging committee, student’s grievances redressal cell, SC-ST students welfare cell are unequivocally dedicated to providing all our students with a free and fair platform for their academic and personal growth.

(g) **Women empowerment cell-** We welcome individuals from the society to guide our female students and female staff for programs such as self-defense, women rights etc. We have one dedicated committee for looking into the matters of women harassment.

(h) **Anti-ragging cell-** The anti-ragging squad plays proactive role in keeping the campus ragging free. The college has a policy of taking strict action against the offenders.

(i) **Students council-** The institute has an elected student's council. it is composed of president, vice president, general secretary, and other members. The student's council actively participates in organizing annual activities at the campus. The council is partly funded by institute.

(j) **Personality Development cell-** The personality development cell incorporates human values and ethics in our students and keep a track of their moral development.

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

College firmly believe that to preserve and protect our national identity and culture is high priority. We can achieve this only by increasing awareness in youngsters about our glorious heritage. Our country has seen several remarkable personalities setting up an example to the rest of the world. It is important to celebrate the important days of significance and cherish the memories of our eminent personalities.

Republic Day - It is celebrated on every year on January 26th to mark the day when the Indian constitution came into effect. Our honorable principal unfurls the national flag. This is followed by singing our national anthem. The program is celebrated by sharing thoughts on national integrity and achievements. Sweets are

distributed in our college.

Independence Day- It is celebrated every year on August 15th as a grand event, marked with the flag hoisting by respected principal sir. Faculties and students share their thoughts on freedom and its importance.

Earth Day (22nd April) – This day is celebrated by taking a pledge for environmental protection.

National Voter's Day (25th Jan)- This day is celebrated to encourage young voters to actively participate to exercise their democratic right of voting. Young voters pledge to vote.

World water day (22nd March) - This day highlights the importance of freshwater. The day is celebrated to create awareness for the sustainable management of freshwater resources. Eco-club organizes several activities on this day.

No Tobacco Day (31st May) - Adolescents are more likely to initiate tobacco use if they lack the awareness of ill health effects of tobacco. Our college organizes workshops, lectures and painting completions on this day.

International Day of Yoga (21st June)- The International day of yoga aims to raise a worldwide awareness for the benefits of practicing yoga. Every year staff and student celebrate yoga day.

National sports day (29th August) - The national sports day is celebrated on Major Dhyanchand's birthday to honor the hockey legend. We organize events for showcasing the importance of sports in our daily life.

National Mathematics Day (22nd December) – This day celebrated by the department of Mathematics. (Srinivasa Ramanujan's birthday)

International Women's day (8th March) – We celebrate this day to acknowledge the role of women in creating and smooth functioning of our society.

World Environment day (5th June)- This day is to encourage our students to protect our environment.

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:

Title of the practice 01: Environment Awareness and Plantation Drive

Enriching environmental awareness in youth is considered as a mission in our college. We have several varieties of evergreen flowering plants. The college encourages students and faculties for plantation. The conscious efforts of our students and faculties are bringing positive changes in the

surrounding and people are feeling more responsible towards environment and its protection. Hostel area is covered almost 90% with lush green plants. The students are getting healthy atmosphere for their studies.

Objective of the Practice

We are aware of the significance of plantation. Plants are the biggest life saviors for earth in the present era. The environmental conditions are becoming worse every day. Earth temperature is rising swiftly. Pollution is spreading everywhere. The easiest way to combat these challenges is to grow plants and trees. Plants purify the air by absorbing CO₂ from the air and by releasing oxygen. By absorbing the chemicals from the soil, they are providing us pure water to drink.

The context

The college ground is well-maintained with green plants, flowering shrubs and fruit trees. We have neat and clean corridors and surroundings. It is a testimony to the fact that faculties non-teaching staff and students are working tirelessly for making the college campus beautiful.

Botanical Garden

“The love of gardening is a seed once sown that never dies.”

This garden developed in our college campus is a visual treat to watch and it has many useful plants to admire the creation of nature.

1. Our botanical garden is dedicated to the collection, cultivation, and preservation. A wide range of plants are labeled with their botanical name. It has control specialist plant collection such as cacti and other succulent plants herby garden; there are greenhouse, poly house, and a small water reservoir. Other important attractions are rose garden, butterfly attraction, bird's paradise, and rock garden.
2. **Butterfly's attraction point-** Butterflies are important pollinator to most of the agricultural crops. In their ecological niche, butterflies are a good source of food to predators like birds, spiders, lizards, and other insects. Butterfly attracting plants in our botanical garden - verbena, exora, mussenda, zenia, lantana, mussenda, champ, petunia, Dianthus Sunflower, lavender, Marigold, petunia, pentas, Mandvila
3. **Bird's paradise-** Birds help controlling the insects (pest) population. The botanical gardens provide with opportunity to preserve the biological diversity by securing endangered bird species in their natural habitat. Bird attracting plants in our botanical garden- Tikoma, Kydrogemia, macrifotia, murraya exotica, Cltoriacskarna, vertena, Desy, shevanti Aster, Cherry, Blackberry, Fig.
4. **Air purifier plants-** Plants like lotus, azoola absorb poisonous gases from the atmosphere. Badam, amaltas, shisham, cussialimla, ashoka, neem, amla, phycus, snake plant, spider plant, croton, palm, aloe-vera are known as air-purifier plants.
5. **RET species zone-** We have several Rare Endangered Threatened (RET) plants like Haldu, Gadapalas, kusum, bheelavan, black sheesham, indian cosmas tree.
6. **Aquatic plant-** Aquatic plants produce oxygen through photosynthesis and oxygenate water through a natural process. These plants are pollution indicators like- Ex. salvania, pistia, hydrilla, saggiteria, utricularia etc.
7. **Creeper plants-** Creepers are great space saver and can be used to provide masses of foliage. These are useful for beautification of walls, trees, fence etc. Few creepers are used in traditional

medicine.

8. **Rose garden-** A beautiful rose garden (rosarium) is developed in the college. The rose garden is open to the public for demonstration and consists of variety of rose species.
9. **Orchid Plants-** Orchids need specific conditions to grow like high humidity, warm temperatures, cooler nighttime temperatures, and good air circulation. We have developed a greenhouse orchid garden by maintaining all the necessary requirements.
10. **Rock Garden-** The plants in rock garden are usually species that flourish in well drained, poorly irrigated soil like succulent plants of cactus variety.
11. **Greenhouse-** A greenhouse is developed with following advantages-

- Good distribution of light
- Heat optimization
- Protection from pests, insects

1. **Vermicompost Unit-** Vermicompost enhances plant growth, suppresses disease in plants, increases porosity and microbial activity in soil, and improves water retention and aeration.
2. **Leaf mold Compost-** The leaf mold is made up of decomposed leaves. It is dark brown to black in color, and has pleasant earthy aroma, crumbly texture, much like compost. This is an excellent alternative to the conventional manure.

Evidence of success

The botanical garden of our college is a mark of success as it is the best example of team efforts. The plants of the garden are mostly donated by the staff, students, forest department and NCC units of Khandwa. Rock garden is an example of 'best out of the waste' and various objects in here are discarded material from college campus. Compost units are working as recycling units of college and garden is completely chemical fertilizer free.

Problems Encountered and Resources Required

1. Lack of awareness among students
2. Lack of manpower
3. Difficult weather conditions of Nimar and water scarcity during summer
4. Drip and sprinkler systems need to be installed

Title of the practice 02: Teacher-Guardian Scheme

Our college is the leading institute having most of the students belonging to tribal population. The major factor that can bring transformation in the condition of this tribal population is education. This institute has the opportunity of tribal upliftment through ensuring disbursements of benefits of government and non-government schemes. Students of college are from rural background and are not well versed in language. The main occupation of the people is agriculture. Rural people are very simple clear hearted and most reliable. They respect all the teachers. Our teacher guardian scheme is great asset for the rural people as well as like a feather in the cap of our college.

Objective

- Our aim is to provide quality education in the emerging fields to produce knowledge and cultured

human resources.

- To develop leadership quality among the students.
- To inculcate competitive spirit among students with a global vision to meet the challenges of the modern world.
- To provide Hi-Tech educational facilities to the tribal and other masses.
- To develop technical and soft skill opportunities for excellence.
- To inculcate sense of commitment towards students and society.
- To provide better placement opportunity

The Context

We have a very wide spectrum of students according to their socio-economic backgrounds. Our college is committed to impart quality education to all the beneficiary students, irrespective of their social backgrounds. Most of our students come from economically poor background. The lack of awareness among students is another important issue to be addressed. Our college decided to remove socio-economic hurdles of the students to give a fair chance to each student to get quality higher education.

Fresher students face a lot of challenges due to their limited awareness. In this situation they need a helping hand in the form of mentor, to guide them in their academic journey. Therefore, at the start of the session, all the admitted students are allotted to different teacher so that every teacher is a guardian (teacher-guardian scheme) of some students or allotted students. This support system helps students in all the academic affairs including achieving their goals.

We are also organizing workshops, training programs for personality development of students. We are enabling our students through these personality development programs to compete on national and international levels.

The Practice

- It's a noble practice where every teacher act as guardian for few numbers of students this is to establish a link between students and teachers.
- To establish this link guardian teacher is nominated to each student who regularly monitor issues such as attendance, performance, participation in various activities, difficulties and problems etc and offer immediate support to the students.
- Along with these activities teacher guardian must keep the academic record of students allotted to him in terms of their monthly attendance, academic, results etc.
- Students were motivated to take part in social gathering, and they have won prizes in programs.
- In this scheme, it's the responsibility of teacher guardian to solve all problems of students i.e. forms, scholarship, books and register is maintained according to this scheme.
- This practice is positively followed by all the staff of our college.

Evidence of success

Properly implemented parent guardian scheme directly affects the personality of the students. It creates a connection among the student and teacher. Every teacher can keep a close track of progress of their limited number of students. Otherwise it becomes a huge responsibility of the institute to make sure that every student is participating in academics, extracurricular and co-curricular activities. In comparison to the students of metro-cities, our students have made a prominent progress academically. Following is

unequivocal proof of that

Problems Encountered and Resources Required

1. Sometimes few students provide incorrect personal information.
2. A corresponding or mutual action is expected from both students and guardian time to time.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

1. The college ensures overall development of students with quality higher education. Almost 80% of our students are from reserved categories. We are committed to educate and uplift students of weak socio-economic backgrounds. We are imparting quality education by supporting the students by improved social, cognitive and communication skills. Our institution is providing students not only with the jobs they need to survive but also the skills they need to thrive.
2. Our college is committed to inculcate social values in our students. We teach our students ethical values to improve their moral compass. Poverty is one of the major drawbacks and the quality education we provide to our students make them eligible to compete at global level.
3. We have well-learned, affectionate and efficient faculties who are proficient in their respective subjects. Faculties try to build up student's confidence during their teaching sessions. We give priority to innovation in teaching-learning techniques. Our faculties are fostering excellence in teaching-learning and research.
4. This institute has a goal of tribal upliftment. Every year huge number of tribal girls take admission in variety of streams in our college. Girls are outnumbering boys in most of the programs especially master's programs. We have been successful in providing a safe study atmosphere to the tribal girls

of the district.

5. Our college provides scholarship like post-metric scholarships, pratibhakaran, gao ki beti travelling allowances, residential facility, library books stationary to help students from marginalize sections of the society.
6. Our institution organizes free PSC coaching like bharat nirman. Free virtual classes are provided to the students for competitive exams. Some professors help the students for these preparations.
7. Our college provide smart class room, computer lab, IT lab, and well-equipped research lab.
8. We have a separate sports ground, and dedicated NCC, NSS, Redcross units.
9. An active Vivekananda career guidance cell of our college is promoting quality training programs, short term certificate courses, skill development programs throughout the year. Separate training program are organized for female students like beauty parlour training, jewellery making, paper mesh technique, pot decoration etc. Therefore, students are making an extra income by these soft skills.
10. This college and our faculties are playing pivotal role in imparting quality education to those who can't afford high cost of living in metro cities.

5. CONCLUSION

Additional Information :

1. Modern research facilities and well-equipped laboratories are essential for bringing quality in higher education. The graduate-labs also need to be upgraded. We are in the process to set up a modern language lab in arts faculty.
2. We need well-trained technical/clerical staff to improve our organizational efficiency.
3. The communication among departments has been made paperless. The information transfer has become transparent, traceable and efficient. The intranet facility is to be established for the institute.
4. The college is using ICT facilities. The conventional teaching-learning methods need to be further upgraded.
5. Infrastructural facilities need to be upgraded with increasing number of students every year. We are arranging funds for it.

Concluding Remarks :

Our college is the lead college of the Khandwa district. Since its inception, it has witnessed various phases of developments in the higher education sector of Madhya Pradesh and actively played a central role in most of it. Our college had applied for the first cycle of NAAC accreditation in the year 2004 and achieved a decent B+ grade. The results of this visit were considered with a positive spirit to further improve our infrastructural and academic facilities. In the second cycle of NAAC accreditation in the year 2014, we performed better and were able to score 2.39 CGPA grade. Since then college has come a long way ahead. During this time, we have equipped ourselves with such improved infrastructural facilities that we are able to cater more than five thousand students. We have also worked on the quality of education. The excellent IT facilities available at our campus such as free wi-fi, ICT based classrooms, and e-library have made possible to easily connect to the millennials. The online teaching, e-assignments and e-assessments have not only helped the smooth functioning of college but also brought transparency to the system. The virtual classrooms have enhanced the focus on teaching-learning and provided an access to world-class study materials. In this rapidly changing scenario of higher education, our college is applying for the third cycle of NAAC accreditation and we expect our NAAC gradings to further improve in this cycle. This will help us in developing our college into a state-of-the-art facility for higher education.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 29 Answer after DVV Verification: 29</p> <p>Remark : Value has been changed as per HEI Response</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Value has been changed as per HEI Response</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 3 | 3 | 1 | 2 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 3 | 3 | 1 | 2 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1 | 3 | 3 | 1 | 2 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1 | 3 | 3 | 1 | 2 | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|-----|-----|----|----|
| 45 | 406 | 412 | 40 | 64 |
|----|-----|-----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 45 | 406 | 412 | 40 | 64 |

1.3.2 **Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 56 | 56 | 56 | 56 | 56 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 28 | 28 | 28 | 28 | 28 |

Remark : Data updated as per detail provided,

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 1066

Answer after DVV Verification: 1066

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 41 | 41 | 42 | 34 | 33 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 41 | 41 | 42 | 34 | 33 |

Remark : Value has been changed as per HEI Response

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 2.45 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 07

Answer after DVV Verification: 07

Remark : Value has been changed as per HEI Response

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|---|
| 0 | 1 | 0 | 0 | 0 |
|---|---|---|---|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 1 | 2 | 3 | 2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 1 | 1 | 2 | 2 |

Remark : Data updated as per detail provided.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 30 | 31 | 57 | 29 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 30 | 31 | 30 | 29 |

Remark : Data updated as per documents provided

3.3.3 Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 05 | 10 | 43 | 04 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 05 | 30 | 04 | 03 |

Remark : Data updated as per detail provided

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 4 | 4 | 3 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 4 | 4 | 3 |

Remark : Value has been changed as per HEI Response

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 38 | 44 | 42 | 36 | 48 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 19 | 22 | 23 | 20 | 25 |

Remark : Data updated as per attached documents

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 10

Answer after DVV Verification: 8

Remark : as per detail provided

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : B. Any 3 of the above

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

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4137 | 2904 | 2444 | 1891 | 2028 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4137 | 2904 | 2444 | 1891 | 2028 |

Remark : Value has been changed as per HEI Response

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the**

following

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

Remark : Value has been changed as per HEI Response

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1536 | 1219 | 1378 | 1120 | 628 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 536 | 219 | 378 | 120 | 128 |

Remark : HEI has not provided the required documents

5.1.5 **The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Data updated as per documents provided

5.2.1 **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|-----|-----|---|
| 42 | 65 | 120 | 196 | 0 |
|----|----|-----|-----|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 42 | 65 | 120 | 196 | 0 |

5.2.2 **Average percentage of students progressing to higher education during the last five years**

5.2.2.1. **Number of outgoing student progression to higher education during last five years**
 Answer before DVV Verification : 405
 Answer after DVV Verification: 50

Remark : HEI has not provided any relevant document

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 21 | 6 | 7 | 1 | 5 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 8 | 1 | 0 | 0 | 0 |

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 21 | 6 | 7 | 1 | 5 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 21 | 6 | 7 | 1 | 4 |

Remark : DVV has updated the data as per documents provided

| 5.3.3 | <p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>145</td> <td>68</td> <td>54</td> <td>70</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>10</td> <td>8</td> <td>10</td> <td>10</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 145 | 68 | 54 | 70 | 57 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 16 | 10 | 8 | 10 | 10 |
|---------|--|---------|---------|---------|---------|---------|-----|----|----|----|----|---------|---------|---------|---------|---------|----|----|---|----|----|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 145 | 68 | 54 | 70 | 57 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 16 | 10 | 8 | 10 | 10 | | | | | | | | | | | | | | | | | |
| 6.2.3 | <p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : Value has been changed as per HEI Response</p> | | | | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1496 1046 1630"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1709 1046 1843"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 0 | 0 | 0 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 6.3.4 | <p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz.,</p> | | | | | | | | | | | | | | | | | | | | |

Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 10 | 7 | 5 | 14 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 10 | 7 | 5 | 14 |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1080220 | 1843559 | 1698500 | 1533000 | 1745500 |
| 8 | 6 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 117.03 | 184.36 | 169.85 | 153.30 | 174.55 |

Remark : Value has been changed as per HEI Response

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

Answer before DVV Verification : D.1 of the above

Answer After DVV Verification: D.1 of the above

Remark : As per HEI

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways

| | |
|--------|--|
| | <p>4. Ban on use of Plastic 5. landscaping with trees and plants</p> <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per document provided under same metric</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : AS per data provided</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above Remark : As per documents provided</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above Remark : Value has been changed as per HEI Response</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>56</td><td>56</td><td>56</td><td>56</td><td>56</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th></tr></thead><tbody><tr><td>350</td><td>350</td><td>350</td><td>350</td><td>350</td></tr></tbody></table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 56 | 56 | 56 | 56 | 56 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 350 | 350 | 350 | 350 | 350 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 56 | 56 | 56 | 56 | 56 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 350 | 350 | 350 | 350 | 350 | | | | | | | | | | | | | | | | | |

