



# **SELF STUDY REPORT**

**FOR**

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

**J.H.GOV.T.P.G.COLLEGE BETUL M.P.**

CIVIL LINES, AAKASHWANI ROAD, BETUL  
460001

<https://www.jhgovtbetul.com>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Jaywanti Haksar Government Post Graduate College, located in Betul, Madhya Pradesh, proudly holds the distinguished position of being both the lead and largest institution in the district. With an impressive roll of 11,171 students, the college offers a broad range of academic disciplines in the faculties of Arts, Commerce and Science. It was named in honour of Mrs Jaywanti Haksar, whose generous donation of her entire property helped realise her dream of offering quality education to students predominantly hailing from socio-economic backward classes.

The college was founded as a private institution, Janta Collge, in 1957 by a group of local enthusiasts. It was later taken over by the Madhya Pradesh Government in 1961 and rechristened as Jaywanti Haksar Government Post Graduate College, Betul.

Occupying a verdant expanse of 16.23 acres, the college is situated at the administrative headquarters of Betul, located 178 kms from Bhopal and 173 kms from Nagpur. As a district rich in tribal culture, dominated by the Gond and Korku tribes, the majority of the students represent the first generation of learners from socially and economically backward communities. Approximately 96% of the students hail from SC, ST, and OBC backgrounds, with a gender ratio of 58:42 favouring female students.

Initially affiliated with Sagar University, Sagar, it was later affiliated with Barkatullah University, Bhopal in 1996. In 2019, the college came under the jurisdiction of Chhindwara University, Chhindwara, now known as Raja Shankar Shah University, Chhindwara, MP.

Offering a vast array of academic opportunities, the college offers 11 undergraduate, 16 postgraduate, and 7 PhD programmes including 7 self-financed programmes. It is a recognised research centre under Raja Shankar Shah University, Chhindwara for seven Ph.D. programmes in Hindi, English, History, Economics, Mathematics, Chemistry, and Botany. Additionally, it functions as a study centre for Indira Gandhi National Open University and MP Bhoj Open University.

The institution is recognised under sections 2(f) and 12(B) of the UGC Act 1956. It is a beneficiary of the Rashtriya Uchchar Shiksha Abhiyan (RUSA) under component 7, which supports infrastructural development, and also of the World Bank-funded MPHEQIP initiative led by the Department of Higher Education, Government of Madhya Pradesh. The college's commitment to quality standards is further reinforced by its ISO 9001:2015 certification.

In its quest for academic excellence, the college has undergone two cycles of accreditation by the NAAC. It was awarded a "B+" grade with a CGPA of 2.67 in its second cycle in 2016.

### **Vision**

**“To serve humanity through inclusive, equitable, and sustainable, value-based quality education”**

**Motto:** The motto of the institution, “Uttishthat Jagrata” has been taken from *Kathopnishad*.

## Mission

- To provide inclusive, value-based education fostering holistic development, creativity, innovation, and global competencies.
- To establish a learning environment conducive to high-quality teaching, research and entrepreneurship employing state-of-the-art technology.
- To uphold social justice, equity and inclusiveness, with special focus on Socially Economically Disadvantaged Groups (SEDGs) and gender equality.
- To enhance societal impact through collaborative learning experiences and active community engagement, embodying institution's commitment to service.
- To integrate Sustainable Development Goals (SDGs) into the educational process, emphasizing environmental consciousness and responsibility.
- To nurture responsible citizens and leaders dedicated to the principle of '*Vasudhaiva Kutumbakam*', substantiating the institution as a beacon of transformative learning and excellence.

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

### Institutional Strength

- One of the largest postgraduate colleges of the government of Madhya Pradesh
- Lead college of the district
- Remarkable increase in student strength, leading to an enrolment of 11,171 students
- Multi-faculty college with eighteen departments
- 16 PG, 11 UG and 07 PhD programmes offered
- 07 research centres in Hindi, English, History Economics, Chemistry, Botany and Mathematics
- 07 self-financing programmes offered
- 94 highly qualified, experienced and dedicated faculty members
- Interdisciplinary education provided through New Education Policy-2020
- 8 vocational courses and 16 elective courses in undergraduate programmes introduced
- IGNOU and Madhya Pradesh Bhoj Open University study centres
- Local chapter of SWAYAM
- Active collaborations and MOUs
- Biometric attendance verification system for students and staff
- Continuous augmentation of infrastructure through RUSA and the World Bank funded MPHEQIP scheme
- Separate wings for Arts, Commerce and Science faculties
- Huge library building with NLIST and e-Granthalaya
- Well established departmental libraries
- Two well-furnished girls' hostels and a boys' hostel
- Separate NCC wings for girls and boys
- Separate NSS units for girls and boys
- Active Swami Vivekanand Career Guidance and Placement Cell
- Incubation Centre
- *Divyangjan Prakoshth*
- Day Care Centre
- Eco Club

- Seminar halls, an open stage and a huge multipurpose auditorium
- Separate open gym facilities for girls and boys
- Unrelenting support from the registered Alumni Association
- Academic and Administrative Audit, ISO certification and participation in NIRF
- Institutional website, You Tube channel, and Facebook page
- Publication of JH e-News
- Gender Audit, Green Audit, Environment Audit and Energy Audit
- Lush green, neat and clean, eco-friendly campus
- Ragging free, safe and secure 16.23 acres campus with CCTV surveillance.

### **Institutional Weakness**

- Inappropriate student-teacher ratio
- Inappropriate student-computer ratio
- Absence of an entrance examination for students
- Inability to control examination schedules decided by the University
- No permanent posts in self-financed programmes
- Less enrolment of students from other states and foreign nationals
- No seed money
- No facility for a college bus
- Less placement opportunities in the local area.

### **Institutional Opportunity**

- Holistic development of students from SEDGs as 96% of student enrolment is from SC/ST and OBC categories
- Empowerment of women through 58% female enrolment
- Utilisation of student resources for overall development of the institution
- Interdisciplinary research programmes in seven research centres
- Linkage with various industries based on rural and agriculture occupations
- More skill-oriented professional programmes
- More internship and student exchange programmes through MoUs
- Higher student enrolment in MOOCs.
- Augmentation of the infrastructure for new programmes in emerging disciplines
- Utilisation of the potential of tribal students for their enhanced participation in national and international sports activities
- To involve highly influential alumni in the college development
- To bring a positive change in society through the activities of NCC and NSS.

### **Institutional Challenge**

- High teacher-student ratio
- Disproportionate computer-student ratio

- First generation learners
- Accommodation of large number of students in laboratories
- Tracking the progress of a large student population
- Placement of the students with graduate degrees in conventional programmes
- To make the students competent in English communication skills
- To receive donations from the alumni and philanthropists.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Being an affiliated Government College, the institution adopts the curricula prescribed by the university and operationalises it on the basis of the vision and mission of the college.
- New Education Policy 2020 was implemented in Graduation in 2021.
- Faculty members participate in curriculum planning and designing as Chairpersons/ Members on Board of Studies, members in E-Content Validation Boards, and E-Content Developers of Department of Higher Education, Government of Madhya Pradesh, and the university.
- Multidisciplinary education is provided in 11 UG, 16 PG and 07 PhD programmes in Arts, Commerce and Science.
- 16 elective and 8 vocational courses were started in 2021.
- Horizontal and vertical mobility, interdisciplinary choices, along with multiple entry and exit points, are provided.
- The process of credit system has been initiated by the affiliating university.
- The curriculum has been enriched through a wide range of add-on, value-added, and certificate courses, in consonance with the local context and emerging national and international trends.
- A large number of workshops, seminars, conferences, skill development trainings are organised for the holistic development of students.
- Field Project/ Internship/ Community Engagement, integrated into the curriculum of all UG programmes, provide them practical knowledge of their subjects.
- The local chapter on the SWAYAM portal has been opened to provide access to numerous high- quality courses.
- Project work is a part of the syllabus of all PG final year programmes.
- 40.13% of students have undertaken project work/ field work and internships.
- The dissertation is an important component of the syllabi of PG programmes in Microbiology and Biotechnology.
- Cross-cutting issues such as gender, environment and sustainability, human values and professional ethics are embedded in the curriculum of UG and PG programmes.
- Students are sensitised to the cross-cutting issues through various curricular and co-curricular activities.
- The structured feedback obtained from the stakeholders is utilised for enhancing the learning effectiveness.

### Teaching-learning and Evaluation

- Transparency, inclusivity and equity are ensured through centralised online admission process of the Department of Higher Education, MP.
- Reservation policy of state government is implemented.

- The institution has a very high demand ratio in most of the programmes.
- The percentage of seats filled against reserved categories is 92.69%.
- The student induction programme is organised for new entrants to familiarise them with programme outcomes, course outcomes, code of conduct, mentoring, assessment system and various welfare schemes of the state and central government.
- Teachers prepare teaching planners to inform the students about the lecture plans, teaching methodology and learning outcomes.
- Student-centric experiential learning, participative learning, and problem-solving techniques are promoted through ICT- integrated pedagogy.
- Power Point Presentations, group discussions, assignments, laboratory work, field visits, and study tours enrich the teaching learning process.
- National and international webinars, conferences, workshops and invited lectures, enrich their learning through interaction with the world-class academicians.
- Appropriate measures are taken for slow and advanced learners to enhance their performance.
- The percentage of full-time teachers against the sanctioned posts during the assessment period is 99.77.
- The institution has well-qualified 94 faculty members.
- The student-teacher ratio in the latest completed year is 118.56.
- The percentage of teachers with NET/SLET/ PhD is 63.01.
- Faculty members have developed e-content uploaded on the LMS of the DHE.
- Internal examination schedule is notified to the students in advance through the college website and departmental notice boards.
- The internal assessment includes various modes such as class-tests, classroom seminars, group discussions, objective questionnaires, online quizzes, surprise tests, open book examinations, home assignments, report writing, role plays, and Power Point Presentations.
- The institution has a transparent and efficient grievance redressal system for internal examinations.
- The POs, PSOs and COs are defined and communicated through the website, notice boards and during initial classes.
- The learning outcomes are measured on the basis of student performance in the university examination, CCE, class tests, progression to higher education, placement, and self-employment.
- The institution conducts Student Satisfaction Survey to evaluate the quality of teaching-learning environment.

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

- The Research and Development Committee promotes research culture among faculty and students through its research and development policy.
- The institution received 19.71 lakhs for a research project from SERB, DST, India.
- The institution has 7 research centres recognised by Raja Shankar Shah University, Chhindwara, extending doctoral programmes to research scholars registered under the research supervisors.
- 28 research scholars have been awarded PhD degrees during the accreditation period and 22 are currently pursuing PhD.
- The institution encourages its faculty to engage in research activities and provides required facilities.
- Faculty members are the members of several national and international bodies. They present research papers, chair the paper reading sessions, and are invited as resource persons in seminars and conferences.
- The Placement Cell and Incubation Centre activities promote innovative ecosystem in the institution.
- 60 workshops/ seminars/ conferences including on Research Methodology, Intellectual Property Rights

(IPR), and entrepreneurship have been conducted by various departments of the institution to create an ecosystem for innovation and transfer of knowledge.

- Eminent national and international scholars have visited and appeared on virtual platform during these programmes.
- 61 research papers have been published by the faculty members in UGC CARE- listed journals, in addition to 14 research papers published in other peer-reviewed journals.
- 74 books/ chapters in edited volumes/books and papers in national/international conferences proceedings have been published.
- A large number of extension and outreach programmes on issues such as environmental awareness, plastic eradication, health and hygiene, cleanliness, voters' awareness, COVID-19 protocol, vaccination awareness, blood donation, AIDS awareness, road safety, digitalisation, disaster management, gender discrimination, child labour, domestic violence, illiteracy, drug abuse, financial literacy have been conducted through NCC, NSS, Eco club, Swami Vivekananda Career Guidance Cell to develop students' sensitivities towards community and their holistic development.
- NCC cadets and NSS volunteers have participated in a number of national camps and Republic Day Parade held in New Delhi.
- The faculty and students have received many awards for the extension activities conducted by them.
- The institution has established 23 MOUs with various government and non-government organisations to promote academic collaborations.
- A large number of activities such as certificate courses, webinars, expert lectures, workshops, and training programmes have been conducted in collaboration with these organisations.

## Infrastructure and Learning Resources

- The campus area of the institution is 16.23 acres with a built-up area of 17,487.13 sq.mts.
- The infrastructure has kept pace with the academic development of the institution.
- Percentage of expenditure for infrastructure development and augmentation excluding the salary component during the assessment period is 64.6%.
- The institution has separate wings for the Arts, Commerce and Science faculties, 43 classrooms, of which 20 are ICT-enabled classrooms. There are 3 research laboratories, 7 PG laboratories, 7 UG laboratories, 2 computer laboratories, an IT Cell, Career Counseling and Placement Cell, Incubation Centre, Human Rights Cell, *Divyangjan Prakoshtha*, Day Care Centre, Music Room, Girls Common Room, Sick Room, Canteen, IQAC, RUSA Cell, Administrative Block, *Janbhagidari* Office, botanical and medicinal gardens, 2 solar power panels, CCTV cameras, etc.
- Online classes and training programmes telecasted through the Higher Education Resource Centre are made available to the students in the Virtual Class.
- The institution has two girls' hostels and one boys' hostel.
- The facilities for cultural activities include the Jaywanti Hall, the Vivekananda Hall, an open stage, and a recently constructed huge multipurpose auditorium.
- It has playgrounds for Football, Cricket, Kho-Kho, Kabaddi, courts for Volleyball, Badminton, Basketball, a 200-meter athletics track, and two outdoor gyms.
- Indoor facilities include Judo, Karate, Chess, Wrestling, Yoga, and a Table Tennis room.
- The college has a well-equipped multi-storey central library building comprising 15 rooms with an extensive collection of 109,133 books, journals and other learning materials.
- It operates on e-Granthalaya, the ILMS provided by the NIC, Ministry of Electronics and Information

Technology, Government of India.

- Remote access to e-resources is provided through NLIST.
- PG departments have their own departmental libraries. Swami Vivekananda Career Counselling Cell, Department of Computer Science and the Department of Management also have their specialised libraries.
- IT infrastructure includes 20 projectors with projector screens and CPUs, LED TVs, smart boards, computers, printers, scanners, Xerox machines, a functional website, Bio-Metric attendance system, Wi-Fi, IFMIS software, and VPN.
- CCTV cameras, Sanitary Napkin Vending Machines are there for security and support.
- Periodical upgradation of its IT infrastructure is ensured as per the IT policy.
- Percentage of expenditure incurred on the maintenance of physical facilities and academic support facilities excluding salary component during the last five years is 32.54%.

### **Student Support and Progression**

- The institution provides various scholarships and implements the welfare schemes for all eligible students.
- 78.84 % of students have benefitted from scholarships, free ship and other financial assistance from the state and the central government during the assessment period.
- Swami Vivekananda Career Counseling Cell organises short-term job-oriented training programmes, coaching for competitive examinations, workshops, expert lectures, general knowledge quizzes and various outreach programmes. Almost all the students have benefitted from the activities of the Career Counseling Cell.
- A district-level career fair is organised to facilitate the placement of the students.
- A large number of capacity-building and skill enhancement initiatives have been taken through the Career Guidance and Placement Cell as well as the Incubation Centre in collaboration with different organisations.
- The mentor-mentee scheme and counselling cell are there to support the students.
- There is a robust mechanism for online and offline submission of grievances and their timely redressal.
- Anti-Sexual Harassment Committee, Discipline Committee and Anti-Ragging Committees are working efficiently in the institution.
- The new entrants are informed about the functioning of these committees during the initial classes and Induction Programme.
- The guidelines of statutory bodies are displayed on flex boards and are available on the college website for the students. The entire campus is monitored through CCTV surveillance.
- 45.31 % outgoing students were placed or progressed to higher studies.
- The participation of students is encouraged through their inclusion in committees such as IQAC, Janbhagidari Samiti etc. They share the responsibilities of organising various academic and cultural activities like the youth festival, annual function, NSS and NCC, which facilitates the development of their various skills and competencies leading to their holistic development.
- Students have participated in 305 sports and cultural programmes.
- 64 awards/ medals for outstanding performance in sports and cultural activities at the University, state/ national/ international level have been received during the last five years.
- The college has an influential registered Alumni Association. The association has contributed significantly in overall development of the institution through their active involvement in academic and cultural activities. Their participation in decision making process is ensured through their inclusion in various committees of the institution.



## Governance, Leadership and Management

- The governance of the institution aligns with its vision and mission.
- The Principal is assisted by the HODs, the sports officer, the librarian, the conveners of various committees, and the office staff in academic and administrative tasks.
- Decentralisation and participative governance is ensured through the *Janbhagidari Samiti*, the IQAC, the Staff Council and various other committee involving teachers, students, alumni, and other stakeholders.
- The academic and administrative activities are managed in a well-planned way through various policies and strategies.
- The policies, organogram and the Institutional Development Plan are uploaded on the college website.
- E-governance is implemented in administration, finance and accounts, student admission and support, as well as examination through admission portal, scholarship portal, IFMIS, e-Granthalaya, N-LIST, institutional website, WhatsApp groups, emails, swipe machines for fee-submission, etc.
- The institution abides by the rules of the Government of Madhya Pradesh and the UGC for appointment, performance appraisal, and welfare measures of staff.
- The welfare schemes for teaching and non-teaching staff include GPF, GIS, TA-DA, medical reimbursement, leave encashment, retirement benefits, pension, gratuity, compassionate appointments, various leave, etc., as per government norms.
- The professional competence of the teaching and non-teaching staff is upgraded through seminars, conferences and professional development programmes.
- 59.55 % teaching and non-teaching staff have participated in profession development programmes during the last five years.
- The institution has established procedures for planning and allocation of financial resources from the government, RUSA, World Bank- MPHEQUIP and *Janbhagidari*, etc.
- It has developed strategies for budgeting, optimum utilization, mobilization of resources for ensuring transparency in financial management.
- The income and expenditure of the institution are subjected to regular internal and external audits by authorised agencies.
- IQAC formulates Annual Action Plans and strategies for continuous quality improvement and achievement of academic and administrative excellence.
- Regular meetings, documentation, feedback collection, analysis and its utilisation, Academic and Administrative Audit, participation in NIRF, organisation of seminars, conferences and workshops on quality issues as well as implementation of quality initiatives are the steps taken by the IQAC towards quality enhancement.

## Institutional Values and Best Practices

- Institution's gender equity policy and the code of conduct serve as a foundation for creating an inclusive environment that values and respects individuals of all genders.
- Gender equity is ensured through curriculum delivery and gender audit.
- The institution organizes special lectures, workshops, webinars and awareness campaigns focused on gender equality and sensitization.
- Self-defence training is provided to the students.
- The institution's concern and sensitivity to environmental issues are reflected in various environmental friendly practices and measures such as the Green Audit, the Environment Audit, the Energy Audit, as

well as rain water harvesting, waste management, and various green practices.

- Institution's initiatives for the Sustainable Development Goals develop in students the understanding of global issues and competence to face them.
- The institution facilitates the differently-abled through the establishment of *Divyangjan Prakoshth* and disable-friendly, barrier free environment.
- Webinars and skill development programmes for the differently-abled students have been conducted.
- The concern for human values, professional ethics and social responsibilities is embedded in the ambience of the institution.

## **Best Practices**

### **Best Practice 1: Nurturing Environmental Consciousness through Eco Club**

Recognizing the crucial role of Higher Education Institutions (HEIs) in spearheading sustainability initiatives, and the powerful impact of education in shaping environmentally-conscious future generations, the institution has established the Eco Club. In line with the institution's vision to nurture sustainable development, the Eco Club undertakes the mission to serve as an interactive platform that aims to boost ecological awareness and implement sustainable practices, thereby fostering an environment of conscious and responsible learning.

### **Best Practice 2: Publication of JH e-News**

The news of the acts of generosity, if disseminated systematically, attracts the attention of society. It invokes appreciation and motivates people for their enthusiastic involvement by creating congenial atmosphere leading to the accomplishment of its goals and resultant sense of fulfilment. The publication of JH e-News has resulted into students' enhanced creative and editorial skills as well as enhanced involvement of stakeholders in institutional activities.

## **Institutional Distinctiveness**

Upholding the vision to serve humanity through inclusive, equitable and sustainable, value-based quality education, the institution extends its commitment to students from SEDGs, including those from differently-abled groups. The college fosters a deep sensitivity towards the unique requirements of differently-abled students. In addition to implementing numerous government welfare schemes, it has taken strides to cultivate an inclusive and supportive atmosphere for these students.

The institution's comprehensive approach towards inclusivity has yielded notable achievements, including four differently-abled students qualifying for the UGC NET, and several pursuing advanced studies and securing esteemed roles in academia and other sectors.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	J.H.GOV.T.P.G.COLLEGE BETUL M.P.
Address	Civil Lines, Aakashwani Road, Betul
City	Betul
State	Madhya Pradesh
Pin	460001
Website	<a href="https://www.jhgovtbetul.com">https://www.jhgovtbetul.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rakesh Kumar Tiwari	07141-234244	9425068409	07141-231666	rakeshkl1958@gmail.com
IQAC / CIQA coordinator	Meenakshi Choubey	07141-796095	9424488570	07141-796095	meenakshibashisth@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	

State	University name	Document
Madhya Pradesh	Chhindwara University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	29-08-2007	<a href="#">View Document</a>
12B of UGC	29-08-2007	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Civil Lines, Aakashwani Road, Betul	Urban	16.23	17487.13

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Hindi	48	Higher Secondary	English + Hindi	796	796
UG	BA,Sanskrit	48	Higher Secondary	English + Hindi	28	28
UG	BA,English	48	Higher Secondary	English + Hindi	120	120
UG	BA,Sociology	48	Higher Secondary	English + Hindi	584	584
UG	BA,Economics	48	Higher Secondary	English + Hindi	315	315
UG	BA,History	48	Higher Secondary	English + Hindi	607	607
UG	BA,Geography	48	Higher Secondary	English + Hindi	94	94
UG	BSc,Mathematics	48	Higher Secondary	English + Hindi	433	433
UG	BSc,Physics	48	Higher Secondary	English + Hindi	433	433
UG	BSc,Chemistry	48	Higher Secondary	English + Hindi	1234	1234
UG	BSc,Zoology	48	Higher Secondary	English + Hindi	728	728
UG	BSc,Botany	48	Higher Secondary	English + Hindi	941	941
UG	BSc,Microbiology	48	Higher Secondary	English + Hindi	107	107
UG	BA,Political Science	48	Higher Secondary	English + Hindi	1066	1066
UG	BCom,Commerce	48	Higher Secondary	English + Hindi	162	162
UG	BCom,Commerce	48	Higher Secondary	English + Hindi	268	268

UG	BCom,Com merce	48	Higher Secondary	English + Hindi	52	52
UG	BSc,Comput er Science	48	Higher Secondary	English + Hindi	140	140
UG	BCA,Compu ter Science	48	Higher Secondary	English + Hindi	65	65
UG	BSc,Biotech nology	48	Higher Secondary	English + Hindi	106	106
UG	BBA,Manag ement	48	Higher Secondary	English + Hindi	120	120
PG	MA,Hindi	24	Graduation	Hindi	124	124
PG	MA,Sanskrit	24	Graduation	English + Hindi,Sanskr it	80	80
PG	MA,English	24	Graduation	English	129	129
PG	MA,Sociolog y	24	Graduation	English + Hindi	127	127
PG	MA,Economi cs	24	Graduation	English + Hindi	124	124
PG	MA,History	24	Graduation	English + Hindi	129	129
PG	MA,Geograp hy	24	Graduation	English + Hindi	64	64
PG	MSc,Mathem atics	24	Graduation	English + Hindi	110	110
PG	MSc,Physics	24	Graduation	English + Hindi	107	107
PG	MSc,Chemist ry	24	Graduation	English + Hindi	110	110
PG	MSc,Zoolog y	24	Graduation	English + Hindi	107	107
PG	MSc,Botany	24	Graduation	English + Hindi	110	110
PG	MSc,Microbi ology	24	Graduation	English + Hindi	106	106
PG	MA,Political	24	Graduation	English +	127	127

	Science			Hindi		
PG	MCom,Commerce	24	Graduation	English + Hindi	184	184
PG	MSc,Biotechnology	24	Graduation	English + Hindi	79	79
Doctoral (Ph.D)	PhD or DPhil,Hindi	48	Post Graduation	Hindi	8	5
Doctoral (Ph.D)	PhD or DPhil,English	48	Post Graduation	English	8	2
Doctoral (Ph.D)	PhD or DPhil ,Economics	48	Post Graduation	English + Hindi	8	0
Doctoral (Ph.D)	PhD or DPhil,History	48	Post Graduation	English + Hindi	8	5
Doctoral (Ph.D)	PhD or DPhil ,Mathematics	48	Post Graduation	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry	48	Post Graduation	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Botany	48	Post Graduation	English	8	2

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	10				0				57			
Recruited	5	5	0	10	0	0	0	0	32	25	0	57
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	15	12	0	27
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				32
Recruited	22	4	0	26
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	22	5	0	27
Yet to Recruit				0



<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	6	0	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	5	0	2	2	0	16	12	0	41
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	15	10	0	25
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	0	0	0	10	7	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3541	0	0	0	3541
	Female	4339	0	0	0	4339
	Others	0	0	0	0	0
PG	Male	913	0	0	0	913
	Female	2378	0	0	0	2378
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	8	0	0	0	8
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	506	518	595	721
	Female	530	637	717	893
	Others	0	0	0	0
ST	Male	901	976	1134	1602
	Female	738	953	1094	1659
	Others	0	0	0	0
OBC	Male	1193	1312	1601	2103
	Female	1911	2308	2694	3541
	Others	0	0	0	0
General	Male	144	136	155	201
	Female	179	253	321	425
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>6102</b>	<b>7093</b>	<b>8311</b>	<b>11145</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Jaywanti Haksar Government Post Graduate College, Betul has been offering high quality multidisciplinary education in the Arts, Commerce and Science streams since its inception. With the adoption of the New Education Policy 2020 by the Department of Higher Education, Government of Madhya Pradesh in 2021, the college has transitioned to an interdisciplinary approach. This Policy provides a flexible curriculum structure that allows diverse combinations of disciplines, multiple entry and exit points, and eliminates the rigid boundaries set by time-frame and discipline choices. Consequently, Science students can also pursue Arts subjects, and
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	<p>vice versa. The college is running undergraduate programmes as per the guidelines of NEP-2020. The undergraduate programme can span 3 or 4 years with several exit options with corresponding certifications: a certificate after 1 year, a diploma after 2 years, a Bachelor's degree after 3 years, and a degree with research if a 4-year programme includes a research project in the major area of study. The undergraduate programme requires a first-year student to select a major and a minor discipline, an elective, and a vocation course. The Foundation course, for the first years focusses on skills and values, with Hindi and English forming the first paper. The second paper comprises 'Environmental Studies' and 'Yoga and Meditation' in the first year, 'Start-ups and Entrepreneurship' and 'Women Empowerment' in the second year, and 'Digital Awareness' along with 'Personality Development and Character Building' in the third year. Field projects, internships, apprenticeships and community engagement have been integrated into programme structure, enabling students to engage with the practical implications of their learning. Students must choose one of these options during the first three years of their programme. In line with the NEP'S multidisciplinary/ interdisciplinary objective, the college offers 16 open elective and 8 vocational courses to the UG students.</p>
2. Academic bank of credits (ABC):	<p>In adherence to the NEP guidelines, an Academic Bank of Credits (ABC) is being established. The digital bank will store the academic credits earned by the students, which will be used to award degrees. The implementation of this system by the University is currently in progress.</p>
3. Skill development:	<p>For skill development, as outlined in the NEP, eight vocational courses including Office Procedure and Practices, Retail Management, Organic Farming, Desktop Publishing (DTP), Nutrition and Dietetics, Salesmanship, Web Designing and Personality Development have been introduced. Sixteen open elective courses such as Communicative English, Computer Fundamental, Nursery Management, Hindi Anuprayog and Vigyapan Vyavsay also contribute to skill enhancement. Swami Vivekananda Career Counselling Cell of the college organises various skill development programmes, including short-term career-oriented training programmes, and workshops,</p>

	invited lectures and webinars.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	With the implementation of NEP-2020, the college has successfully integrated the Indian Knowledge System into its curricula. The tagline ‘ Uttishthata Jagrata’ of the college logo has been sourced from the Katha Upanishad, while the internal Quality Assurance Cell's tagline , ‘Sraddhaval labhate jnanam ’ has been taken from the 39th verse of the 4th lesson of the Srimad Bhagavadgita. In an effort to enhance accessibility to Indian texts, the college not only offers UG and PG programmes in Hindi, English and Sanskrit but also possesses recognised research centres within the Hindi and English departments. The college also provides short-term certificate courses in ‘Advanced Grammar and Communicative English’, ‘Sanskrit Speaking,’ and ‘Fine Arts’. Additionally, significant emphasis has been put on India’s rich intellectual heritage by including renowned Indian scientists, thinkers, sociologists, authors, and philosophes in the UG syllabus. The college employs both Hindi and English as the mediums of instruction at the undergraduate level. Both the central library and departmental libraries have been significantly enriched with books that encompass Indian knowledge and culture.
5. Focus on Outcome based education (OBE):	The institution is transitioning towards Outcome based education. The college offers programmes and courses based on the needs of the students, and the expected outcomes are communicated to the students and teachers to ensure optimal results. Teaching methods are also designed with these learning outcomes in mind.
6. Distance education/online education:	Although the college doesn’t offer any distance learning programme, it serves as study centres for two Universities: Indira Gandhi National Open University, New Delhi ( IGNOU) and MP Bhoj Open University, Bhopal. The SWAYAM NPTEL Local Chapter has been opened in the college and a significant number of students have enrolled in the MOOCs. The faculties of the college have developed E-content for undergraduate programmes. Curricular and cocurricular activities are conducted in both virtual and in person mode. Online workshops, webinars, training and awareness programmes, along with continuous comprehensive evaluations are

conducted to promote online education.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club, has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC constituted by the college includes a President, Vice-President, Secretary, and Joint Secretary. It also has representation from across the campus with sixteen student members, each nominated from different faculties. The ELC is not just representative in its constitution, but is also fully operational, actively fostering electoral literacy amongst the society.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<ul style="list-style-type: none"> <li>• The Electoral Literacy Club (ELC) at the college has undertaken numerous innovative programmes and initiatives to promote and reinforce the importance of voting. The commemoration of National Voters Day every 25th of January stands out as a prime example. During this event, the college organises various competitive activities aimed at inspiring the students to actively use their voting rights and participate in voter awareness programmes.</li> <li>• ELC student members have been active participants in voter registration processes, assisting not just their fellow students but also members of their local communities.</li> <li>• Ethical voting has been a key component of the mission, and ELC members have actively worked to promote this in the society.</li> <li>• The campus ambassador and the ELC have organised a series of voter awareness campaigns, with activities ranging from early morning processions to cycle rallies, debates, and essay writing competitions. These were carried out as per the guidelines of the District Election Officer and Chief Executive Officer, District Panchayat, Betul.</li> <li>• The college hosted competitions such as quizzes, video making, slogan writing, poster designing, and song completions under the theme "My Vote is My Future-Power of One Vote". The aim was to illustrate the significant role each vote plays in shaping our future. Banners promoting voter awareness were prominently displayed throughout the event.</li> <li>• The college also prioritised enhancing the participation of</li> </ul>

	<p>underprivileged sections of society, including the transgender community, commercial sex workers, persons with disabilities, and senior citizens in voting. • These efforts have not been limited to ELC members alone. Teaching staff, NSS volunteers, and other students have also contributed to supporting the district election administration in the conduct of the poll. • In addition, the college has established the Voters Awareness Forum (VAF), a body composed of teaching staff members, with the specific objective of conducting voter awareness programmes in the city.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>• Our Electoral Literacy Club (ELC) members have been significantly proactive, crafting letters to encourage voters' participation in the electoral process. They composed and chanted original slogans, as well as songs during several rallies. The ELC members also created short videos advocating for voting, with active participation from the college's faculty. • The faculty of the college have contributed to the initiative by crafting poems, slogans, and songs to raise awareness about the impartial use of the right to franchise. In order to reach broader audiences, faculty members visited various community religious places to inspire individuals to exercise their right to vote. • The special issue of The JH e-News highlighted the contributions of ELC members, NSS volunteers, and other students in promoting democratic values and active participation in electoral processes. • As the lead college in the district, JH College, Betul coordinated all district activities, compiling collective reports for the District Education Officer. • The college undertook special campaigns to enroll students above 18 years, who were yet to register as voters, on the electoral roll. Form 6 was distributed among these students, who were then instructed to fill it out. Our ELC members, NSS volunteers, and other students offered assistance in this regard, supporting the district election administration's efforts through these campaigns. • Several faculty members, ELC members, NSS volunteers, and students were recognized as 'Corona Warriors' by the district administration, and awarded letters of appreciation for their significant contribution to the "Systematic Votes' Education and Electoral Participation" (SVEEP) programme.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>All the students above 18 years have been enrolled as</p>



enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

voters in the electoral roll. For the new entrants, the institution will undertake special campaigns to enroll students above 18 years, who are yet to register as voters, on the electoral roll. Through the voter awareness initiatives, the college strives to cultivate informed and responsible voting, ensuring every vote is cast consciously for well-chosen candidates. Recognizing the obstacles certain groups face, the ELC facilitates voting for the elderly, disabled, women, pregnant women, and transgender individuals. The objective of the college is to increase overall voter participation, counter voter apathy, and promote democratic values through regular educational campaigns and events.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11145	8311	7093	6102	5535

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

### 2 Teachers

#### 2.1

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

Response: 132

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	86	86	84	88

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
203.236	1131.818	255.987	577.072	252.937

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

##### **Curriculum Planning**

The institution adopts the curriculum provided by Raja Shankar Shah University, Chhindwara. Nonetheless, acknowledging the need for incorporating the core values of the institution, local context, and emerging national and international trends, the curriculum is enriched through a variety of skill development programmes and other co-curricular activities, informed by stake holder feedback. Faculty members serving on the Boards of Studies of the University also participate in curriculum modifications. The curriculum is further augmented through workshops, seminars, conferences, skill development trainings, add on, value-added and certificate courses.

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

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

The college conducts Induction Programmes to introduce new students to the institution's vision and mission, programme structure, curriculum delivery methods, learning outcomes, evaluation mechanism, and facilities available in the college. Different measures are used to identify slow and advanced learners, and appropriated activities are organised to cater to their unique learning needs.

##### **Curriculum Delivery**

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

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

Our faculty members also ensure student attendance in virtual classes broadcast by the DHE. Additionally, students are exposed to lectures from esteemed academicians from nationally renowned universities, available on platforms such as CEC, NPTEL, e-PG Pathshala, and SWAYAM, further enriching their learning experiences. Remote access to e-resources is provided through NLIST and e-Granthalaya.

### Continuous Internal Assessment

Regarding continuous internal assessment, a comprehensive evaluation schedule is prepared well in advance. It is displayed on departmental and general notice boards, shared through WhatsApp groups, and posted on the institution's website. Students are assessed through various modes of evaluation including including objective type questions, power point presentations, home assignments, role plays, group discussions, classroom teaching by students and online tests to ascertain their learning outcomes. Students are briefed about the syllabus and examination scheme during the induction program and initial classes, thereby providing ample preparation time for the continuous comprehensive evaluation.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 22

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

### Other Upload Files

1	<a href="#">View Document</a>
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### 1.2.2

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

**Response:** 10.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
2750	100	50	497	537

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

## **Response:**

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

### **Professional Ethics**

Professional ethics is an integral part of the curriculum at the undergraduate level in the compulsory paper on Entrepreneurship Development. Topics such as the concept of partnership, rights and duties of buyers and sellers, consumer protection, and intellectual property rights are included in the syllabus of BCom, BCA and PG programmes. The issues of plagiarism and copyrights are included in the coursework of PhD programmes.

The Research and Development Policy, Code of Conduct for the students and staff, and webinars on intellectual property rights and related issues further ensure the awareness and adherence to professional ethics.

### **Gender Sensitization**

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

The celebration of International Women's Day and the birth anniversaries of icons such as Savitribai Phule and the death anniversary of Jaywantibai Haksar, the founder of the college, inculcates honour for women. The Human Rights Cell also organises activities for sensitizing the students to gender issues.

### **Human Values**

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

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

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

Visits to slum areas, old age homes, and orphanages propagate the values of selfless service.

### **Environment and Sustainability**

The compulsory paper, “Environmental Studies” for undergraduate courses, deals with issues such as the interrelation of natural and human environment, environment and ecology, environmental degradation, disaster management, sustainable development, pollution, global warming, ozone depletion, greenhouse effects, conservation of natural resources, protection of biodiversity, disaster management, and environmental laws. The undergraduate courses of economics and sociology include topics on indicators of sustainable development and Green Revolution. The postgraduate courses of zoology, botany, chemistry, and geography have full papers on environment and ecology, quantitative biology, biodiversity and wildlife, ecotoxicology, plant ecology, environmental science, biodiversity, phytogeography, environmental chemistry, environment and resource management, and geography of environment.

The issue of environment and sustainability is also addressed through the curricula of English, Hindi, and Sanskrit literature. Research scholars and students are also motivated to select topics related to cross-cutting issues for their research work and field projects.

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

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

### 1.3.2

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

**Response:** 40.12

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

Response: 4471

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

## 1.4 Feedback System

### 1.4.1



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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 92.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
5480	3826	3383	2733	2567

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

2021-22	2020-21	2019-20	2018-19	2017-18
5645	4186	3811	3046	2715

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 97.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
3361	2026	1882	1422	1313

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

2021-22	2020-21	2019-20	2018-19	2017-18
3387	2097	1909	1515	1349

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 118.56

## 2.3 Teaching- Learning Process

### 2.3.1

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

## **Response:**

The teachers employ student-centric methods to cater to the diverse backgrounds, abilities, and personal attributes of the students, resulting in a variety of learning experiences that foster a sense of responsibility and promote knowledge construction.

### **Experiential Learning**

Experiential learning is facilitated through projects and internships as part of the syllabi for all PG fourth-semester courses, dissertation requirements for MSc Zoology and MSc Microbiology, and field projects, internships, and community engagements for all UG programs.

Field trips, excursions, industrial visits organised by different departments enable students to understand the practical application of their knowledge.

Laboratory experiments are conducted in seven UG and seven PG laboratories within the college.

### **Participative learning**

Pre-PhD viva-voce held in seven research centres provide students with opportunities for participative learning.

PG students and research scholars are motivated to participate and present research papers in national and international seminars, conferences and workshops.

Various methods such as group discussions, class room seminars, student teaching, group field projects, role plays, quizzes, and question-answer sessions, are employed for participative learning.

Collaborative learning is promoted through students' active participation and involvement in organising seminars, webinars, conferences, workshops, expert lectures, lecture series, online quizzes, youth festivals, annual festivals, career fairs, exhibitions, sports, yoga and meditation camps, short-term career-oriented training programmes and various skill development and personality development programmes.

Students' involvement in the publication of JH e-News enhances their writing skills.

### **Problem solving**

Problem-solving is integrated into classroom teaching, tutorials, and research guidance across departments.

Outreach programmes, including visits to adopted villages, orphanages, shelter homes, old age homes, and slum areas foster human values and develop students' problem solving skills.

### **Use of ICT**

Teachers are motivated to leverage available technology, develop e-learning resources, and incorporate them into their teaching methodologies to enhance the quality of learning.

Faculty and students have received training in the use of ICT, including the Learning Management

System (LMS) provided by the DHE.

The e-content modules created by the faculty members have been uploaded on the DHE LMS.

Teaching-learning takes place in ICT-enabled classrooms, utilising smartphones, tablets, and laptops to promote individualised, creative, and dynamic learning experiences.

**The Virtual Class** platform enables students to benefit from programs telecast by the DHE.

**Video Conferencing:** Blended teaching-learning is a regular feature of classroom teaching. The institution has organised a number of national webinars, e-conferences, a Six-day Online International Faculty Development Programme and a large number of online co-curricular activities.

**WhatsApp study groups** have been created for all classes to share e-texts and video lectures available on the online learning resources of MHRD.

**Google Classroom app**, Google Forms, power point presentations are utilized by teachers for teaching and internal assessments.

Access to numerous books and e-journals is provided through **e-Granthalaya and N-LIST**.

The **institutional website** offers facilities such as syllabus, notices, study material, and previous years' question papers.

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

The college maintains a **YouTube channel** where recordings of workshops, webinars, conferences, training programs, and guest lectures are uploaded for the benefit of students.

The **slow learners and advanced learners** are identified on the basis of their previous examination marks, classroom interaction, attentiveness, personality and behaviour, performance in internal assessment and their interaction with the mentors. Appropriate measures are taken to improve their performance.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 99.77**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
93	86	86	86	88

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 63.01**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
62	58	58	48	50

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

#### **Transparent Mechanism of Internal Assessment**

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

- At the beginning of the academic session, students are informed about the entire procedure, modes, and mechanism of internal and external assessment during the induction program and initial classes.
- The Semester Cell prepares the schedule for the internal assessment of UG programs, while the HoDs, in consultation with the faculty members, prepare the schedules for the internal assessment of PG programs.
- The examination schedule is displayed on the notice board and uploaded on the institution's website in advance.
- The respective teachers evaluate the answer books of class-tests, assignments, and project reports.
- To ensure transparency in the evaluation process, the valued answer sheets of the internal assessment are shown to the students, and their performance is discussed in the class. Students are provided feedback on their mistakes and suggestions for improving their performance.
- The internal examination mark lists are displayed on the departmental notice boards, and the marks are filled in the online portal of the university.
- Post-graduate students are required to complete project work under the guidance of their teachers. The assessment includes a final presentation of the project report followed by a viva-voce examination.
- Following the introduction of the NEP 2020, UG students also undertake field projects, internships, and community engagement. The assessment process used for PG projects is followed for these activities as well.

#### **Transparent Mechanism for External Evaluation**

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

in all the shifts, ensuring proper surveillance through CCTVs.

- As the lead college of the district, the institution conducts examinations for many private colleges in the district.
- Answer scripts are sent to the university for evaluation after the examinations are completed.

### Grievance Redressal System

- The institution has a time-bound and efficient grievance redressal system for internal and external assessment.
- Students can submit their grievances to the respective teacher, and if unsatisfied, the application is escalated to the Head of the Department and then to the Principal.
- The concerning teacher resolves the grievance on the same day, the HoD within three days, and the Principal within one week.
- Special internal examinations are conducted for students unable to participate due to their participation in co-curricular activities.
- For external examination grievances, applications are forwarded to the Semester Cell and then to the university.
- Provisions for retotalling, review of answer books, ATKT system, and grace marks are also in place.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

To ensure quality education and adhere to the principles of outcome-based education, the institution prioritizes the definition and communicating of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).

The institution adopts a systematic and comprehensive approach to define and display the POs, PSOs and COs. Collaboratively, the respective departments work with faculty members to develop these outcomes, ensuring alignment with the college's vision and mission. The COs are carefully aligned with the corresponding POs, providing a clear roadmap for the teaching-learning process. They serve as guiding principles for faculty members in designing effective instructional strategies, assessments, and evaluation methods to facilitate successful learning outcomes.



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

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

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

The institution prioritizes the definition and communication of outcomes to ensure transparency and accountability in the teaching-learning process. By making these outcomes accessible the institution fosters a holistic learning environment that enables students to achieve the desired learning outcomes and prepares them for their future careers.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

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

1. **University Examination:** Annual and semester examinations conducted by the university assess students' knowledge, understanding, critical thinking, problem-solving abilities, and research skills.
2. **Internal Assessment:** Continuous Comprehensive Examinations (CCE) evaluate course outcomes through various modes such as written assignments, classroom seminars, surprise tests, group discussions, and presentations. This assesses students' knowledge, communication skills, critical thinking, problem-solving abilities, and teamwork.
3. **Projects/Internships:** Performance in field projects, internships, community work, and apprenticeships assesses outcomes related to professionalism, ethics, teamwork, leadership, entrepreneurship, innovation, and the application of theoretical knowledge.
4. **Practical Assessments:** For programs involving laboratory work, practical examinations measure technical skills, experimental techniques, data analysis, and practical knowledge application. Internal and external examiners evaluate practical examinations through practical work, files, and viva-voce.
5. **Placements:** Student placements indicate the achievement of outcomes such as applied knowledge, professional competence, ethical values, and lifelong learning. The career and placement cell of the institution maintains placement records.
6. **Progression to Higher Studies:** Tracking students' progression to higher studies provides insights into the attainment of outcomes, including a solid foundation of knowledge and understanding, critical thinking abilities, ethical and social responsibility, a commitment to life-long learning, global and intercultural competence as well as professionalism and ethics.
7. **Feedback:** Gathering feedback from students, alumni, employers, and stakeholders helps evaluate the attainment of programme outcomes, identify areas for improvement, and assess the effectiveness of the educational experience.
8. **Other Measures:** The attainment of the outcomes is also measured through students' participation and performance in following activities which contribute to the holistic development of students by nurturing their intellectual, physical, social, and emotional dimensions:
  - **Co-curricular activities** organized by NCC, NSS, sports, SVCGC, and eco clubs demonstrate leadership skills, teamwork, discipline, social responsibility, environmental awareness, and organizational and event management abilities.
  - **Competitions** such as debates, essay writing, slogan writing, painting, and songs reflect communication skills, critical thinking, creativity, research, analysis, and presentation skills.
  - **Interactive sessions** during orientation programs, induction programs, seminars, webinars,

workshops, e-conferences, and expert lectures indicate efforts for lifelong learning, intellectual exploration, and continuing education beyond the classroom.

The students of our institution have not only excelled in their academic examinations, with several of them earning a place on the university's merit list, but they have also showcased remarkable achievements in a wide range of extracurricular activities such as Sports, NSS, NCC, and Youth Festivals, bringing great honour to our college. Moreover, their success transcends their college years as they have triumphed in various competitive examinations and secured prestigious positions nationwide. They have emerged as esteemed professors, administrative officers, lawyers, performers, musicians, singers, leaders, MLAs, MPs, journalists, and successful entrepreneurs, even establishing their own NGOs and educational institutions. Furthermore, our students have received state-level and national awards, with a select few having the privilege of participating in esteemed events like the Republic Day parades. These exceptional accomplishments bear testimony to the realization of our desired outcomes and the overall growth and success of our students.

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

### 2.6.3

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

**Response:** 90.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
2734	2482	2085	1462	1215

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

2021-22	2020-21	2019-20	2018-19	2017-18
3024	2495	2161	1843	1545

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.68

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 19.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.71332	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The **Research Development Cell** of the college and its **well-defined research policy** play a significant role in creating an ecosystem for innovation and taking initiatives for creation and transfer of knowledge.

Twenty-eight research scholars have been awarded PhD during the last five years in the seven **recognised research centres** of the institution. **Pre-PhD Presentations** conducted in the research centres develop research aptitude in students and help them to explore new horizon in the field of innovation and research. A major research project of 19.71 lakh has been sanctioned by SERB, India. 61 research papers in the UGC CARE listed journals, 14 research papers in peer reviewed journals and 67 books/chapters in books and papers in conference proceedings have been published. A large number of research papers have been presented in the webinars, seminars, conferences etc.

**Dissertation** being a part of some of PG departments, visit to the research labs of other institutions

inculcates research aptitude amongst the students.

**The seminars, e-conferences and FDP** give the students opportunities to interact with the experts. **Indian Knowledge System** is an integral part of the syllabi of all UG programmes. The faculty members inculcate reverence for Indian Knowledge System during curriculum delivery.

**The Incubation Centre** with the facilities such as **Handloom** supports the aspiring entrepreneurs for innovation and creations by organising training programmes and workshops for self-employment.

A number of collaborative activities have been organised through **MOUs** established with reputed institutions and organisations.

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

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

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

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

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

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

**Publication of JH Journal** ( ISSN-2454-5287) and **JH e-News** promotes creation and transfer of knowledge.

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

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

Under **Ek Bharat Shreshth Bharat** programme students visited Jammu and Kashmir and exchanged knowledge about Indian Knowledge System.

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

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

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

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

### 3.2.2

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

**Response:** 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	10	7	10	1

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	28	11	0	0

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

### 3.3.2

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

**Response:** 0.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	31	26	1



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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Rooted in a vision of serving humanity through value-based, quality education, the institution has a longstanding tradition of community engagement. These extension activities in the neighboring community have significantly raised the students' awareness of social issues while fostering holistic development and nurturing virtues such as compassion, cooperation, self-sacrifice, and diligence.

The extension activities are carried out through the National Service Scheme (NSS), National Cadet Corps (NCC), SVCGC, Personality Development Cell, Eco Club, faculty members, non-teaching staff in collaboration with various government and non-government organizations. This has cultivated strong relationships with the local communities, resulting in transformative impact.

Residential NSS camps in adopted villages and initiatives in surrounding areas form the heart of the institution's outreach. **Visits to slums, orphanages, and old age homes** infuse students with empathy, molding them into self-reliant, responsible citizens. Activities like awareness rallies, early morning processions, street plays, debates, and seminars have sensitized students to social issues.

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

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

The institution's commitment to **environmental conservation** is demonstrated through participation in

the Swachh Bharat Abhiyan. This includes initiatives such as cleanliness drives, plantation drives, pollution control, water conservation, plastic eradication drives, and eco-club activities.

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

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

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

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

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

### 3.4.2

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

##### **Response:**

The commendable services provided by our students and staff have been acknowledged by local authorities and various government/non-governmental organizations. Our students have received awards and recognition for their outstanding contributions in areas such as education, nation-building, national integration, women's empowerment, voters' awareness, COVID-19 awareness, environmental conservation, health and hygiene, blood donation, child protection, campaign against food adulteration, and community-based disaster management. Additionally, they have participated in several district-level, state-level and national training camps.

An NSS volunteer received a certificate from the Ministry of Youth Affairs and Sports for his participation in the **NSS Republic Day Parade Camp** in 2020.

Three NSS volunteers have received the **MP State Level National Service Scheme Award** from the Department of Higher Education, MP.

Twelve students have received certificates from the Ministry of Youth Affairs and Sports, Government of India, for their participation in **National Integration Camps** between 2017 and 2022.

Two NSS volunteers received certificates for their participation in the **Central Zone NSS Pre-Republic Day Parade Camps** sponsored by the Government of India, Ministry of Youth Affairs and Sports, New Delhi.

Five NSS volunteers received recognition from the Department of Higher Education, MP, for their participation in **NSS State Level Leadership Training Camps**.

A cadet from the Girls' NCC unit received a certificate of participation from the NCC Directorate Rajasthan for attending the **All India Girls Trekking Expedition (Ajmer Trek)** in 2019.

Another cadet represented our NCC Directorate at the **Advance Leadership Camp-II** held in Lakholi, Arang, Raipur in 2022.

Four NCC cadets received certificates from the NCC Directorate, Jammu and Kashmir, for their participation in **Ek Bharat Shreshtha Bharat Camp-1** in 2019.

A student received a certificate from the Minister of Sports and Youth Welfare, MP, for his participation in the **Summer Sports Training Camp** in 2017.

A student received a certificate for her participation in the **National Youth Festival** in 2018, organized by Nehru Yuva Kendra Sangathan, Department of Youth Affairs, Ministry of Youth Affairs and Sports, Government of India.

A student received a certificate for her participation in the **Combined Annual Training Camp IGC** for the year 2019-20.

For their active participation in the **State Level Youth Mahapanchayat-2022**, a professor and two students received certificates from the Director of Sports and Youth Welfare and the Commissioner of Higher Education, Madhya Pradesh.

A student received a certificate for visiting the international border of India in Petrapole, West Bengal, in 2017, under the **Ma Tujhe Pranam** scheme of the Sports and Youth Welfare Department, MP. He also received a certificate of appreciation from the District Panchayat as a Campus Ambassador for his excellent work in increasing the voting percentage.

### **Recognitions Received by the Faculty for Extension Activities**

The principal of our college received a **Letter of Appreciation** in 2018 from district administration for his dedicated efforts and cooperation in organizing numerous career fairs in the district.

Four professors have received the **Manikarnika** award, one has received the **Adishakti** award and many of them have received letters of appreciation from various NGOs for their collaborative social services.

Many professors have received commendation certificates from the Collector, Betul for their contributions to the **Voters Awareness Program** in the MP Legislative Assembly Election in 2018.

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

### 3.4.3

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

**Response:** 88

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	14	17	9	4

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 23

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institution is located on a sprawling 16.23-acre campus, exuding an atmosphere of excellence and grandeur. It offers impeccable infrastructure and a wide range of physical facilities for effective and efficient conduct of the educational programmes. Other supportive facilities are also developed to contribute to the effective ambience for curricular-cocurricular and administrative activities.

**Classroom Facilities:** The institution offers 43 spacious and well-ventilated classrooms, including 20 cutting-edge ICT-enabled classrooms. These classrooms are equipped with LCD projectors, projector screens, CPUs, and internet connectivity. Additionally, a virtual classroom adds a new dimension to the learning experience.

**Research Centres:** The institution houses recognized research centers in the departments of Hindi, English, Economics, History, Botany, Chemistry, and Mathematics. It also hosts prestigious study centers, including the IGNOU Study Centre established in 1990 and the recently established Raja Bhoj Study Centre.

**Laboratory Facilities:** The institution maintains three well-equipped research laboratories, comprising advanced facilities for research purposes. It also provides seven undergraduate (UG) and seven postgraduate (PG) laboratories, promoting practical learning in various disciplines.

**ICT Facilities:** Embracing the digital era, the college offers comprehensive ICT facilities. It provides 81 computers for faculty members, office staff, and students. Printers, smart boards, LED TVs, scanners, and Xerox machines support academic and administrative tasks. All departments are equipped with overhead projectors, CPUs, and projector screens for effective ICT-enabled teaching. The campus is Wi-Fi enabled, providing uninterrupted internet access.

- **Computer Laboratories:** Two fully furnished computer labs house 40 state-of-the-art computers each.
- The institution also features an **IT Cell** with five computers, printers, and scanners for admission, enrollment, scholarships, and examinations.
- **A network resource centre** with six computers and internet facilities assists students in their

research and online activities.

- A proposed **Language Lab** aims to enhance language learning and communication skills.

**Facilities for Cultural Activities:** The institution recognizes the significance of cultural activities. **The Jaywanti Hall and the open stage** serve as the venue for cultural events, while **the Vivekananda Hall** hosts academic activities such as lectures, seminars, conferences, workshops, and meetings. A huge **multipurpose Open Auditorium** has recently been constructed to accommodate large-scale academic, sports and cultural activities.

**Sports Facilities:** The institution promotes physical fitness with outdoor and indoor sports facilities. It provides playgrounds for Football, Cricket, Kho-Kho, Kabaddi, as well as courts for Volleyball, Badminton, Basketball, and a 200-meter athletics track. Specialized equipment for various sports is available. An outdoor gymnasium complements the facilities. Indoor facilities include Judo, Karate, Chess, Wrestling, Yoga, and a Table Tennis room.

**Other Infrastructure Facilities:** The institution offers two Girls' Hostels accommodating 50 inmates each, one Boys' Hostel for 25 inmates, and dedicated rooms for Girls NSS, Boys NSS, Girls NCC, and Boys NCC. It houses a Career Counseling and Placement Cell, an Incubation Centre, a Music Room, a Human Rights Cell, a Divyangjan Prakoshtha, a Day Care Centre, a Girls Common Room, a Guest Room, a Sick Room, a Canteen, an IQAC, a RUSA Cell, an Administrative Block, a Janbhagidari Office, a watchman residence, a guard room, record rooms, store rooms, a botanical garden, a medicinal garden, three other gardens, parking areas, two solar power panels, CCTV cameras, and fire extinguishers.

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

#### 4.1.2

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

**Response:** 64.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
92.75	967.597	43.096	410.399	50.224

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college boasts a well-equipped multi-storey central library building comprising 15 rooms. It houses an extensive collection of 109,133 textbooks, including 18,208 reference books, and 400 journals stored in 244 almirahs. Additionally, it subscribes to eight magazines and six newspapers (four in English and two in Hindi).

The library is equipped with Wi-Fi, six computers, three printers, a barcode scanner, and a barcode reader. An order for thirty additional computers has been placed. Specialized areas within the library include an e-library room, two reading rooms, a display section, periodicals and newspaper galleries, three issue-return counters, stack rooms, a librarian's cabin, and a section dedicated to differently-abled students. Reprographic facilities and pure drinking water amenities are also available.

#### Integrated Library Management System:

In terms of automation, the library was computerized in 2007 using the **SOUL 2.0** college version, developed by INFLIBNET, Gujarat. Presently, the library operates on **e-Granthalaya**, an Integrated Library Management System provided by the National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. This system facilitates automation of in-house activities, member services, and resource sharing.

Noteworthy features of e-Granthalaya include

- Web-based data entry
- Module-wise user permission
- Acquisition and cataloguing capabilities
- A web-based OPAC interface
- A serial control system, and



- The availability of the library catalogue in the Union Catalogue of Government Libraries.

E-Granthalaya connects 10,761 students and all faculty members. All book records from the previous SOUL system have been migrated to e-Granthalaya, and book lending operates through this new software.

#### **Subscription to e-resources:**

Membership to N-List offers students and staff free access to over 6,000 e-journals and 100,000 e-books covering various subjects. Additionally, a dedicated e-library section allows access to e-resources from NLIST, NPTEL, SWAYAM, and e-PG Pathshala, among others.

#### **Amount Spent on purchase of books and journals**

Rs. 1,65,20601 ( One crore sixty five lakh twenty thousand six hundred one ) were spent on purchase of books and journal during the last five years.

The library allocates funds from various sources, including JBS, government schemes, and RUSA, for the purchase of books and journals.

#### **Per day usage of library**

Operating hours of the library are from 10:30 am to 5:30 pm on normal working days and 9:00 am to 6:00 pm on examination days. The library maintains a register at the entrance to record the attendance of teachers and students. On average, the library accommodates 75 student visits and 25 teacher visits per day. Additionally, SC/ST category students benefit from the MP government scheme, receiving books worth Rs 1500 and stationery worth Rs 500.

#### **Departmental Libraries:**

Each of the 16 PG departments has its own departmental library. Specialised libraries are maintained by the Swami Vivekananda Career Counselling Cell, Department of Computer Science, and Department of Management.

To ensure the library's continuous development and smooth operation, a library committee headed by the Principal has been formed. The college organizes book exhibitions and orientation programs to foster a reading culture among students. Furthermore, the library celebrates the birthday of Dr S R Ranganathan, the founder of Library Science, annually.

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

## **4.3 IT Infrastructure**

### 4.3.1

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

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

#### **Response:**

The increasing demands of online activities have necessitated the upgradation of IT facilities with sufficient bandwidth internet connection.

The college frequently updates its IT facilities to meet the requirement and technical advancements. The institution also has an IT Policy indicating guidelines for the usage, maintenance and upgradation of IT facilities.

The proposals are received from the departments for the upgradation of IT facilities and the facilities are upgraded accordingly. Software used in office, administration and others are updated regularly to meet the latest requirements. The IT facilities have also been updated by increasing the number of computers, projectors, printers, scanners, xerox machines, etc.

The college is moving in the direction of complete automation of all its activities. Most of the task such as admission, scholarship, administrative and financial are being done online.

#### **Major Updates in the IT Facilities during the last five years:**

- Computer systems and internet facility have been provided to most of the departments for the use of teachers and students.
- **Wi-Fi facility** is being provided to students and teachers. Bandwidth has been updated from lower specifications to 100 MBPS.
- **20 projectors**, projector screens and CPUs have been purchased for establishing twenty ICT enabled classrooms.
- The **Virtual Classroom** has been rejuvenated with latest facilities.
- Purchase order has been placed for **20 computers** for two existing **computer labs** with 40 computers and internet.
- **Library** has been upgraded to e-granthalaya. It has subscribed NLIST for access to e-learning resources. The order for thirty more computers has been placed for the benefit of students.
- The facility of **online CCTV surveillance** with 3 MP cameras has been upgraded with purchase of more CCTV cameras.
- **Bio-Metric attendance system** for employees and students attendance has been started.
- **New website** of the institution has been developed. Website is protected by **SSL** (Secure Sockets Layer) and updated time to time by the website committee.
- **IT Cell** with 6 computers and essential infrastructure and software has been established.
- RUSA Cell, IQAC, SVCGC, Examination Cell and various sections of office have been provided computers, multifunctional printers, scanners, photocopiers, antiviruses, inverters/UPS and internet facilities.
- **Divyangjan Prakoshth** with computer, KIBO software and internet facilities has been

established.

- Account of the college is being maintained with **IFMIS** ( Integrated Financial Management and Information System) software and **VPN** (Virtual Private Network).
- **ILMS** of DHE is being used for curricular activities.
- A number of **Antivirus software** have been purchased.
- More **Inverters and UPSs** have been purchased to meet power fluctuations.
- LED TVs, amplifiers, electronic podiums, smartboards and smartphones are being used for various curricular as well as cocurricular activities
- The use of online platforms like Google Meet and Zoom has been started for classes, extension activities, workshops, webinars, conferences, FDPs, training programmes, institutional and departmental meetings etc.

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

#### 4.3.2

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

**Response:** 171.46

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

Response: 65

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

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 32.54**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
86.56	145.523	203.283	159.541	192.935

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 78.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
8852	6775	5559	4641	4280

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 61.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
8457	3824	2837	3546	4771

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 45.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1379	1281	914	703	738

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

2021-22	2020-21	2019-20	2018-19	2017-18
3024	2495	2161	1843	1545

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 1.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	13	19	16	15

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

## 5.3 Student Participation and Activities



**5.3.1**

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

**Response: 5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	0	01	0	00

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response: 61**

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	0	88	56	65

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

## 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:

Jaywanti Haksar Government Post Graduate College, Betul cherishes its profound bond with alumni, established through the Alumni Association. Officially registered on 11th October 2022, under MP Society Act No. 44 of 1973 with registration No. 01/06/01/39070/22, the association cultivates enduring connections with the institution's illustrious alumni, fostering a symbiotic relationship geared towards the college's overall growth.

Our alumni occupy prestigious roles in various sectors across India, from state and central politics to higher education, business, media, NGOs, banking, and law enforcement. In fact, many of our current assistant professors are alumni themselves, solidifying the ties of our academic community.

The Alumni Association, functioning as an advisory body, seeks to maintain the reputation and environmental aesthetics of the institution. Its key objectives encompass augmenting infrastructure, fostering an active network of successful alumni entrepreneurs, securing funding for the institution through philanthropic support, and promoting academic and extracurricular excellence among students.

In particular, the association supports career guidance, and facilitates campus recruitment, emphasizing holistic student development. Annual meets offer an excellent forum for exchanging thoughts on relevant educational, cultural, and social matters.

Significant contributions of the Alumni Association include:

- **Financial Support:** Numerous alumni aid financially disadvantaged students by covering admission and examination fees.
- **Career Guidance:** Alumni deliver inspirational talks and offer career counselling, with some acting as trainers for self-employment courses.
- **Cultural Activity Guidance:** Renowned alumni in performing arts guide students during cultural events and functions.
- **Sports Training:** Many alumni coach students in various sports and assist in organizing sports events.
- **Endowments:** They often donate books, plants, furniture, and other equipment to the college.
- **Environmental Stewardship:** Alumni actively participate in plantation and cleanliness drives, maintaining the institution's beauty.
- **Knowledge**

**Sharing:**

The highly placed alumni share their expertise through various interactions, fostering a vibrant learning environment.

- **Teachers' Day Celebrations:** They mark their respect for educators by celebrating Teachers' Day, acknowledging their dedicated contributions.
- **Guest Lectures:** Alumni are frequently invited to deliver lectures on significant occasions, such as Hindi Diwas and Gandhi Jayanti.
- **Feedback and Suggestions:** They actively contribute to institutional development through valuable suggestions and constructive feedback.
- **Involvement in IQAC:** As members of the Internal Quality Assurance Cell (IQAC), alumni offer insights for enhancing the college's quality.
- **Decision Making:** They partake in the decision making process as the members of the Janbhagidari Samiti of the institution.
- **Participation in Cultural Events:** Some alumni contribute by judging and performing in cultural programmes.
- **Career Fair Participation:** Alumni entrepreneurs foster career growth by setting up stalls at career fairs and offering self-employment guidance.
- **Support in NSS Activities:** Alumni assist in the organization of NSS camps and other outreach initiatives.
- **Active Event Participation:** Alumni mark their presence in functions like Farewell and Retirement Functions, and national celebrations.

The association maintains a WhatsApp group to facilitate communication, keeping the alumni network vibrant and responsive. The most recent Alumni Meet was held on 28th May 2023, serving as a platform for alumni to share experiences and provide insights for the institution's development.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

#### Vision

**“To serve humanity through inclusive, equitable, and sustainable, value-based quality education”**

#### Mission

- 1.1. To deliver inclusive, value-based education that fosters holistic development, creativity, innovation, and global competencies.
- 2.2. To establish a conducive environment for high-quality teaching, research and entrepreneurship, leveraging state-of-the-art technology.
- 3.3. To champion social justice, emphasizing equity and inclusiveness, with a special focus on Socially Economically Disadvantaged Groups and gender equality.
- 4.4. To stimulate community service involvement by providing enriching collaborative learning experiences.
- 5.5. To incorporate Sustainable Development Goals into all aspects of educational processes.
6. To nurture responsible citizens and leaders dedicated to the principle of 'Vasudhaiva Kutumbakam', representing the institution as a beacon of transformative and holistic learning.

The institution's governance harmonizes with its vision and mission, which is evident in NEP implementation, sustained institutional growth, decentralisation, participation in the institutional governance and short term and long term Institutional Perspective Plans. The NEP-2020 was successfully implemented in 2021. The institution has achieved remarkable growth during the assessment period. The institution prepares its short term and long term perspective plans and operationalises them through various committees that involve teachers, students, alumni, and other stakeholders. Following initiatives have been taken on the basis of its short term and long term perspective plans:

**Curricular Aspects:** Various add-on, certificate, and value-added courses have been initiated on the basis of stakeholder feedback. Field projects, internships, and community engagements have been integrated into the curriculum of the UG and PG programmes.

**Teaching, Learning, and Evaluation:** Program Specific Outcomes (PSOs) and Course Outcomes (COs) for the programs have been designed in consultation with respective Heads of Departments. Diverse strategies are being employed to evaluate and measure the outcomes of the courses and programmes.

**Research and Extension:** A robust research ambience has been fostered through its Research and

Development Committee. This committee, along with the Heads of Departments and research guides, actively encourages research activities, seminars, and guest lectures. Furthermore, extension activities including NSS Camps and awareness programmes on environmental and social issues are being conducted involving NSS and NCC units, the Eco Club, and the Swami Vivekananda Career Guidance Cell.

**Infrastructure and Learning Resources:** The institution has revealed a remarkable growth in its infrastructure. The institution's governance is proactive in seeking proposals for equipment and learning resources from the various sources. Dedicated committees oversee the planning and implementation of infrastructural advancements, leveraging funding from bodies such as the RUSA, The World Bank, JBS and Government.

**Student Support:** The institution has dedicated committees for the disbursement of scholarships and implementation of various welfare schemes. Career fairs and various skill development training programs are planned and organized by the Career Guidance Cell and Incubation Centre, involving alumni, teachers, and students.

**Institutional Leadership and Governance:** The institution delegates governance to various committees, each playing a distinct role in the functioning of the institution. The IQAC takes the lead in formulating and implementing strategic development plans for quality enhancement and sustenance.

**Institutional Values and Best Practices:** Activities such as skill development programs for the physically disabled, awareness programs, and visits to orphanages and slums are planned in accordance with the institution's vision and mission.

The institution ensures decentralization and participative management through the '**Janbhagidari Samiti**' and various committees handling academic and administrative tasks.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

As a government-affiliated institution, the college strictly follows the guidelines and directives set forth by the Department of Higher Education, Government of Madhya Pradesh. The Principal, acting as the

institutional leader, collaboratively works with the Heads of Departments (HODs) and various committees to formulate and implement policies, strategic plans, and developmental initiatives in a democratic and inclusive manner.

Supporting the Principal in academic and administrative tasks is a diverse team that includes the heads of all departments, the sports officer, the librarian, the conveners and members of various committees, and the office staff.

The HODs oversee the activities of their respective departments. The Head Clerk is responsible for establishment-related affairs, aided by the Accountant and Lower Division Clerks (LDCs) in accounts and finance-related work.

**The Internal Quality Assurance Cell (IQAC)** develops the Annual Action Plan aimed at quality enhancement and sustenance. This plan also ensures the consistent implementation of quality measures throughout each session.

**The Staff Council**, comprising a senior professor as its secretary and all teaching staff as members, operates as a statutory body for making policy decisions within the institution.

**Our Janbhagidari Samiti**, or Public Participation Committee, features representatives from local citizens, including social workers, politicians, educationists, industrialists, entrepreneurs, alumni, students, and parents. The Chairman of the JBS is nominated by the government. The Principal serves as the secretary. The committee manages thirteen self-financing undergraduate and postgraduate courses in the college, determining the fee structure, generating revenue, and using it for infrastructure development, maintenance, and overall management of the college.

**Financial Management:** On the financial front, the utilization of the Amalgamation Fund is planned by the Principal in coordination with the Amalgamation Fund Committee, which comprises senior professors, the sports officer, the librarian, and the accountant. Regular meetings with RUSA and World Bank committees are organized by the Principal to apply for funds and plan their effective usage for academic and infrastructural improvements. As a beneficiary of RUSA and the World Bank-funded MPHEQIP, the college has secured grants for various infrastructural and academic enhancements.

**Service Rules:** In terms of service rules, the college abides by those set by the UGC and the Government of Madhya Pradesh. All employees are bound by the Government Service Rules of MP (1965). Additionally, all procurement in the college follows the MP General Financial Rules 2015, overseen by a purchase committee led by a senior professor.

**The appointment** of permanent faculty is made by the state government as per the UGC norms through the MPPSC. Guest faculty for vacant positions are recruited through an online mechanism devised by the DHE, and those for self-financed courses are invited by the Secretary of the Janbhagidari Samiti, following DHE guidelines.

The noticeable academic and infrastructural growth over the past six years is a testament to the effective institutional strategic and perspective development plan formulated in collaboration with all stakeholders of the institution

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

### 6.2.2

*Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Welfare Schemes for Teaching Staff:**

**a. Financial welfare schemes:**

- General Provident Fund
- Insurance
- Group Insurance Scheme (GIS)
- Loans and advances as per Govt. rules
- Free Medical Treatment in Government/ Private Hospitals
- Medical Reimbursement
- All types of Leaves (Casual Leave, Optional Leave, Earned Leave, Maternity Leave, Paternity Leave, Child Care Leave, Summer Vacation, Winter Vacation)
- Leave Encashment
- Travel Allowances as per Govt, rules
- 3% reservation in admission for wards of higher education
- Retirement benefits: Pension under the old and new pension scheme
- Death/ Retirement Gratuity
- Grievance Redressal Cell and Internal Complaint Committee
- Separate parking facility for staff

**b. Career Development/Progression:**

- Study Leave
- Duty Leave to attend seminars, conferences, BoS meetings etc.
- Career advancement schemes ( FDP, Orientation Programmes, Refresher Courses, seminars, trainings, webinars, conferences, workshops )
- Library facility with free remote access to INFLIBNET/NLIST
- Internet and Wi-fi facility
- Reprographic facility

**c. Establishment Support:**

- Electronic service books
- Dissemination of information on email IDs
- Official email ID Support

**d. Health and Wellness Support:**

Physical fitness through sports facilities, outdoor gym, yoga, meditation and morning walk track.

**Welfare schemes for Non-teaching Staff:**

- Retirement benefits
- Compassionate appointments
- Pension and General Provident Fund
- Residential facility ( Limited)
- Office and development training
- Festival Advance
- Medical Reimbursement
- Loan from GPF
- Maternity benefits as per norms
- Child Care Leave



- Retirement benefits
- Grain allowance to class IV employees
- Uniform allowance to class IV employees

### **Annual Performance Appraisal System**

#### **The Appraisal system for permanent faculty**

The Department of Higher Education MP has a well- structured three layered performance appraisal system (declared by the UGC and customised by Department of Higher Education, MP) wherein the activities carried out by the teaching staff are meticulously recorded.

#### **Appraisal System for Permanent Gazetted Teaching Staff:**

The format for Annual Performance Appraisal Report for permanent gazetted teaching staff has three parts:

**Part A:** General Information and Academic Background

**Part B:** Assessment

Activity 1: Teaching/ Attendance

Activity 2: Involvement in the College: Students Related Activities/Research

Activities

Activity 3: Academic / Research Activities

**Part C:** Other Relevant Information followed by the section for the remarks of the Reporting Officer (Principal), Reviewing Officer ( Divisional Additional Director) and the Accepting Officer (Commissioner, Higher Education).

The subsections carry marks for the activity performed. Performance is assessed as per the A/R score and grading is provided by the reporting authority.

The self-filled reports submitted by the teaching staff are duly verified by the IQAC of the institution and after the remarks of the Principal, the same is forwarded to Divisional Additional Director. The APAR is then forwarded towards Commissioner Higher Education for final remarks.

Adverse remark, if there be any, is communicated to the employee for clarifications.

#### **Appraisal System for Non-teaching Staff:**

Same process is followed for the performance appraisal of non-teaching staff including Sports Officer and Librarian with different formats.

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

**6.3.2**

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

**Response:** 3.88

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	7	2	2

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

**6.3.3**

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

**Response:** 59.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
119	89	85	36	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	28	26	29	29

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The major sources of institutional funds are State Government, RUSA, World Bank, UGC, University, Janbhagidari Samiti etc. The institution has strategies for mobilisation and optimal utilization of resources these funds as per the guidelines issued by the Department of Higher Education, state and central government.

**Strategies for Mobilisation:** Proposals invited from various departments for the equipment, books, academic activities and others are finalised at the meetings of the committees constituted by the Principal. Funds received under various heads are utilised as per the financial rules and store purchase rules Govt. of MP. Optimal utilisation of the funds is monitored by the Principal and utilisation certificates are sent to the higher authorities when required.

**The procedure of purchase** is very transparent. The major purchasing is done through GeM portal of state government. Tenders are invited in an open bid. Bid is selected in the presence of purchase committee and orders are placed to the vender quoting the minimum cost.

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

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

During the last five years the institution received funds under various schemes of **RUSA** under component 7 for augmentation and maintenance of infrastructure and **World Bank** for academic activities and infrastructure development under MPHEQIP scheme.

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

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

**Student Fee:** Fee received from the students is the source of Amalgamated Fund, Personal Deposit, Library, Sports, Group Insurance and Janbhagidari Nidhi. The funds collected under these heads are utilised the same year by the respective committees as per the guidelines of the government. Group insurance fund is sent to group insurance company.

**University fund:** Specific amount of the student examination fee obtained from the university is utilised on conducting the university examination including external examination for practical, field project etc.

**NSS fund** is utilised for organising residential camps of both the units of NSS. Govt.

The college has sound mechanism for regular internal and external audits. Tally software is used for maintaining the income and expenditure record.

**Internal Audit** is conducted by the Internal Audit Committee constituted by the Principal of the institution.

**External Audit** is conducted after the completion of each financial year by a Chartered Accountant hired

by the Principal.

**External Audit** is also conducted by the team of auditors from Accountant General Madhya Pradesh as well as by the DHE, GoMP.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The IQAC of the institution has played a vital role in channelizing the efforts of all its stakeholders in institutionalising all its strategies towards the implementation of all the recommendations given during the previous cycle of NAAC Assessment. The benchmarks and parameters for academic and administrative activities were established in the initial IQAC meetings. The IQAC has periodically reviewed the teaching learning process, operational structures & methodologies, and learning outcomes providing a sound basis for decision-making in academic, administrative, and financial matters.

#### Quality Assurance Initiatives and the Incremental Improvement during the Assessment Period:

##### Curricular Aspects:

- NEP-2020 was implemented.
- Eight vocational, sixteen elective and a large number of certificate, add on and value added courses were introduced.
- Structured feedback system was initiated.
- The centre for Madhya Pradesh Bhoj Open University, Bhopal was established.
- Integration of cross-cutting issues in the curriculum was ensured.

##### Teaching Learning and Evaluation:

- Student-centric, ICT- enabled, blended mode of teaching was initiated.
- POs, PSOs and COs were defined to facilitate Outcome Based Education.
- Experiential, participative and collaborative learning was promoted through field projects, internships, community engagement and study tours.

- Monitoring of teaching-learning process was conducted through Academic Planners, Teachers' Diaries, and feedback system.
- NPTEL SWAYAM local chapter was initiated.
- Faculty were motivated to develop e-content.
- ICT use in teaching-learning and evaluation was enhanced.
- Measures for helping slow learners and advanced learners were introduced, along with mentor-mentee scheme.

#### **Research, Innovation and Extension:**

- The Research and Development Cell was established.
- Research and Development Policy was formulated.
- Seminars/ workshops on Research Methodology, IPR, and entrepreneurship were organised.
- Papers were published in UGC CARE listed journals.
- 30 research scholars were awarded PhDs.
- Collaborative activities were conducted through MOUs with prestigious institutions, GOs, and NGOs.
- Extensive extension activities were undertaken via NSS, NCC, and SVCGC.

#### **Infrastructure and Learning Resources:**

- Optimal allocation and utilisation of funds for infrastructural augmentation and maintenance was ensured through RUSA and World Bank grants.
- The IT infrastructure was updated.
- Additional classrooms, new wings for Commerce and Science, open stage, open gym, multipurpose auditorium, a girls' hostel, and a day care centre were built.
- Equipment for science laboratories, projectors, computers and sport items purchased.
- E-Granthalaya was established and an NLIST subscription was obtained.

#### **Student Support and Progression:**

- Short-term job-oriented training programmes and coaching classes for competitive examinations were organised .
- Expert lectures and workshops on personality development and career counselling were conducted, along with district-level career fairs.
- Induction programme for new entrants was introduced.
- Alumni Association was registered.
- An Incubation centre was established
- Mentor-mentee scheme was implemented

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

- The institution's vision and missions were revised in the light of NEP-2020
- Several policies such as Gender Policy, Infrastructure Development and Maintenance Policy, Anti-ragging Policy, Divyangjan Policy, Grievance Redressal Policy, and ICT Policy, were formulated.
- FDP and training Programmes for teaching and non-teaching staff were conducted.
- Academic and Administrative Audit was conducted.

- The institution participated in NIRF.
- ISO Certification was received.

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

- The Eco Club was established.
- New best practices in line with institution's vision and mission, were introduced.
- A Code of Conduct for students and teachers was formulated.
- Gender Audit, Energy audit, Environmental audit and Green audit were conducted.
- JH e-News was published.
- A *Divyangjan Prakoshth* was established and skill development programmes for differently-abled students were conducted.

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

#### **6.5.2**

##### **Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

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



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

In addition to a strong focus of gender equity in its vision statement, the institution has demonstrated its unwavering commitment to promoting gender equity through following measures:

**Gender Audit:** The institution has initiated the process of conducting Gender Audit to ascertain the outcomes of its gender equity promotion measures.

#### **Gender Sensitization and Code of Conduct**

A comprehensive **Gender Sensitization Policy** and **Code of Conduct** serve as a foundation for creating an inclusive environment that values and respects individuals of all genders.

#### **Honouring Women through Tradition**

The significant tradition of commencing all programmes with the worship of goddess *Saraswati*, the embodiment of knowledge and the presence of an idol of *Jaywantibai* at the college entrance symbolizes the institution's deep-rooted reverence for women.

#### **Equal Opportunities for All**

Equal opportunities is provided to male and female students in admission, various committees, and extracurricular activities. Separate **NCC wings and NSS units** for both male and female students have been established.

#### **Redressal Committees**

To address any concern or grievances related to gender equity, several redressal committees have been established.

#### **Safety and Security**

Extensive surveillance through CCTV cameras, round-the-clock security guards and a dedicated residential watchman contribute to the secure environment. Self-defense training, such as Judo and Karate, is provided to the students, while government rules displayed on the website safeguard women's rights. Women Help-line numbers are prominently showcased on campus to provide immediate

assistance.

### Gender Sensitization Activities

The institution actively addresses gender equity through its curricular and co-curricular activities. It organises special lectures, workshops, competitions, webinars and awareness campaigns focused on gender equality and sensitization. Special days like International Women's Day and Human Rights Day, as well as days dedicated to women icons such as Savitribai Phule further promote gender equity.

### Health and Well-being

The institution conducts awareness programmes on Udita Yojana, Lalima Abhiyan (hemoglobin test for women), Aids awareness, women health and hygiene, mental health workshops and regular health check-ups by external health experts. Yoga and meditation training, as well as, indoor and outdoor sports facilities, contribute to students' overall well-being.

### Infrastructural Facilities

To support gender equity, the institution has invested in infrastructural facilities. This includes a 50-seater girls' hostel equipped with CCTV surveillance, 24-hour security, a warden and a dedicated hostel committee. Another 50 -seater girls hostel is ready for occupancy.

Separate girls' common room, a day care centre for the children, a sick room and a complaint box placed near Principal's cabin contribute to enhance the inclusive environment. Sanitary napkin vending machines, as per MHRD guidelines are overseen by a dedicated committee.

### Counseling Services

Recognizing the importance of mental well-being, the institution provides counseling services through various channels. The mentor-mentee scheme offers guidance and support, and professors are designated as counselors to assist students in managing stress. A dedicated help desk further enhances access to counseling services, ensuring that students receive the support they need.

### Other Measures

It provides maternity leave and child care leave, reservation in admissions, exemption from tuition fee to female students. Schemes such as **Gaon ki Beti Yojana**, **Pratibha Kiran Yojana**, and **Single Girl Child Scheme** provide opportunities to their growth. Skill development training programmes, career fairs, campus placements and career guidance workshops enhance their employability. Regarding outstanding contribution to women empowerment, three professors have been awarded the esteemed '*Manikarnika Samman*'.

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

**7.1.2**

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.3**

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

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

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

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

#### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

##### **Response:**

Our institution manifests an unwavering commitment to cultivating a diverse and inclusive environment. We pride ourselves in promoting a deep sense of tolerance and understanding, and sensitizing our students and staff to their constitutional obligations. We strive to nurture responsible citizens who value cultural, regional, linguistic, communal, and socio-economic diversity.

##### **Celebrating National Events and Honoring Eminent Personalities**

A gamut of national observances including *Sadbhawana Diwas*, Republic Day, Independence Day, Human Rights Day, Indian Constitution Day, Voters Day, National Unity Day, Madhya Pradesh *Sthapana Diwas*, *Vishwa Adivasi Diwas*, International Women's Day, and many others are solemnly celebrated. Esteemed speakers are invited to share their inspirational insights on these occasions, underscoring the significance of national unity, integrity, and communal harmony. The celebrations culminate with the resonant renditions of Madhya Pradesh Gaan and the National Anthem, signifying our collective patriotism.

##### **Fostering Responsible Citizenship**

Our institution orchestrates an array of programmes designed to inculcate responsible citizenship. Initiatives such as *Azadi ka Amrit Mahotsava* , **The 150th Anniversary of Mahatma Gandhi** , **75th Anniversary of Dandi Salt March** , *Ek Bharat Shreshtha Bharat*, *Har Ghar Tiranga* among others, offer a spectrum of engaging and immersive experiences. These include debates, speeches, essay writing, wall painting, slogan writing, rangoli making, street plays, patriotic songs, and

rallies.

### **Embracing India's Cultural and Linguistic Diversity**

We treasure India's cultural, regional, and linguistic diversity and work diligently to embed this respect within our institution. A myriad of festivals, such as *Basant Panchami*, *Ganeshotsava*, and *Guru Purnima*, are celebrated with fervor. To bolster linguistic harmony, bilingual teaching methods are employed, and Sanskrit *Sambhshan* and Spoken English Courses are offered. Our NSS volunteers leverage the power of Gondi songs to disseminate voter awareness and consciousness about social evils.

### **Enriching Mindsets through Lectures Series**

Through our Personality Development Cell and SVCGC, we organize lecture series on topics ranging from 'Interpersonal Harmony and Brotherhood' to 'Human Rights and Social Justice'. These series facilitate broadened perspectives, fostering awareness and encouraging dialogue on vital societal issues.

### **Awareness Programmes on Societal Issues**

We hold awareness programs focusing on critical societal issues such as gender equity, environmental conservation, human rights, health, and hygiene. Topics like AIDS awareness, drug de-addiction, and the importance of vaccination are explored, contributing to the development of socially conscious and responsible citizens.

### **Inclusive Admission Policies and Scholarship Schemes:**

Our admission policies echo our dedication to inclusivity, offering reserved seats for students from diverse backgrounds. Additionally, a wide range of scholarships and welfare schemes are available to support socio-economically disadvantaged groups (SEDGs).

### **Upholding Constitutional Values in Institutional Practices**

The core of our curriculum is designed to reflect and reinforce constitutional values. Our Code of Conduct for both students and teachers, and the operation of committees like the Discipline Committee and Anti-Ragging Committee, further reinforce these values.

### **Spreading Inclusivity Beyond the Campus**

Our commitment to inclusivity transcends the confines of our campus. Visits to religious establishments, old age homes, orphanages, and slum areas by faculty and student volunteers reflect our dedication to societal harmony and responsibility.

Through participation in programs such as '*Ma Tujhe Salam*', '*Vande Mataram*', state and national-level NSS camps, and several others, students gain exposure to the nation's cultural diversity. Study tours, heritage visits, industrial tours, and collaborative community services further enhance this experience, instilling values of discipline, courage, and patriotism.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### Best Practice 1.

**1. Title of the Best Practice:** Nurturing Environmental Consciousness through Eco Club

#### 2. Objectives

- To instil a sense of environmental responsibility among students and inspire them to become catalysts for environmental change.
- To provide comprehensive environmental education, elucidating the intricate issues it encompasses and the consequential impact of individual actions.
- To encourage sustainable practices within the college premises, setting a precedent for eco-friendly operations.
- To extend environmental awareness to the broader community through collaborative endeavours.

#### 3. Context

Recognizing the crucial role of Higher Education Institutions (HEIs) in spearheading sustainability initiatives, and the powerful impact of education in shaping environmentally-conscious future generations, the institution has established the Eco Club. In line with the institution's vision to nurture sustainable development, the Eco Club undertakes the mission to serve as an interactive platform that aims to boost ecological awareness and implement sustainable practices, thereby fostering an environment of conscious and responsible learning.

#### 4. Practice

- **Plantation Drives:** Planting initiatives conducted throughout the year have contributed to enhancing the campus's greenery.
- **Cleanliness Campaigns:** To foster a sense of environmental responsibility, students take a cleanliness pledge, and various campaigns are held to disseminate cleanliness messages. These campaigns are often coupled with engaging activities such as paintings and quizzes, and are given a broader reach through social media platforms like WhatsApp.
- **Educational Initiatives:** A robust line-up of technical sessions, expert lectures, and national webinars are organized, featuring renowned personalities like Professor Chetan Singh Solanki

and Prof Prashant V Baredar. These sessions cover a wide array of topics from Bio-Waste Based Briquette Technology to Solar Energy, and from Organic Terrace Gardening to Waste Plastic Reuse, providing students with a broad perspective on environmental issues.

- **Participation in Contests and Competitions:** The club facilitates student participation in external contests such as EPCO's Short Video Contest, alongside in-house competitions such as essay writing, poster making, and slogan writing on topics such as single-use plastic. These engagements provide a platform for students to express their understanding and commitment to environmental sustainability creatively.
- **Innovative Campaigns and Workshops:** The club pioneers several unique initiatives, such as the Vehicle-Free Campus Campaign, and workshops on creating eco-enzymes from kitchen waste and terrace gardening. These hands-on experiences enable students to comprehend the practicality and importance of sustainable living.
- **Awareness Weeks and Special Events:** Events like Nutrition Week and Wildlife Conservation Week, are organized, including online quizzes and contests, to highlight the importance of nutrition and wildlife conservation. Similarly, '*Swachchhata Pakhwada*' and Cleanliness Week play crucial roles in promoting a clean and sustainable environment through cleanliness drives and quizzes.
- **Industrial Visits and Entrepreneurship Camp:** The club offers students practical exposure to sustainability practices through industrial visits and entrepreneurship awareness camps organized in collaboration with MPCON.
- Several other initiatives such as **Best out of Waste, Rainwater Harvesting, Waste Management**, installation of **Solar Panels**, and the use of **energy saving devices**, have also been undertaken by the club.
- **Energy Audit, Environment Audit and Green Audit** have been conducted.

## 5. Evidence of Success

- An amplified awareness and interest in environmental conservation among students and faculty.
- Accolades received by students from environmental organizations such as EPCO.
- A marked behavioural shift towards sustainable practices, such as decreased use of single-use plastics and increased use of recycling bins.
- The adoption of energy-saving habits within the institution.
- The successful plantation and nurturing of a multitude of trees, bolstering local biodiversity and facilitating carbon sequestration.

## Resource Required /Problems Encountered

The Eco Club requires the support of volunteers, guest speakers, and environmental experts to facilitate its various initiatives and campaigns.

Despite the extensive requirements for resources and coordination, the Eco Club encountered no significant problems due to the immense passion and commitment of its members, coupled with the unwavering support from the institution.

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## Best Practice 2

## **1. Title of the Practice : Publication of JH e-News**

News of the acts of generosity, when disseminated systematically, attracts society's attention. It invokes appreciation and motivates people to involve themselves enthusiastically, creating a congenial atmosphere that leads to the accomplishment of its goals and a resultant sense of fulfilment.

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

- To disseminate the information related to the activities of the institution to the stakeholders
- To develop the creativity of the students
- To inspire the students and teachers for greater achievements
- To promote community services
- To encourage collaborative activities
- To enhance the involvement of the stakeholders in the activities of the institution

## **3. The Context**

Contribution to National Development is one of the five core values of the HEIs formulated by NAAC. Institutionalisation of this core value in isolation is unimaginable for any HEI. The HEIs have to establish close relationships with the stakeholders including other institutions, industries or other agencies of professional and social relevance. Before initiating the collaborative activities it is imperative on the part of the stakeholders to have some information about the multifarious activities being carried out in the institution.

It was, therefore, decided that a quarterly e-Newsletter would be published to showcase all the prominent activities of the institution.

## **4. The Practice**

A committee is formed under the leadership of a senior professor, with the participation of a few enthusiastic students. The students then start collecting data, reports, news, and photographs of the activities from all departments. After data collection, useful information is selected, and the editing process begins. With some technical assistance, it is finally published as JH e-News.

The hardcopies of the e-News are then displayed on the notice boards. The soft copy is uploaded on the website of the college and shared with stakeholders.

## **5. Evidence of Success**

The e-News has been very enthusiastically received by other institutions, organisations, and stakeholders. The result is perceived in the closer relationship of the institution with them and their increased involvement in the institution's activities.

The acclaim obtained by the newsletter has boosted the enthusiasm of the students and the faculty members. The creative abilities of the students have been enhanced. They are filled with the urge to do better in their fields. It has also resulted in an enhanced reputation of the institution.

## **6. Problems Encountered and Resources Required**



A few enthusiastic professors and students are required.

With the energetic and enthusiastic team constituted for implementing the best practice, no problems were encountered. It has continued to showcase all the activities of the institution accomplished with the support of the ever-increasing zeal of its stakeholders.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

**Institutional Distinctiveness: Divyangjan Prakoshth (Cell for Differently-abled Students)**

The area distinctive to the priority and thrust of Jaywanti Haksar Government Post Graduate college, Betul is embedded in its vision statement:

**“To serve humanity through inclusive, equitable, sustainable, and value-based quality education.”**

Upholding this vision, the institution extends its commitment to the students from SEDGs, including those from differently-abled groups, predominantly from the tribal district of Betul and its surroundings. The college fosters a deep sensitivity towards the unique requirements of students with disabilities. In addition to executing numerous government welfare schemes, it has taken strides to cultivate an inclusive and supportive atmosphere for these students.

#### ***Divyangjan Prakoshth***

One such initiative is the establishment of the 'Divyangjan Prakoshth,' equipped with specialized computers and software. The cell is equipped with Braille books, a tactile atlas, and software such as KIBO reader with features such as text-to-speech, adjustable font size, and access to a broad range of books. This initiative has made knowledge acquisition easier for our students.

#### **Divyangjan Policy**

In its pursuit of equality and inclusivity, the college has set forth a comprehensive policy to eradicate discrimination and enhance equality. Details of this policy, as well as the draft of 'The Rights of Persons with Disabilities (RPwD) Act, 2016,' are readily available on our official website.

### **Skill Development Initiatives:**

The institution routinely organizes various skill development programs with the intent of enhancing the unique abilities of our students, bolstering their self-confidence, and promoting self-reliance.

For instance, the institution conducted a four-month-long '**Domestic Data Entry Operator Training Programme**' in collaboration with MPCON Limited, Bhopal. This initiative, under the skill development scheme of the NHFDC (National Handicapped Finance and Development Corporation), Government of India, took place from December 26, 2018, to April 25, 2019. Thirty differently-abled students signed up for this training programme, where visually impaired students received training through the NVDA application. Expert trainers also employed psychological methodologies during the course.

Throughout the training, students were enlightened about various government beneficiary schemes, and study materials and stationery were supplied by MPCON Ltd. In addition, they received a training stipend of Rs. 5000 from NHFDC. Upon completion of the program, an examination conducted by NHFDC confirmed the successful completion of training for twenty-six students.

Furthermore, the institution arranged a two-day '**Intuition Training Programme for Visually Impaired Students**' in alliance with the Art of Living from December 28 to 29, 2018.

Cognizant of our social responsibilities, we extended an invitation to visually impaired students from the nearby Padhar School to partake in the training program. As a result, ten students from our college and another ten from Padhar School participated in this initiative.

### **National Webinar:**

Our institution conducted a national webinar on '**Disability Rights and Indian Education System**' on January 19-20, 2021. The keynote address was delivered by Sr Advocate Mr. S K Rungta, the General Secretary of the National Federation of the Blind. Distinguished and specially-abled resource persons were invited from the University of Delhi, Central University Hyderabad, and Disability Rights Centre, Mumbai. The enlightening discourse from these esteemed personalities, along with the deepening of the understanding of the students sparked inspiration among the students, motivating them to aim for the zenith. The display of knowledge and confidence by these experts stirred all attendees, including faculty members. Our differently-abled students were praised for their eagerness and enthusiasm during the lively interaction.

### **Disability Awareness and Sensitisation Programmes:**

The institution frequently organises disability awareness and sensitisation programmes for its staff and students. This is done to heighten awareness about the challenges faced by these students and foster an inclusive and supportive environment.

### **Celebration of International Day of Persons with Disabilities:**

To promote the rights and well-being of persons with disabilities and increase the awareness of their situation in every aspect of life, International Day of Persons with Disabilities was celebrated on 3rd December, 2021. Many currently enrolled and former differently-abled students participated in the programme.

#### **Visits to Schools and Hostels of Differently-abled Students:**

Our teachers, NSS volunteers, and other students regularly visit schools and hostels for differently-abled students to assist them in various ways.

#### **Special Coaching Classes:**

The faculty members conduct coaching classes to prepare students for the UGC NET, SET, and other competitive examinations.

#### **Accessible Infrastructure:**

The college has made provisions for ramps, specially designed toilets, wheelchairs, and signs for them, ensuring that the campus - including classrooms, libraries, laboratories, bathrooms, and recreational areas - is accessible to these students.

#### **Reasonable Accommodations:**

The institution ascertains that differently-abled students are not subjected to discrimination and can participate in academic activities on an equal basis with others.

#### **Scribes and Extra Time in Examinations:**

As per government norms, facilities such as scribes and extra time are provided to students during examinations.

#### **Feedback Mechanism:**

To continually improve our practices, the institution has implemented a robust feedback mechanism. We regularly solicit feedback from our differently-abled students to better understand their unique needs and concerns. This feedback informs our policies and practices, ensuring they are truly beneficial to those we aim to support.

#### **Alumni Network:**

Recognizing the importance and power of community connections, the college has established a strong alumni network. Our alumni, many of whom have carved successful paths in various walks of life, serve as mentors and role models for our students. This network serves as an invaluable resource for our differently-abled students, inspiring them to envision and realize their full potential.

#### **Impact and Achievements**

The consistent endeavours of our institution have culminated in an array of accomplishments by these students. Four differently-abled students have qualified for the UGC NET examination. One student has completed his Ph.D. in Hindi, while two others have submitted their theses in English and Hindi. Several students are now serving as Assistant Professors in Higher Education Institutions. Other differently-abled alumni are also holding prestigious positions in various organisations.

With these additional measures, Jaywanti Haksar Government Post Graduate College continues to strive towards its vision of providing an inclusive, equitable, and sustainable, value-based quality education for all.

**DivyangjanPrakoshth Policy:**

<https://www.jhgovtbetul.com/wp-content/uploads/2023/07/Divyang-Jan-Prakoshth-Policy.pdf>

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

In consonance with its mission of integrating Sustainable Development Goals (SDGs) into the educational process, emphasizing environmental consciousness and responsibility, the college has taken the following initiatives that align with thirteen of the SDGs:

#### SDG 1- No Poverty

#### SDG 2 - Zero Hunger

- Various scholarships, freeship, and Awas scheme
- Career Counselling and coaching for competitive exams
- Short-term job-oriented skill development training programmes
- Incubation centre
- Government welfare policies disseminated among the villagers during NSS camps
- Visit to old age homes, orphanages, slum areas to donate blankets, stationery, books, clothes, and eatables to the poor and needy.

#### SDG 3 - Good Health and Well-being

- Yoga and Meditation
- Sports and games
- Free medical check-up
- *Shudhha ke Liye Yuddha* (A campaign against adulteration)
- Fit India Campaign
- AIDS Awareness Programme
- Hair Donation for Cancer Patients
- Vaccination Drives
- Blood Donation Camps
- Awareness about Family Planning
- Awareness about Sanitation
- De-addiction Campaigns
- Anti-tobacco Day
- Traffic Security Week
- Mental Health Workshops
- Mentor-mentee Scheme
- Counselling facility for stress management

#### SDG 4 - Quality Education

- New Education Policy-2020
- Outcome Based Education
- Sixteen elective and eight vocational courses
- Value-added, add-on and certificate courses
- FDPs/Webinars/Seminars/Conferences

- Student centric, participative and experiential learning
- ICT-based education
- Remedial classes

### **SDG 5 - Gender Equality**

- Awareness programmes on '*Beti bachao, beti padhao*', adult education POCSO Act
- Programmes raising awareness against dowry, domestic violence, gender discrimination, child marriages, human trafficking and violence against women
- Self-defence training for girl students
- Anti-Sexual Harassment Committee, Internal Complaint Committee
- Celebration of days such as International Women's Day, Human Rights Day
- Workshops and webinars on Gender Equality
- *Gaon ki Beti* and *Pratibha Kiran* Scheme
- Common room
- Day Care Centre
- Sanitary pad vending machines

### **SDG 6- Clean Water and Sanitation**

- Clean campus and surroundings
- Clean water and sanitation
- RO water on the campus
- Organising cleanliness drives

### **SDG 10- Reduced Inequality**

### **SDG 16 -Peace, Justice and Strong Institutions**

- Adherence to the reservation policy during admissions
- Provision of various scholarships
- Providing books and stationery to students from SC, ST category
- *College Chalo Abhiyan* (A literacy drive)
- Anti-ragging Committee, Discipline Committee, Grievance Redressal Cell, Human Rights Cell.
- Intuition Training Programme for visually impaired students, skill development programmes for differently-abled students
- National webinar on "Disability Rights and Indian Education System"
- Divyangjan Prakoshth

### **SDG 8 - Decent Work and Economic Growth**

### **SDG 9 - Industry, Innovation and Infrastructure**

- Skill development courses, short-term job-oriented courses, vocational courses, field visits, study tours and industrial visits for creating job opportunities and entrepreneurship
- Augmentation of resilient infrastructure
- Access to ICT and internet to provide effective environment to learn, work and grow
- Awareness programmes for eradicating child labour, forced labour and human trafficking

- Use of public transport by most of the students

## **SDG 7- Affordable and Clean Energy**

### **SDG 13- Climate Action**

- Eco Club activities
- Roof water harvesting
- Solar panels
- Waste management system
- Use of energy efficient appliances and bulbs
- Green Audit, Energy Audit and Environment Audit
- Plantation drives
- Campaigns for polythene-free society
- Celebration of World Environment Day, World Population Day, Earth Day, World Water Day, World Sparrow Day, World Wetland Day, Wild Life Conservation Week and Energy Conservation Day
- Workshops, seminars and invited lectures on climate issues

### **SDG 17 - Partnerships for the Goals**

- Effective partnership through MOUs and collaborations with institutions, small-scale industries, government and non-government organisations to mobilise and share knowledge, expertise, technology and other resources

## **Concluding Remarks :**

Being the lead college of the district, the institution has to shoulder the responsibility of overall management of all the government and private colleges of the district. The institution has to collect required information from all the colleges of the district and send the consolidated data and reports to the higher authorities. It is the admission and examination centre of a number of government and private colleges including Law colleges and B Ed colleges. The admission forms and scholarship forms of the students of these colleges are verified by the faculties our college. In spite of the high student-teacher ratio, the talented and hardworking faculty members shoulder this mammoth responsibility.

The college administration has received many letters of appreciation by the district collector for its contribution in voters' awareness, district level career fair and exemplary handling of CM Helpline cases.

The college is proud of its high profile faculty members. A study conducted by Stanford University has included the name of one of the assistant professors of our college amongst the top two percent scientists of the world.

The faculty members are shouldering many responsibilities at state level also. Two faculty members have been nominated on the e-Content Validation Board. One of the professors represents the state as an Executive

Committee member of Association for English Studies of India and has been nominated as a member of the Internal Monitoring Committee formed by the State Level NAAC Cell, Master Facilitator for NAAC , a member of state level Academic and Administrative Audit Committee, Facilitator for one of the NEPs syllabus formation committees, Ambassador Professor of English, Personality Development Master Trainer, a member on Research Recognition Committee of SGB Amravati, University, Amravati.

Faculty members are contributing to the cause of higher education as members of various national and international organisations, experts in appointment and promotion committees, chairmen/members on the Board of Studies of various discipline, external examiners of PhD programmes, chairmen and resource persons in national and international conferences, chairpersons/ members of University Inspection Committees, members of University flying squads, paper-setters, answer script-valuers, external examiners etc.

Many of the faculty members are involved in social service through their association with various government and non-government organisations such as Art of Living, Parivar Paramarsh Kendra, Youth Hostel, Nehru Yuva Kendra, Lions Club etc.

The institution envisions a world free of poverty and inequality, unaffected by climate hazards, and filled with love, compassion, happiness, prosperity, and serenity.

Our institution aims to instil in our students the believe that every individual is a miraculous reservoir of infinite power, which can be realised through selfless social service.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 4473</p> <p>Answer after DVV Verification: 4471</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2739</td> <td>1912</td> <td>1690</td> <td>1365</td> <td>1282</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3361</td> <td>2026</td> <td>1882</td> <td>1422</td> <td>1313</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2822</td> <td>2092</td> <td>1904</td> <td>1522</td> <td>1357</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3387</td> <td>2097</td> <td>1909</td> <td>1515</td> <td>1349</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2739	1912	1690	1365	1282	2021-22	2020-21	2019-20	2018-19	2017-18	3361	2026	1882	1422	1313	2021-22	2020-21	2019-20	2018-19	2017-18	2822	2092	1904	1522	1357	2021-22	2020-21	2019-20	2018-19	2017-18	3387	2097	1909	1515	1349
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	15	17	9	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	14	17	9	4

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	11	12	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	0	01	0	00

Remark : DVV has made changes as per the report shared by HEI.

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

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	7	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	7	2	2

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

<b>Extended Profile Deviations</b>
No Deviations