



# **SELF STUDY REPORT**

**FOR**

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

**GOVERNMENT GIRLS COLLEGE**

**BHOPAL NAKA, INDORE BHOPAL ROAD SEHORE**

**466001**

**[www.ggcsehore.in](http://www.ggcsehore.in)**

**SSR SUBMITTED DATE: 08-01-2020**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Govt. Girls College, Sehore was accredited by NAAC in 2007 and Reaccredited in Jan 2013 now with great pleasure we submit our SSR, recording our progress since then. We are proud to present the outstanding achievements of our students and staff members in the last years, which are reported in accordance with the guidelines laid down in the NAAC Manual on Cycle 3.

Our institute has welcomed the rationale behind the NAAC with great enthusiasm. Assessment and Accreditation of institutes of higher education is certainly the most effective way of ensuring quality education. Majority of the students of this college are either very poor or coming from middle class families. Hence helping them to overcome their frustration and canalizing their energy to academics and extracurricular activities to gain confidence and to develop personality, is a challenge for the teachers. Our College has taken a serious note of the various suggestions for improvement given in the Peer Team Report of NAAC and has worked sincerely to bring about the necessary improvement.

### Vision

**To be established as a centre of excellence in the field of targeted qualitative education, research and also to utilize education for developing and empowering students as responsible citizen in order to make them active participants of the developing and decision making activities of society.**

### Mission

1. **To provide the opportunities to youth for qualitative education and research.**
2. **To develop skills and abilities in youth relating to professional and entrepreneurial world.**
3. **To provide an environment to youth that enhances their self confidence and personality development. It also targets towards developing research attitude, feeling of equality and patriotism.**
4. **An active participation in the field of social welfare and for developing a knowledgeable society.**

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

### Institutional Strength

### Institutional Strength

- The college has 7 smart classrooms and one virtual class room

- Most of the faculty members are Ph.D. holders.
- Resourceful Faculty: Well qualified teachers with a flair for teaching and with an indomitable quest for new knowledge creation. Most of the faculty members use ICT for effective teaching.
- Remedial classes are held
- Financial help acquired through UGC, RUSA and World Bank
- The college has an active IQAC
- Good infrastructure
- Sufficient sports facility for students.
- The college has a career guidance Cell
- Active NSS
- IQAC organises faculty and student's seminar
- Active IQAC squad
- Feedback system
- Online Admission was introduced as per government norms to ensure transparency in the admission process. Admission of the students were done completely on the basis of merit
- P.G. Courses in Commerce, Sociology and Pol. Science have been introduced from 2018
- Girl's hostel functioning
- Equity: Transparent and Merit based admission process following reservation policies to ensure equity at all levels
- Active involvement for local level administration through various activities organised in collaboration.

### **Institutional Weakness**

### **Institute's Weaknesses**

- The college still needs more post graduate courses
- Not a good number of national international journals in the library
- Lack of research facilities
- Need of vocational and skilled courses
- Students research work
- Faculty involvement in research and publication is less
- Canteen facility not proper
- NCC yet to be started
- Lack of proper science laboratories.
- **Minimum Alumni support and activities:** Alumni contact and networking is available. However, it needs to be strengthened.
- **Minimum Support staff:** Lacks non-teaching support staff.

### **Institutional Opportunity**

### **Institutional Opportunity**

- To provide quality education to girl students irrespective of caste, creed, religion & economic status.
- Start Research work for P.G, students
- The sports ground can be developed.
- Certificate and vocational courses can be started.

- Being the only girl's college of the district more fund can be sanctioned for college by various funding agencies
- Short term courses to equip students with technical and skill knowledge
- **Contribute to Environmental Sustainability:** Efforts to be channelized on sensitizing the society regarding the need to preserve environment and conserve natural resources by creating a culture of eco friendliness among students, staff and all stakeholders of the institute.
- Research activities with focus on environmental sustainability would be encouraged across all disciplines.

## Institutional Challenge

### Challenges

- Infrastructural Constraints in terms of Space for *Hostel, college building and Playground*
- **Increasing number of students every year**
- **Maintaining the attendance in the class**
- The college is keen to introduce the following subjects at the under graduate level but is unable to do so at present due to unavailability of adequate space within the present infrastructure.
- Constant **repair and maintenance of the infrastructural facilities and the building** as a whole is one of the greatest challenges, since the college is solely dependent on financial support from the government which is available only at specified intervals.
- The **student- computer ratio is inadequate** and many more computers need to be provided to the students. This is not always possible due to inadequate funds and infrastructural facilities.
- The **library need to be expanded** and fully digitized for its smooth functioning and a student's **reading room needs to be expanded** . challenged by lack of infrastructure and adequate space for its expansion.
- Auditorium is not available
- **Trade off between local and global demands:** With increased globalization, the institute has to provide a right mix of programs, courses and curriculum that would attract and cater to the needs of industries and corporate at large.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### 1. Curricular Aspects

Planning and implementation of the curriculum is done most effectively by the university and the college acts to implement the same effectively. The mission of the college is to fulfil what it has envisaged by providing quality education which will enable students to become educated, responsible citizens and realise their position in society as independent women. From the distribution of the University stipulated syllabus among teachers based on expertise, to classroom teaching supplemented with special lectures, seminars, etc., the use of learner-centric methods are meticulously planned. Academic calendar provided by the university and the department of higher education is followed and planners are framed to ensure quality and meet the time schedule. Teachers

receive procedural and practical support from the college and university in implementing the curriculum. The IQAC facilitates the organisation of various extension and co-curricular activities and fostering of communication and computer skills that ensure self development, value orientation and environment awareness. All programmes offered do focus on nurturing employability/entrepreneurship/skill development with ICT and environmental awareness.

## **Teaching-learning and Evaluation**

### **1. Teaching-learning and Evaluation**

The two-fold process of teaching and learning, and the evaluation process which ensures its smooth functioning, constitute the core activity of the college which is amply justified by the **excellent academic result (over 90 % success rate)** of the college. The vibrant interaction between teachers and learners creates an academic atmosphere conducive to enhanced scholarly pursuit. The knowledge imparted and learnt, comprises of the University syllabi and enrichment courses. While this individually empowers the student, they also learn the importance of empowerment through team work like NSS and other co-curricular activities. This spirit is inculcated through a continuing preoccupation with cleanliness and beautification of the premises and by sensitizing staff and students on gender and inclusivity, by following, during admission, the government reservation policy regarding SC/ST, OBC, Women, an differently –abled (Divyangjan) and extending all forms of necessary support to them. The evaluation process works simultaneously through the Internal Continuous Comprehensive Assessment System (**CCE**) enabling teachers to counsel even advanced learners accordingly. The **IQAC** plays a pivotal role in continuously monitoring the teaching- learning process, facilitating constant engagement in academic activities by students and teachers, analyzing the inputs from the feedback system.

## **Research, Innovations and Extension**

### **1. Research, Innovations and Extension**

Primarily an undergraduate institution with only three post graduate departments, the college has nevertheless been a centre of active research. Teachers with doctoral degrees continue to remain engaged in scholarly work in their specializations and publish in research journals and books. Also the faculty is evolved in participating and presenting research papers in various National and international Seminars and conferences. Their research experience enhances their teaching quality, keep students informed about the latest scholarly developments in the topics they teach. Students participate enthusiastically in scholarly and field activities, preparing seminar papers, presentation and projects through student's seminars organised by IQAC.

## **Infrastructure and Learning Resources**

### **1. Infrastructure and Learning Resources**

The college has seen a considerable growth in infrastructure commensurate with the academic developments that have taken place over the past few years. While the number of classrooms has increased, the existing ones have been upgraded with the financial support from RUSA and World Bank schemes. Most of the classrooms,

departments and halls have **ICT, LAN and Wi-Fi facilities**. Consequently, the demand for greater supply of electricity has led to the installation of **solar power panels** to generate electricity from renewable energy source which reduces environmental pollution. Effective modernisation of instruments and equipments not only to meet the current requirements of teaching and learning but with a view to developing these physical facilities through constant monitoring. Demand for basic requirements like **clean toilets with sufficient water supply, drinking water** and open space have been met with the building of separate toilets for teachers and for students. The **office and the college library have undergone renovation and up-gradation** to facilitate administrative and academic work respectively. For maintenance of the instruments college has different committees. The introduction of a number of supportive facilities ensures smooth implementation of the numerous co-curricular activities. Sports infrastructure includes multipurpose sports hall with gymnasium.

## Student Support and Progression

### 1. Student Support and Progression

Education the College is a shared commitment between dedicated teachers, motivated students and enthusiastic parents. Teachers of the college work tirelessly towards the development of the student's personality through curricular, co-curricular, extra-curricular activities and social extension programmes aimed at creating balanced self possessed individual who will not only succeed in life but make constructive contribution to society in general. Indeed, the education imparted to students aims to inculcate the spirit of creativity, environment consciousness, entrepreneurial and moral leadership and social responsibility. In order to alleviate the rigours of a demanding college curriculum, the students are encouraged to participate in co-curricular activities. Their performances competitions are appreciated by college authorities through distribution of certificates and prizes. The college continues its interaction with students even after they have formally left college for higher studies through an active and vibrant Alumni association named **Govt. Girls College Sehore Alumni Association**. The college acquires constructive advice and feed-back through parent's meeting held. As per U.G.C guidelines the college has an active Grievance Redressal Cell as well as an Equal opportunities Cell for the protection of the students. Institution channelizes scholarships and freeships for the needy and deserved students through government schemes. Almost all students have been benefited from scholarships in the last five years. The institution integrates Capability development and enhancement measures, Guidance of Competitive examinations, Training for Soft Skill and Communication Skills, Yoga and Judo as a part of the integral academic package. The campus is free from ragging and measures are in place to prevent the menace of ragging in the campus. Sense of love, non-violence and elements of unity in diversity are engraved in the day-to-day activities of the institution with no student-grievances recorded.

## Governance, Leadership and Management

### 1. Governance, Leadership and Management

The **Principal** as the Head of the Institution along with the members of Teaching and Non-Teaching staff implement the decisions and policies of the department of higher Education and concerning university. The Teachers' staff Council and Academic Sub-Committee meet regularly to further implement important decisions regarding academic and co-curricular activities of the college. The Principal and members of staff focus on the recommendations of the **NAAC peer teams** post their visit and try to implement and improve the infrastructure and quality of education as per their recommendation. The fee structure is kept at a reasonable level. Financial aid is also extended to economically backward students. NSS units, anti-ragging and sexual harassment cells

have been set up. IQAC has been formed in April 2014 as per U.G.C guideline. IQAC collects feedback from students. Students, Teachers and Alumni effectively contribute to the successful functioning of IQAC.

College website is regularly updated to provide exhaustive information regarding the overall functioning of the college. The institute is a fore runner in implementing government schemes such as Swachh Bharat in addition to other community oriented activities like tree plantation, literacy drive and save girl child. Also the institution has taken various initiatives with local administration to create awareness regarding Voting. The students have actively taken part in the voting awareness activities and has received various prizes by the collector and other organizations. Ample opportunities are provided for professional development of teachers by providing adequate financial support services and necessary leave of absence.

## **Institutional Values and Best Practices**

### **1. Institutional Values and Best Practices**

The College takes pride in environment based activities to create consciousness among students and staff. Initiation of **Green Campus with** beautification of college garden to preserve greenery is a part of it. **Solar Panels** have been installed Renewable energy generated and used about 720KWH , **ICT** based classrooms in college. The library has introduced **INFLIBNET and installed Soul. N-list facility is available in order to provide e-access to unlimited journal and knowledge base.** Digitization of the college library is ongoing. Students are encouraged to do research work, present papers and PowerPoint presentations at seminars in and outside college. New post-graduate courses in three subjects have been introduced to encourage higher studies. **Yoga** is also encouraged.

The college has an active NSS unit as part of social extension programme. Internal Complaints Committee, Grievance Redressal Cell, Placement Cell, Career Counselling Cell, as best practices of the college, which are aimed at addressing students' needs and general welfare. The head of the institution and the entire staff is committed to keep the campus green, The college is trying to minimize use of plastic in the campus. Plantation is done every year by teachers and NSS students.

Best practices of the college are –

- ICT integration in teaching and learning process

to enhance the quality of teaching ICT integration has been initiated

- ABHIVAYKTI Activity every day during assembly time to poster the self confidence of students.
- Shikshak – Abhibhavak Yojana to facilitate closer bonds between faculty and students

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | GOVERNMENT GIRLS COLLEGE                               |
| Address                         | Bhopal Naka, Indore Bhopal Road Sehore                 |
| City                            | Sehore   |
| State                           | Madhya Pradesh   |
| Pin                             | 466001   |
| Website                         | <a href="http://www.ggcsehore.in">www.ggcsehore.in</a> |

| Contacts for Communication |              |                         |            |        |                       |
|----------------------------|--------------|-------------------------|------------|--------|-----------------------|
| Designation                | Name         | Telephone with STD Code | Mobile     | Fax    | Email                 |
| Principal(in-charge)       | Suman Taneja | 07562-224706            | 9993646669 | -      | heggcseh@mp.gov.in    |
| IQAC / CIQA coordinator    | Jaya Sharma  | 07562-9977862071        | 8319666254 | 07562- | dr.kraparth@gmail.com |

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

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

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

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 03-09-1984 |



**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State          | University name        | Document                      |
|----------------|------------------------|-------------------------------|
| Madhya Pradesh | Barkatullah University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 30-07-1998 | <a href="#">View Document</a> |
| 12B of UGC    | 30-07-1998 | <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                    |   |                                |                    |         |

**Details of autonomy**

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

**Recognitions**

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

**Location and Area of Campus**

| Campus Type      | Address                                | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|--|-----------|----------------------|--------------------------|
| Main campus area | Bhopal Naka, Indore Bhopal Road Sehore | Urban     | 6.1                  | 34000                    |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) |                          |                    |                     |                       |                     |                         |
|--|--------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level  | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG   | BCom,Commerce            | 36                 | XII                 | English,Hindi         | 126                 | 108                     |
| UG   | BCom,Commerce            | 36                 | XII                 | English,Hindi         | 46                  | 38                      |
| UG   | BBA,Management           | 36                 | XII                 | English,Hindi         | 30                  | 26                      |
| UG   | BCA,Computer Application | 36                 | XII                 | English,Hindi         | 30                  | 0                       |
| UG   | BA,Political Science     | 36                 | XII                 | English,Hindi         | 173                 | 173                     |
| UG   | BA,Sociology             | 36                 | XII                 | English,Hindi         | 120                 | 120                     |
| UG   | BA,History               | 36                 | XII                 | English,Hindi         | 86                  | 86                      |
| UG   | BSc,Physics              | 36                 | XII                 | English,Hindi         | 70                  | 48                      |
| UG   | BSc,Chemistry            | 36                 | XII                 | English,Hindi         | 145                 | 123                     |
| UG   | BSc,Botany               | 36                 | XII                 | English,Hindi         | 75                  | 75                      |
| UG   | BSc,Zoology              | 36                 | XII                 | English,Hindi         | 75                  | 75                      |
| UG   | BA,Hindi                 | 36                 | XII                 | Hindi                 | 152                 | 152                     |
| UG   | BSc,Mathematics          | 36                 | XII                 | English,Hindi         | 70                  | 48                      |
| UG   | BA,Home Science          | 36                 | XII                 | English,Hindi         | 45                  | 45                      |
| UG   | BA,Economics             | 36                 | XII                 | English,Hindi         | 45                  | 45                      |

|    |                      |    |            |               |    |    |
|----|----------------------|----|------------|---------------|----|----|
| UG | BA,English           | 36 | XII        | English       | 12 | 12 |
| PG | MCom,Commerce        | 24 | Graduation | English,Hindi | 40 | 37 |
| PG | MA,Political Science | 24 | Graduation | English,Hindi | 40 | 40 |
| PG | MA,Sociology         | 24 | Graduation | English,Hindi | 40 | 39 |

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

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 19                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 9                   | 10     | 0      | 19    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 16           |
| Recruited   | 10          | 4             | 0             | 14           |
| Yet to Recruit  |             |               |               | 2            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 7            |
| Recruited   | 5           | 2             | 0             | 7            |
| 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           | 2             | 0             | 8            |
| Yet to Recruit  |             |               |               | 2            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

### Qualification Details of the Teaching Staff

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 9      | 0      | 13    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 5                   | 1      | 0      | 6     |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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                   | 2      | 0      | 2     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 3      | 0      | 7     |

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

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

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| <b>UG</b>        | Male   | 0  | 0                                 | 0                   | 0                       | 0            |
|                  | Female | 1370   | 1                                 | 0                   | 0                       | 1371         |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| <b>PG</b>        | Male   | 0  | 0                                 | 0                   | 0                       | 0            |
|                  | Female | 201  | 0                                 | 0                   | 0                       | 201          |
|                  | 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>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 296           | 294           | 265           | 236           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 106           | 76            | 45            | 22            |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 813           | 709           | 640           | 525           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 134           | 134           | 135           | 129           |
|  | 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>1349</b>   | <b>1213</b>   | <b>1085</b>   | <b>912</b>    |

### 3. Extended Profile

#### 3.1 Program

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

Response: 8

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 08      | 05      | 05      | 05      | 05      |

#### 3.2 Students

Number of students year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1349    | 1213    | 1085    | 912     | 818     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 297     | 245     | 245     | 218     | 218     |

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

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 377     | 356     | 284     | 195     | 259     |



| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 26      | 23      | 23      | 22      | 21      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

#### Number of sanctioned posts year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 28      | 28      | 23      | 23      | 21      |

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 18**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 82.09   | 144.57  | 72.50   | 159.88  | 136.02  |

#### Number of computers

**Response: 60**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The Government Girls College Sehore is affiliated to Barkatulla University Bhopal and follows the curricula prescribed by the University.

The college has adopted unified syllabus provided by the Department of Higher Education M.P. & Barkatulla University Bhopal. Depending on our resource potentially, institutional goals and concern towards the students the college impart quality education with its best efforts. The institution has developed a structured and effective implementation of the curriculum by various means through which it executes the curriculum. The College ensures effective curriculum delivery through a well planned and documented process. The academic Calendar specifies suitable available dates for significant academic and other activities. IQAC also encourages the staff to timely update and display their teaching planner. Academic Schedule and requirements at the departmental level as per the teaching planners are formed. As the syllabus is not developed by the college, it is provided by the university and sometimes as per UGC guidelines, the college makes proper arrangements for its best implementation.

The staffs are made aware of the updates in the syllabus by circulars and are instructed to adhere to it. The course consent of the syllabus is distributed into five units for each subject semester/yearly wise. It is ensured that teacher move from easy to difficult familiar to unfamiliar and at a pace that is easy for learners to maintain. Syllabus of each subject for the academic session is provided to the students. Teaching staff is also instructed to maintain a daily diary for topics taught and other activities performed by them. The academic diary is monitored by the concerned Head of Departments and the Principal of the college.

Theory & Practical classes are held according to the Time-Table which is prepared prior to the commencement of the academic year by the Timetable Committee.

Conventional classroom teaching is blended with reasonable use of ICT to make the teaching learning process more learner-centric. YouTube assisted learning, participative learning & Problem-Solving method are also used for effective curriculum delivery. Classroom teaching is supplemented with seminars, workshops, special lectures, paper presentation by the students, projects, group assignments, CCE papers, educational tours, field trips and industrial visits for effective delivery of curriculum.

For the up gradation of subject-related knowledge, college organizes seminars, conferences, and workshops. This activity provides a platform to the faculty and the students to participate and interact with experts in various fields.

The College Central Library provides teachers with necessary learning resources for effective delivery of curriculum. All faculty members have been provided with unique user ID and password for accessing N-LIST.

Remedial / Special classes are conducted for low achievers. Record of the regular attendance, mark lists and progress of the students are maintained and preserved by the respective departments.

The college encourages faculty members to attend Orientation/Refresher courses, workshops and present papers in seminars for acquiring necessary skills for effective delivery of the curriculum. Photo copies of the Certificates of the above courses are provided by faculty members to IQAC for documentation.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

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

| File Description                            | Document                      |
|---|-------------------------------|
| Details of the certificate/Diploma programs | <a href="#">View Document</a> |

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 39.13

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 2       | 2       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 62.5

#### 1.2.1.1 How many new courses are introduced within the last five years

Response: 5

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | <a href="#">View Document</a> |

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 0

#### 1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

| File Description                                  | Document                      |
|---|-------------------------------|
| Name of the programs in which CBCS is implemented | <a href="#">View Document</a> |

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

**Response:** 7.01

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45      | 216     | 45      | 51      | 34      |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability,

## Human Values and Professional Ethics into the Curriculum

### Response:

The institute integrates Moral Values and environment awareness education thorough its Foundation Course, which is compulsory for every student to opt for. The details are as follows:

- Environmental Sustainability awareness through a paper titled environment studies in the II year
- **Language** – BA Hindi, English and Urdu literature teaches human values/moral values the same and it is a compulsory paper for I year, II year and III Year syllabus for all students
- **Botany/Zoology** – Conservation of Animals
- **Commerce** – Business Ethics & Professional Ethics
- **Sociology** – Gender Values
- **Economics** – Business Ethics
- **political Science**: Human rights

As per the government orders the Anti-Ragging committee has been constituted to handle the issues pertaining to ragging. The name of the committee members along with their mobile numbers are displayed at different places in the institution. Any student can lodge a complaint without disclosing her identity in case of any convenient incident.

### Human Rights: -

The institute conducts various programs related to Human Rights to provide awareness among students like **Voters Day Program, Blood Donation Camp, Swachha Bharat Abhiyan, Health Awareness programs, Tree plantation, Celebration of national festivals.**

Environmental education is imparted to them in general through the teaching and working environment of the college and also as another measure in the II Year foundation course it has been made a compulsory subject to be taught and examined. Workshops are organized and teachers also spread awareness during their classes.

Students are also motivated to participate in debates, speeches and discussions on issues related to gender sensitization, environment protecting, plantation programs regularly organized by the NSS. Weaker students are identified and are given special attention to improve their performances.

Computer, LCD projector and Audio visual Aids are used wherever the students/teachers need to make presentation (PPT), Career counseling cell arranges lectures and awareness programs on job opportunities in various fields. Students of Sixth Semester have to complete a 60 hours internship project report and get details about self employment through project work.

### Environmental Studies

This is a compulsory course offered to final year UG students. It consists of 50 marks and includes the following topic in its curricula.

1. Fundamental of environment

- 2.Nature and natural processes
- 3.Ecosystem
- 4.Population and environment
- 5.Land and water use of the Earth
- 6.Air pollution
- 7.Energy source
- 8.Environment and public health
- 9.Waste management
- 10.Environmental policies

#### List of core courses offered by the College

| S.No | Name of the course                                       | University Affiliation |
|------|--|------------------------|
| 1.   | Moral Values and Culture (Foundation course)             | B U bhopal             |
| 2.   | Human Rights (B.A. General and PG MA political science ) | B U bhopal             |
| 3.   | Environmental Studies                                    | B U bhopal             |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

#### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |

|  |                               |
|--|-------------------------------|
| <b>1.3.3 Percentage of students undertaking field projects / internships</b> |                               |
| <b>Response:</b> 27.58   |                               |
| 1.3.3.1 Number of students undertaking field projects or internships         |                               |
| Response: 372  |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |

## 1.4 Feedback System

|   |
|---|
| <p><b>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A.Any 4 of the above</b></p> <p><b>B.Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response:</b> E.None of the above</p>                                 |
| <p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response:</b> E. Feedback not collected</p> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.16

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02      | 03      | 03      | 01      | 0       |

| File Description                              | Document                      |
|---|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 91.03

##### 2.1.2.1 Number of students admitted year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 548     | 457     | 431     | 389     | 386     |

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 596     | 490     | 490     | 443     | 410     |

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

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years



**Response:** 77.22

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 211     | 226     | 193     | 176     | 138     |

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

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

The institution assesses the learning program of the students in two paths at the time of inception of the program. Students enrolled in various disciplines are identified as slow and bright learners based on their 12th class marks and the continuous and comprehensive evaluation test conducted by the teachers or each department, which help in identifying the slow and advanced learners. This suggest to identify the slow learners and to design special guidance sessions or extra classes bridge the knowledge gap between the slow and the advanced learners. The instructor of the respective classes or sessions of UG extend the valuable support in classify the student with reports based on comprehensive test and observation.

The tutors provide academic, personal and psycho social support to the students when it is required. There is a carrier guidance cell which provides professional counseling; mentoring and academic advice to the slow and advanced learners. The process helps as a base for monitoring the future progress of the students.

**Taking Strategies for Slow Learners:**

Extra classes, remedial classes are conducted for slow learners and the bright students are encouraged to give lectures/class teaching on topics of their choice. This practice helps the slow learners to improve subject knowledge and helps them to hold the peers. The teachers conduct group discussions, extra-curricular activities, debates, quizzes and seminars in their subjects and the slow and bright students are encouraged to take active part in them. Academic sessions and personal counseling are provide to the slow learners by the teachers and the counseling cell. The teacher makes the learning process easy and interesting through charts, posters discussions etc. for the slow learners. The standard lecture and simple or easy lecture notes/course materials are provided to the students time to time accordingly as their needs.

**2.2.2 Student - Full time teacher ratio**

**Response:** 51.88

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.44

#### 2.2.3.1 Number of differently abled students on rolls

Response: 06

| File Description                        | Document                      |
|---|-------------------------------|
| List of students(differently abled)     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

The college undertakes many student-centric methods for enhancing learning experiences. One such method is Mentoring System with guardian teacher system for Students. Students can meet desired teachers after their classes to discuss, clarify and share various problems which may be personal, domestic, academic etc. Student's academic performance and personal details are also maintained by the teachers.

Student centric teaching methods are adopted for effective communication of the subject knowledge to the students. Students are taught with the mission that fosters a learning environment which nurtures exploration of various skills and critical thinking about the subject. This presents new opportunities for academics in strengthening the courses under arts, science and commerce.

The following are the highlights of student centric methods adopted:

Provision for individual involvement in practicals or project work, group work, debates, seminars presentations.

Organization of educational trips

Special lecture programmes

Special lectures are arranged form reputed experts from industry and academic institutes to supplement the teaching process and provide the information to bridge the gap between industry and academia.

Internship programmes

Conducting workshops/seminars/conferences

Experiential learning: This includes both individual and group experiential learning. Under group experiential learning system, a group of students are allotted to a faculty member who helps and guides them academically.

Participatory learning: The students are engaged in activity learning viz., community surveys, social work etc.

Problem solving: Few departments have Post graduate course thus we are planning to adopt case study the PG programmes to create a problem solving attitude among students.

Participation of the students in various activities is ensured. For example,

The College organizes different activities like blood donation camp, flood relief activity, visiting old-age home, cleanliness programmes to inculcate values and social responsibilities among students.

The college gives importance to holistic development of students beyond classroom through cocurricular, extra-curricular and value added activities.

Students are encouraged to participate in college sports and cultural activities where they can show /exhibit their talents in variety of activities.

It also foster the spirit of togetherness and leadership.

Students are also encouraged to participate in Youth festivals.

Students are appointed as members of different departmental committees, and given responsibilities of them so that they develop organizational skills and abilities.

### **2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 80.77

#### 2.3.2.1 Number of teachers using ICT

Response: 21

| <b>File Description</b>                   | <b>Document</b>               |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

### **2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 53.96

#### 2.3.3.1 Number of mentors

| Response: 25               |                               |
|----------------------------|-------------------------------|
| File Description           | Document                      |
| Any additional information | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

To facilitate teaching-learning process, the college makes use of ICT. The college faculty uses computers and LCD projectors in the classrooms to make learning more interesting for the students. Since the college has internet connections, You- tube assisted learning is being practiced. It becomes easier for a student who understands a subject matter from different perspectives in a convenient and easy manner.

Students are encouraged to prepare notes on the topics sometimes these notes are checked by the faculty members.

The institute undertakes a number of effective measures to involve the students in the learning process in an innovative and creative ways. The academic departments consistently emphasize upon the involvement of students by taking the following steps.

use of ICT and smart classrooms,

Online Student Feedback on Teachers and teaching learning process, Provisions for interactive sessions with experts are formed for teaching learning purpose,

Along with the curricular activities, the institution tries to motivate the students to take up different extracurricular activities for their holistic developments

Enhancement of holistic development in physical, mental and spiritual sphere through yoga and meditation

As a part of the effort for development of skill for both in state and national level the institute arranges to conduct various skill development programs and workshops for Skill and Entrepreneurships development with IQAC and Career Guidance Cell.

Inclusion of certificate and diploma courses to enhance employability in students.

## 2.4 Teacher Profile and Quality

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

Response: 94.13

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |

#### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 48.21

##### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 15      | 13      | 11      | 09      | 08      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 13.23

##### 2.4.3.1 Total experience of full-time teachers

Response: 344

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

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

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

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

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The college has undertaken following reforms :

Different committees are formed to supervise and look after activities of the college. Each committee is headed by a convener. e.g. (Examination committee, admission committee,) each committee is assigned with the task of conducting the different examinations. The academic calendar of Higher Education provides specific dates for the conduction of internal examination (CCE, projects & Practical work) Each department conducts the examination by preparing a time table the faculties prepare the question paper and also prepare the result after evaluating the same.

The marks are then entered on the online portal of Barkatulla University Bhopal for further action.

The college has made it compulsory for students to attend seminar, workshops.

*Various academic programs like Quiz tests, objective tests, essay writing and current affairs competitions are organized in which students are assessed.*

This is followed by remedial class and virtual classes, parent teacher meeting.

Field work, Education and industrial tours are also arranged under various courses.

**2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

The internal assessment is done with 100% transparency as the conduction is done according to the specific time table allotted to the college. The examination papers are prepared by the faculties with full confidentiality and exposed only on the examination date. The valuation is also done with transparency and without bias.

If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are provided with the corrected answer-scripts by the faculty members. The doubt and enquiries of the students regarding the pattern of optimal answers are clarified by the examiners

The Academic Calendar of the college is prepared by the University and the Dept. of higher education M.P. Bhopal for each session. Taking into consideration the calendar, the Examination Committee conducts all examinations in the college. In the beginning of a new academic session, the IQAC organizes Orientation Programme to the newly admitted students to make them acquainted with the rules and regulations of the college including the examination systems. All notices related to examination are displayed visibly in the college notice board, the departmental notice boards. All examinations are held in accordance to Academic Calendar of the college, which is made available to each of the students. All evaluated answer scripts of the sectional examinations are made shown to students for verification, before sending the internal marks to the university. Parents and Guardians are informed about the performance and regularity of their wards in the college.

**2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient****Response:**

In all the examinations arranged by the College (Class-Tests, Mid-Term Tests, Selection Tests prior to First, Second and Third Part Examinations scheduled by the University of Calcutta) results are duly intimated to the examinees within 7 to 10 days of the examination. The students are provided with the corrected answer-scripts by the relevant faculty members. The doubt and enquiries of the students regarding the pattern of optimal answers are clarified by the examiners. With the commencement of the new session Class-Tests are scheduled to be held for the students.

The schedule of Class-Tests continues till the end of the session . If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are often suggested to write the answers again as home assignments incorporating the modification and changes made by the examiners in the test-scripts.

Grievences related to final examination are mainly dealt with the university level the college forwards the

application form of the students whenever found required.

#### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

##### **Response:**

The College follows the academic calendar of the Barkatulla university of Bhopal. The Internal assessment committee decides on dates during which the marks need to be submitted to the office these dates are adhered to during each semester/Year. For practical papers the CIE is conducted in almost all practical classes dependent on the nature of assignment dates for conducting / submission of marks are all displayed on notice board by the internal assessment committee. The decision regarding date for conduct of assignment depends on completion of first year admission, semester/yearly breaks as well as other planned activities of the college such as student festival, sport days etc.

**The Examination Committee conducts all examinations in the college in accordance to Academic Calendar of the college and notices issued by the affiliating university.**

**The Academic Calendar is made available to each of the students. All notices related to examination are displayed promptly in the college notice board, the departmental notice boards.**

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

##### **Response:**

Program outcomes , program specific outcomes and course outcomes for all programs offered by the institution are displayed on the college website at the website of the college at the following link.

<http://www.ggcsehore.in/page.php?pid=203>

BA

POLITICAL SCIENCE

SOCIOLOGY

ECONOMICS

HINDI LIT



ENGL LIT

URDU LIT

HOME SCIENCE

HISTORY

B.COM

B.COM COMPUTER

B SC BIO

B SC MATHS

BBA

BCA

<http://www.ggcsehore.in/page.php?pid=203>

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The process for the evaluation of the students in different subjects is followed as per the rules and regulations of the University and Department of Higher Education M.P. The implementation of the syllabus with changes and the process of evaluation of the learners are monitored by the University, Management of the college and the Principal. Programs run by institution have been framed by the University thus course objectives, course outcomes, and program specific outcomes mainly depend upon the intentions of the university. In relation with these outcomes the institute have framed some on the basis of overall experience of the university and tried to follow it in the favor of the students. The program outcome is analyzed on basis of university result which is recorded in the college. Departmental result is prepared and analyzed for evaluation of program specific outcome.

The Program outcomes are

- displayed in the departments

- **uploaded on college website**

The evaluation of attainment of PO, PSO and CO is primarily made on the basis of the performances of the students in summative and formative assessments in the courses.

The summative assessment is made through the semester examination of the affiliating university, and counts 85% of the assessment in a course. The other 15% of weightage for internal assessment is used not only for the formative assessment of the student, but also for assessment of the course outcome.

The knowledge and skills aimed for the course outcomes are assessed through the semester examination, sessional examinations, along with a process of continuous internal evaluation that includes home assignments, group discussions, seminar presentations, quizzes, etc., throughout the semester.

Learning outcomes of the students are regularly monitored by the departments and appropriate remedial measures are taken for desired course outcomes. Moreover, departments assess the program specific outcomes after semester results and chalk out desirable interventions to achieve better outcomes. The attainment of PO is assessed through the student progression record of alumni of the institution.

### 2.6.3 Average pass percentage of Students

**Response:** 98.39

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 366

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 372

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

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response: 1**

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 01      |

| File Description  | Document                      |
|---|-------------------------------|
| List of project and grant details   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response: 3.85**

3.1.2.1 Number of teachers recognised as research guides

Response: 01

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response: 0.04**

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

Response: 01

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 115

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Funding agency website URL              | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The college has organized workshops/seminars and lead lectures such on Soft Skills Development, Entrepreneurship Development Program etc. The Institution has organized workshops, seminar and training programmes with the help of government and non government agency. The college organizes activities like Placement drives, lectures on placement opportunities and entrepreneurship development etc. for the student.

The Institution has organized following workshops, seminar and training programmes with the help of government and non government agency

1. Soft Skill (Tally, Computer Training MS Office etc.)
2. IPR
3. Environmental awareness
4. Personality Development
5. Entrepreneurship Development
6. Gender Equality
7. Career Counseling lectures
8. Cyber Crime workshop
9. campus selection

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

#### Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

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

| File Description                                   | Document                      |
|--|-------------------------------|
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

| <b>3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b> |                               |
|---|-------------------------------|
| Response: No  |                               |
| File Description  | Document                      |
| Institutional data in prescribed format   | <a href="#">View Document</a> |

| <b>3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b> |                               |
|---|-------------------------------|
| Response: No  |                               |
| <b>3.3.3 Number of Ph.D.s awarded per teacher during the last five years</b>  |                               |
| Response: 0   |                               |
| 3.3.3.1 How many Ph.Ds awarded within last five years   |                               |
| 3.3.3.2 Number of teachers recognized as guides during the last five years  |                               |
| Response: 01  |                               |
| File Description  | Document                      |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc                            | <a href="#">View Document</a> |

|   |         |         |         |         |
|---|---------|---------|---------|---------|
| <b>3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years</b> |         |         |         |         |
| Response: 2.04  |         |         |         |         |
| 3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years                  |         |         |         |         |
| 2018-19   | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 11  | 04      | 10      | 05      | 17      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

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

**Response:** 1.09

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 04      | 13      | 01      | 07      | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

During five years N.S.S. unit has organized many extension activities for the welfare of the society through different types of awareness programs. Through these awareness programs N.S.S. volunteers try their best to convey the message. Volunteers organized cleanliness campaign, plantation in the college campus, hostel area & near the sports building, voter awareness programs through rally, poster making, rangoli, human chain, nukkar natak etc. Nashamukti awareness programs were organized to avoid any type of addiction through rally, poster making, workshop, documentary- film, oath taking, and filling of resolution Performa, nukkar natak etc. In traffic safety campaign students try to spread awareness regardomg using seat belt, to wear helmet, follow all the traffic rules, drive slowly, do not use mobile while driving, do not drink and drive etc.

A big traffic safety campaign was organized with the help of traffic police and villagers of adopted village by welcoming passersby through tilak and toffees for using helmets, seat belt and also welcomes those people who are not using them by making a humble request to reach home safe by using helmets and seat belt. Aids awareness programs are followed by awareness rally, by tagging red ribbon to the college staff & others, organize workshops & seminars, organizing competitions for poster, slogan, essays writing, lectures, by distributing pamphlet to shopkeepers, public, playing a nukkar natak. Health checkup camps

are also organized every year for the health issues of the girls especially – eye checkup, hemoglobin test, dental checkup, blood pressure checkup, lecturer on malaria, lectures programs on nutrition & world feeding breast week etc. One day camps were also organized to aware the village people. For environmental protection and conservation plantation, river conservation, water conservation, polythene free campus, cleanliness campaign etc are also conducted. Workshops on cashless transaction are organized. Blood donation camps on college and district level were also organized for social welfare. Above activities sometimes conducted in adopted village or in the college campus or on public places. Besides all these activities seven days camps are also organized in an adopted village for its uplift. Different lectures on different topics by subject experts or renowned persons and sum projects work is also proposed to be fulfilled during seven days.

The institution organizes rallies in neighborhood to raise social awareness for social evils and values in which the students participate and helps them to acquire and develop their attitude for service and training. Students are also encouraged to take part in initiatives of communal harmony through raising funds for the Foundation so that the National Foundation For Communal Harmony ( An autonomous organization under the ministry of Home Affairs. Govt. of India) can carry out its activities. NSS volunteers play an active role through this.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 3

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02      | 01      | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years



**Response: 32**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05      | 05      | 09      | 08      | 05      |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the event organized  | <a href="#">View Document</a> |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 31.26**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 137     | 292     | 597     | 492     | 107     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

### 3.5 Collaboration

**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job**

**training, research, etc during the last five years****Response:** 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

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

**File Description****Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)****Response:** 1

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 01      | 0       | 0       | 0       |

**File Description****Document**

e-copies of the MoUs with institution/ industry/ corporate house

[View Document](#)

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[View Document](#)

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The institution has adequate academic infrastructure which supports all of its faculties. The institute is spread over campus area of 6.1 acre and built up area 34000 Square meters. The college develops its infrastructure as per the need and fund requirement provided by the state government M.P. Dept. of higher education, Rastriya Uchchar Shiksha Abhiyan, UGC and world Bank.

The college has 10 smart class and internet facilities for teaching and learning. *Computer, LCD projector and Audio visual Aids are also available if the students/teachers need to make presentation (PPT).* Library of the college also enriches its reference books and text books for the students. All class rooms are well equipped with basic teaching facilities. The college is having one computer lab with 25 latest computers and 15 old computers for students.

For Co-curricular activities the institution provides following resources –

- (i) Class Room: All class rooms are with proper furniture, lighting and ventilation.
- (ii) The college has 10 smart class and internet facilities for teaching and learning.
- (iii) Laboratories: There are 06 laboratories for Science, Home science and computer faculty.
- (iv) Library: The library is having more than 27000 books and reference books for consultation of students and faculty members. Students and Faculty are taking benefits of E-Library in College. They are having account on N-List through which they get benefit of searching books and journals throughout the world.
- (v) Environmental friendly atmosphere with large space for garden is also available.
- (vi) One multipurpose sports building is also available for students.
- (vii) Principal Room = 01
- (viii) Office & Departmental Rooms are available.
- (ix) Proper sanitation facility is available at ground and at the first floor of the college.

Presently the available infrastructure is not sufficient to meet the ever-increasing number of students. There is a lots of encouragement for the students to participate in sports and cultural activities simultaneously and thus they are awarded and rewarded accordingly.

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga**

**centre etc., and cultural activities****Response:**

There is multipurpose hall in college. Wrestling, Kabaddi, Judo, Badminton, Chess, Table Tennis are being played as indoor games. Except these there is facility of gymnasium for girls. Khokho, volleyball, athletics etc. are being played as outdoor games. Area of outer play ground is 2562.344 square meter and the area of new sports hall is 954.237 square meter. Students regularly participate in inter college sports activities throughout the year under the supervision of sports teacher. Details of facilities is given below :

| S.no                                | Particulars                                   | Quantity (Piece) |
|-------------------------------------|---|------------------|
| Gym/Yoga (Fitness activity)         |   |                  |
| 01                                  | Motorized Treadmill                           | 01               |
| 02                                  | Twister with stand                            | 02               |
| 03                                  | S. Rope                                       | 10               |
| 04                                  | Yoga Mat                                      | 15               |
| Sports/Games (Indoor facilities)    |   |                  |
| 05                                  | Carom Board                                   | 02               |
| 06                                  | T.T. Table Stage                              | 02               |
| 07                                  | T.T. Bats Sticks                              | 05               |
| 08                                  | T.T. Balls                                    |                  |
| 09                                  | Wooden Chess Board                            | 05               |
| 10                                  | 44X44 Carom Board with Carom Coin and Striker | 02               |
| Sports / Games (outdoor facilities) |   |                  |
| 11                                  | Foot Ball                                     | 03               |
| 12                                  | Badminton Racquet                             | 06               |
| 13                                  | Weight Machine                                | 02               |
| 14                                  | Basket Ball                                   | 03               |

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 55.56**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 10

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 19.26

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3.58    | 83.24   | 1.66    | 5.06    | 39.32   |

**File Description****Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Data Requirement for last five years: Upload a description of library with,

- Name of ILMS software - **Soul**
- Nature of automation (fully or partially) - **Partially**
- Version - **2.0**
- Year of Automation - **2016**

In the library 9 computers with 4 Mbps leased line, and Power backup facilities are available

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

The library is considered as an integral part of any educational institute. Presently the library is fulfilling the knowledge needs and expectations of the students and faculty. Since the year of its inception, the library is enriched with the collection of 27559 books. The library has a collection of a volume of Constitution of India, Year Books, Dictionaries and Hand Books and Encyclopedias for various subjects.

Encyclopedia of Education, Botanica's Trees & Shrubs, The 21th Century World Atlas, Anatomica The

Complete Medical Reference, The Hamlyn Illustrated Encyclopedia, The Wonders of the World Vol. 1: Asia The Wonders of the World Vol. 2 Australasia and The Pacific & Africa, The Wonders of the World Vol. 3: North America and Central & South America, World Geographical Encyclopedia, The 21st Century Webster's International Encyclopedia.

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>File Description</b>         | <b>Document</b>               |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** C. Any 2 of the above

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 26.62

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 28.72   | 28.08   | 27.83   | 25.18   | 23.31   |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 2.76

##### 4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 38

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Earlier the institute was using Broadband facility of BSNL at two points only. With implementation of seven smart class rooms the institute receives ten broadband connections under NMEICT Project. With installation of Wi-Fi modems the facility was being provided from 2013 to faculty members only.

| Year wise report on IT Facility upgradation   |
|---|
| Year : 2013   |
| <ul style="list-style-type: none"> <li>In the year 2014 college purchased one computer and printer and BSNL net Connection has been taken.</li> </ul> |
| Year :2015  |
| <ul style="list-style-type: none"> <li>In the year 2015 college purchased one computer and two printers and BSNL net connection continues.</li> </ul> |
| Year :2016  |

- In the year 2016 college purchased eight computers and one scanner and BSNL net Connection continues.

Year :2017

- In the year 2017 college purchased five computers and five printers and BSNL net connection continues.

Year :2018

- In the year 2018 college purchased twenty computers and two printers and railwire net connection has been taken.

Year : 2019

- In the year 2019 college purchased five computers and three printers and railwire net connection Continues.

#### 4.3.2 Student - Computer ratio

**Response:** 22.48

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** <5 MBPS

#### **File Description**

#### **Document**

Any additional information

[View Document](#)

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No



| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 2.01

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1.38    | 1.72    | 0.7     | 1.08    | 7.54    |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

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

**Response:**

Our college is providing physical & academic & other support facilities as science laboratories, library, computer laboratory, home science laboratory, sports building, gymnasium hall etc. for all round development of students. The head of different departments keep an eye on proper utilization of these things by the students & faculty. Students and faculty are taking benefits of internet facilities in library and each department every student has to make an entry in to the accession register at the library for each visit. There is a separate entry register for faculty. There are some rules for issuing books for faculties & students that are followed by everyone. Books and stationery are being provided for ST & SC students. We have smart class rooms through which students get benefits of virtual classes taught by profound professors of state. All equipments & grounds of sports are always in good condition and available for the students, they can freely practice there. Water cooler for students has been arranged in each floor for the students to provide them clean & cool drinking water. College administration monitors all activities time to time so that everyone may do their work sincerely.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 76.6

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 893     | 753     | 934     | 762     | 696     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships  | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0.62

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 8       | 9       | 6       |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** C. Any 5 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 68.21

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 593     | 954     | 884     | 674     | 516     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

**the last five years**

**Response:** 14.46

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 148     | 260     | 115     | 111     | 140     |

| File Description                          | Document                      |
|---|-------------------------------|
| Details of the students benefitted by VET | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 2.18

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 08      | 0       | 02      | 15      | 01      |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |

| 5.2.2 Percentage of student progression to higher education (previous graduating batch) |                               |
|---|-------------------------------|
| <b>Response:</b> 30.5   |                               |
| 5.2.2.1 Number of outgoing students progressing to higher education                     |                               |
| Response: 115   |                               |
| File Description  | Document                      |
| Details of student progression to higher education                                      | <a href="#">View Document</a> |

| 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)      |                               |         |         |         |         |         |   |   |   |   |   |
|---|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| <b>Response:</b> 0  |                               |         |         |         |         |         |   |   |   |   |   |
| 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years     |                               |         |         |         |         |         |   |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |                               | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
| 2018-19   | 2017-18                       | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |
| 0   | 0                             | 0       | 0       | 0       |         |         |   |   |   |   |   |
| 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years   |                               |         |         |         |         |         |   |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |                               | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 |
| 2018-19   | 2017-18                       | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |
| 0   | 0                             | 0       | 0       | 0       |         |         |   |   |   |   |   |
| File Description  | Document                      |         |         |         |         |         |   |   |   |   |   |
| Number of students qualifying in state/ national/ international level examinations during the last five years   | <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 national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 0

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

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

**Response:**

According to order of department of MP Higher Education Bhopal students union election has been conducted in the year 2017-18. Selected (According to merit) and elected postholders of student union has taken oath according to prescribed format of department of M.P. Higher Education Bhopal. Student union act like a bridge to connect students and college administration. Student union consist of president, vice president, secretary. Joint secretary and class representatives. Student union postholders played a very important role in various cultural literacy and other activities during the academic year. Activities of annual function decided after the meeting of principal, union incharge and postholders of student union. Postholder of student union cooperate in conducting and organizing these activities. They involve themselves in activities of college i.e celebration of important days awareness campaign etc. According to government orders only the council is formed as the orders have not been issued for last two year the student election for council have not taken place.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year****Response:** 17.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

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

| File Description   | Document                      |
|--|-------------------------------|
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

Alumni association plays a vital role in institutes & development. In our college alumni association is working from 2016. Main objective of the association is to bridge the gap between the college & alumni. They have been responsible for keeping complete track of alumni with their details, inform about the current changes & achievements of the institute.

Alumni association meeting & take place yearly IInd week of august & future plans are discussed in the meeting. Along with the association meeting annual alumni meet is also organized at the institute level every year. During the interation alumni have highlighted the importance of current trends in the market & guided the students abouts the career opportunities in different fields. They have also shared their personal experiences with students.

In Govt. Girls College in the month of August, after the formation of the new governing body, the president of the association organised the meet every year. Such associations are helpful in development of colleges. As so many points are discussed in meeting when old students get together at a place.

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)  
? 5 Lakhs**

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | <a href="#">View Document</a> |

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 3

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 01      | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Report of the event   | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution**

**Response:**

**Vision**

**To be established as a centre of excellence in the field of targeted qualitative education, research and also to utilize education for developing and empowering students as responsible citizen in order to make them active participants of the developing and decision making activities of society.**

**Mission:**

- 1. To provide the opportunities to youth for qualitative education and research.**
- 2. To develop skills and abilities in youth relating to professional and entrepreneurial world.**
- 3. To provide an environment to youth that enhances their self confidence and personality development. It also targets towards developing research attitude, feeling of equality and patriotism.**
- 4. An active participation in the field of social welfare and for developing a knowledgeable society**

At the beginning of the every academic year, different committees are formed and entrusted with responsibilities of various activities for smooth functioning of the College. Meetings of IQAC and Staff council are arranged from time to time. The Principal conduct regular meetings and address the teachers about their responsibilities. The Principal, by conducting the meetings, monitors the teaching-learning process. Also the monthly attendance and daily dairy of the teachers are checked by the principal. Besides, the teachers follow the instructions given by the University and the department of higher education Madhya Pradesh Bhopal which are circulated through the principal for the overall development of the students.

In the meeting the Committee analyzes the matters of requirement and if necessary reforms are made. The Principal is the head of the Institution provides the leadership to the system. She works with vision, missions and goals of the Institution. She performs administrative functions such as planning accurately for future, deploying all resources for execution, monitoring the entire process etc. According to the need of the Institution.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 6.1.2 The institution practices decentralization and participative management

#### Response:

In accordance with the policy of decentralization adopted by the institute both teaching and nonteaching members are adequately represented in the all committees of the college and their opinions are sought in making and implementation of different policies. All committee meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications. One case study showing practice of decentralization and participative management in the institution may

Be found in under the admission committee. While taking decision regarding increasing number of seats in various courses run by the college the committee called a meeting involving teaching and non teaching staff and decided to finalize the limit of increase. Looking upon the availability of the resources available PG classes were given a rise of 33.33% whereas the graduate classes were given only 10%. This Committee works in strict compliance with the rules and regulations of the department of the Higher Education M.P.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

#### Response:

The extensive goals of Perspective Plan of the institute are associated with the College which is committed to provide quality higher education and development of responsible citizens. The plan is accordingly focused on these core themes. The perspective plan envisions the augmentation of infrastructure corresponding with the anticipated increases in number of courses being offered. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

#### Specific objectives and goals of Perspective Plan the institute:

- To introduce new undergraduate and postgraduate degree programs.
- To increase student intake capacity for existing courses and improve student enrolment.
- To introduce Value Added, and Skill-Based Courses.
- Improvement of infrastructure facilities like construction of more classrooms and laboratories, instrumentation facility, construction of indoor sports facility and gymnasium, hostel facility on the

campus.

- To establish the well-structured feedback system involving ICT.
- Strengthening of Placement cell, arranging the placement drives and improvement of placement services.
- To strengthen research facilities and motivate faculty to involve in research, by undertaking Major and Minor research projects, publishing research papers in reputed and high impact factor journals.
- To take initiative for the development of an eco-friendly campus
- To establish functional MoUs, Collaborations, Linkages with different Sources.
- To conduct extension activities with the help of a local community and other stakeholders through NSS.
- To organize National seminars and workshops on research and quality related themes
- To augment students support facilities..

These plans have been taken into the future plan of the IQAC also and stated in the AQAR also which are available at the college website

#### **Case study: Digitization in Academic and Administration Activities**

**Admission:** online admission is followed

**Examination:** online examination forms are filled

**Library:** Subscription of INFLIBINET and N-List.

**Internet Facility:** The College 4 Mbps leased line internet connection with Wi-Fi Facility.

Digitized student records and Online Admission System is being implemented.

#### **Process & Outcome of Implementation:**

The college started its Online Admission system for 1st year students from the academic year 2013-2014.

The process of Online Admission process starts every year after publication of Class 12th results under the department of Higher Education M.P. Bhopal.

The College has a separate Online Admission Committee, in addition with Academic Sub Committee to coordinate the admission process.

The Academic Sub Committee prepares the subject combinations, cut off marks as per the norms of Barkatulla University.

| File Description                                       | Document                      |
|--|-------------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

#### Response:

Administrative setup, and functions of various bodies, service rules, procedures, recruitment, and promotional policies are followed as prescribed by the department of Higher Education M.P. Bhopal.

#### Grievance Redressal Mechanism:

The college has a Sexual Harassment Committee, Anti-ragging Committee, Internal Complaint Committee (ICC) and Disciplinary Committee for timely redressal of the student and the faculty grievances.

#### Mechanisms for grievance redressal:

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

**b) Student's suggestion Box** – The student can put their complaints in written form in the suggestion boxes kept at different locations on the campus. The boxes are opened periodically and the authorities take

Cognizance of the grievances and suggest appropriate measures.

**c) Student Council** - The grievances of students are received through the members of the student council, and the appropriate measures are taken care of.

**d) Open Discussion with employees** - Primarily, the Principal, the head clerk resolve the grievances of employees through open discussions and interactions.

**Placement Cell:-** Placement Cell helps and guides the students to seek job opportunities through placement drives conducted on and off the campus.

#### The Alumni Association:

The college has registered Alumni Association which actively contributes to better functioning of the college.

#### College Committees:

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

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

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

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

The college has various academic and administrative committees with essential members and chairmen. Meeting of committees are periodically conducted and recorded in the proceedings. The compliance

reports are generated and maintained by the committees itself:

Internal Quality Assurance Cell (IQAC)

College Staff Council

Admission Committee

Examination Committee

Purchase Committee

Library Committee

Alumni Association

Anti Ragging committee

Presevention of Sexual Harresment committee

**Some of the major decisions taken by IQAC:**

Online Admission

Online feedback system.

Introduction of new four programs.

Wi-Fi campus

Installation of solar power systems

Augmentation of ICT facilities

Organized National Seminars, Conferences and Workshops

Upgradation of Laboratories

The college has signed MoU World Bank under their projects.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

**Response:**

The College works for the overall development of employee and for the progress of the college. The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their work culture and efficiency. The following welfare schemes are available in the college for teaching and non-teaching staff:

**Casual Leave**

**Earned Leave**

**Study Leave:** For Research work

**Duty Leave:** For Participation in Seminars, Conferences, and Workshops

**Medical Leave**

**Maternity Leave**

**Child Care Leave**

**Paternity Leave**

**Employee Provident Fund Scheme**

**Medical Reimbursement:** The faculty and staff members receive the medical expenses incurred from the state government. Such proposals are forwarded through the college. Gymnasium, Sports and Yoga facilities are available for the teaching and the non-teaching staffs.

Preferential admission to the wards of employees in higher education department.

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

**Response:** 0

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |

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

**Response: 0**

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response: 18.11**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6       | 5       | 3       | 3       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).     | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |



### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

#### Performance Appraisal System for teaching-staff:

The college has a Performance Based Appraisal System (PBAS) for the teaching staff following UGC regulations. Currently, the college follows the guidelines of UGC regulation, 2018. These Regulations may be called the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.

Every academic year IQAC collects the API-PBAS forms from all the faculty members. The faculty performance is assessed by the principal, and IQAC Coordinator, on the basis of API and PBAS forms and necessary action is taken for the improvement.

From 2017-18 the department of higher education has initiated towards online ACR for teaching staff through IQAC. Thus the college has accepted the same and is following the online ACR rules through IQAC.

#### The teacher's performance appraisal forms consist of:

Category I: Teaching, Learning, and Evaluation Related Activities

Category: II: Professional Development, Co-curricular and Extension activities

Category: III: Research and Academic Contributions.

**Evaluation by students** - The college collects structural feedback from students on teacher's performance at the end of every academic year for further improvement and implementation.

#### Performance Appraisal System for non-teaching staff:

**Confidential reports** – The overall performance of the non-teaching staff within the campus is evaluated by the principal and confidential report is submitted to the department of higher education for the final evaluation. Only Fourth Class employee's CR are kept in the college itself.

**Other informal means** - Students suggestion box is another mechanism that is instrumental in collecting information about the level of satisfaction they get from the services provided by the staff. Their

suggestions are also considered to decide the promotional issues and the aspect of transfer of the nonteaching staff from one department to another

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The college conducts external financial audits regularly.

The college has a two-tier financial audit system.

**External Audit-** It is conducted by Chartered Accountant as per the instructions of Department of Higher Education M.P. and AGMP Gwalior.

**Dates of Audit conducted by the college during the last five years;**

| Year    | Audit date |
|---------|------------|
| 2014-15 | 13/5/2015  |
| 2015-16 | 06/01/2017 |
| 2016-17 | 05/06/2017 |
| 2017-18 | 06/07/2018 |
| 2018-19 | 14/08/2019 |

Audit objections are settled by the head clerks with necessary actions and the head of the institution monitors the same.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response: 0**

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |

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

#### Response:

#### Optimum utilization of financial resources:

Following system is adopted by the college for the optimal utilization of resources;

The College invites requirements from all departments and accordingly prepares the budgetary plan.

Purchase Committee works on the details of the budgetary plan.

The Scheme in charge gives the details of the budget by considering financial resources and needs of the departments and presents it to the Principal.

The utilization of the sanctioned budget is monitored by the chairperson of the concerning committee and head clerk.

**Final Audit monitors entire financial permissions and its appropriate utilization.**

## 6.5 Internal Quality Assurance System

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

#### Response:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college has established the Internal Quality Assurance Cell in April 2014. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. The two examples of practices institutionalized as a result of IQAC initiatives are given as under:

#### **Augmentation of ICT based teaching-learning facilities.**

To cope up with the changing world scenario IQAC has tried to keep pace with the ICT enabled teaching learning process as a result of this over the years IQAC initiated ICT enabled smart classrooms and labs,

Computers, and printers to facilitate the teaching-learning process.

E-journals, INFLIBNET, 4 Mbps internet connection.

Wi-Fi facilities are available for the students and staff. Every day library visit and/or internet access is mandatory for staff.

### **Strengthen Research Culture in the College with Organising Seminars and workshops.**

IQAC plays an important role in inculcating research culture in the college. Being only a UG college till 2018 not much could be done but it has succeeded in acquiring PG course for students and thus a step towards it has been taken. At present, 13 faculty members have been awarded Ph. D degree. One faculty members is recognized research guide and 6 research scholars are working under his guidance. The college teachers have published many research papers in the journals notified by UGC, and presented papers in conferences/workshops/symposiums.

One book is published. 01 Minor Research Project is completed and 1 minor research project is ongoing during the last five years.

IQAC has initiated in organizing three national seminars and one national workshop. It has also initiated organization and Participation of students in the student's seminars.

### **Besides this IQAC has taken following initiatives for the institutionalization of the quality culture in the college;**

- Planning regarding college's academic and infrastructural development
- Circulation of Academic Calendar and formation of college committees with principal.
- The college has introduced 04 new programmes in the last five years.
- IQAC conducts periodically meetings.
- Timely submission of AQAR to NAAC.
- Organized various awareness programmes.
- Registration of Alumni Association.
- Financial settlement of funds from UGC
- Collection and analysis of feedback from stakeholders.

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

#### **Response:**

The college reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC.

Following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC

#### **Structured feedback and Review of learning outcomes:**

Feedback is a vital part of the teaching-learning process. The analysis of the effectiveness of teaching learning is made through the stakeholder's feedback mechanism. It helps teachers to recognize that how the students know his or her subject being taught. Keeping this view in the center, IQAC has developed well-structured feedback systems. IQAC prepares various feedback forms and collects structured feedback on design and review of syllabus and student feedback on teachers. From the academic year, 2019-20 the college has developed an online feedback system. Student learning outcomes are reviewed through class tests, assignments, class seminars, field projects, internal assessment tests, practicals and university examinations. University result analysis is made for each semester at the department level and is discussed in IQAC meetings for further improvement and implementation. This helps in identifying the slow and advance learners.

### **Teacher's Diary:**

Effective teaching achieves its success only if it is well planned. And, hence for the proper planning of teaching each teacher is provided with an academic diary containing details of classes taken by them as per timetable, annual/semester wise teaching topics, , actual teaching units, . Teaching planner is also prepared by all faculty members and the principal verifies teaching planner , class taken register and teachers diary every month under academic audit procedure. The diary also contains details about administrative committee responsibilities. Every teacher has to maintain an individual Teacher Diary to record the day to day teaching-learning activities regularly. The teaching Diary gives an overall summary of the topics covered by a teacher in each class. The Individual Teacher Diary verified and signed by HoD of the concerned departments and is then submitted to the Principal for final approval. The Principal monitors the overall teaching performance of the teachers Through the verification of the Diary.

**Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways:**

IQAC has organized three National seminars and one national workshop.

Use of ICT in teaching and learning encouraged

N-list access encouraged.

Internet connection and campus Wi-Fi facility initiated .

UGC Based/Value-added courses for students

The college employed various student-centric learning methods such as class seminar, field visit etc.

Collection of Self Appraisal Form (API) from faculty

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 8.6

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 16      | 09      | 13      | 04      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| IQAC link  | <a href="#">View Document</a> |

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Annual reports of institution                               | <a href="#">View Document</a> |

### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

#### Response:

The college has secured 'B' grade with 2.84 CGPA in the 2nd cycle of NAAC Re-accreditation in 2013, since then the college has endeavored incremental improvements in quality initiatives.

Following are the conspicuous quality initiatives during the post-accreditation:

- Participation in AISHE.
- Introduction of 1 UG (B.Sc.), 3 PG (M.Com, M.A. Sociology and M.A. Political Science) programs.
- Introduction of short term courses, Skill-Based Courses including UGC and Career Guidance Cell
- MoU with World Bank
- Initiated faculty research projects
- Initiated national seminars and conferences
- Initiated institute level publication of newsletters
- Initiated Indoor Stadium and Gymnasium
- ICT enabled classrooms and Wi-Fi campus with 4 Mbps leased line connectivity
- Up gradation of science laboratories and library
- Up gradation of the college website from static to dynamic, develop online feedback and admission system
- Installation of solar power system with UGC
- Infrastructural development through Rusa
- Organized study tours
- Organized students seminars
- Organization of National, State level conferences, seminars and workshop for teachers and students

#### Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to *ten major ones* and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

| Sr. No | Recommendations  | Action taken   |
|--------|--|--|
| 1      | More budgetary provision for augmentation of infrastructure. | Acquired budget from RUSA and have given proposal to world bank for additional budget. |

|    |  |  |
|----|--|--|
| 2  | Sports infrastructure be strengthened.   | Well equipped sports hall developed  |
| 3  | Computer Literacy and spoken English programs for all the students of the college undertaken | Spoken English and personality development lectures and programs organized |
| 4  | Opportunities for Collaborative Studies & Research may be explored.                          | Started PG courses   |
| 5  | NCC should be introduced.  | Proposal sent  |
| 6  | Limited program options at UG levels   | B.Sc. started as new UG course   |
| 7  | Feedback analysis  | Feedback analysis started  |
| 8  | Alumni association to be strengthened and registered   | Alumni registered and strengthened   |
| 9  | Limited program options in UG No PG Program  | 3 PG courses started   |
| 10 | Organizing skill development and entrepreneurship programs for students.                     | Entrepreneurship development programs organized from time to time          |



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 7

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02      | 0       | 01      | 03      | 01      |

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

(A) Safety and security

The College is very keen on the desires, aspirations, abilities and professional skills of human resources as men and women, without any discrimination about their gender. Being a specifically girls oriented college we are keen to provide the best available help to our students. Further extensive efforts are taken into account for the communal and artistic factors involved in gender-based exclusion and prejudice in the most diverse spheres of community and personal life. As majority of students are coming from nearby villages they face these issues at their homes and also in the society but the college tries to make them capable of handling such difficulties positively always.

The college shows gender sensitivity in providing facilities such as:

**Safety and Security:** A Security personnel is appointed on the campus round the clock. For the girl's hostels, the full-time care taker is appointed. One of the teaching staff is made professor in charge for helping her and arranging proper management of the hostel. The college is surrounded by boundary walls

and high raised gates with security guard. While entering the college premises it is mandatory for the students to wear college uniform and to carry valid identity cards issued by the college.

**CCTV Monitoring:** CCTV cameras are installed on the college premises which provide 24 hrs surveillance in order to observe the ongoing activities.

**Complain Box:** The campus is set with a complain box which is positioned near the Principal's cabin intended to collect any suggestions or any complaint from the students.

**Grievance Redressal Committees:** The college has committees to monitor and address safety, security and social issues like Anti-ragging Committee, Sexual Harassment Committee, and Grievance Redressal Committee.

**Health Aid Facilities:** The college every year conducts health check-up camps. specially for hostel residing girls it is done on monthly basis.

**Fire Safety Equipments:** The college conducts the fire audit and fire extinguishers are installed in hostels and other places in the college.

**Wall Compound:** Wall compound covering the whole campus is available for campus security.

**Discipline Committee:** The college has a campus discipline committee for campus supervision during the working hours.

**Awareness Programs and Lectures/Special Talks:** The college organizes seminars/special talks on a regular basis in order to endorse social values such as gender equality, gender sensitivity and

Highlights social problems such as women safety, dowry, women's health, and cybercrime and cyber security.

Every year the college organizes various programmes for boosting the confidence of female faculty and students through initiatives such as Personality Development Camp, Yoga and Meditation Training Programme, International Women's Day etc.

### **Counseling:**

The college provides academic, stress-related and personal counseling and guidance to students, in addition to these issues are regularly monitored by the mentors appointed to students (mentees) under the college Guardian Teacher Association (GTA)/ Mentor Mentees program.. The mentor interacts and supports the assigned mentees in resolving all their academic, personal and stress-related problems and issues. The

college has separate career guidance cell. Through this the college organizes programs like pre-marriage counseling, women empowerment, self-defense etc. Furthermore, the Department admission committee members also counsel the students at the time of admission.

Students are encouraged to join, NSS, YRC and participate in co-curricular and extracurricular activities. Importance is given for overall development of students through, co-curricular and extra-curricular activities.

#### **Common Room:**

The college provides separate common rooms and washrooms for girls. Girls' common rooms are equipped with proper seating facilities. The **First Aid Box** and **Sanitary Napkin Vending Machine** are also available near the common room.

#### **7.1.3 Alternate Energy initiatives such as:**

##### **1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 1.81

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 720

7.1.3.2 Total annual power requirement (in KWH)

Response: 39854

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

#### **7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 16.68

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3271.68

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 19609

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

#### Response:

Govt. Girls College Sehore is committed to environmental protection. For this concrete steps have also been taken by the college. We have adopted the policy of clean campus that helped to maintain cleanliness and to reduce solid waste. Separate waste bins for bio degradable and non degradable waste have been placed in the college campus. The waste collected in these dustbins is then collected by the local municipality which carries out its disposal and recycling according.

The faculties of the college are very enthusiastic about cleanliness of the college and campus. They come forward and volunteer in the cleaning process setting an example to the students. They are made aware about the waste management and importance of recycling. The liquid waste produced in college is laid out using a drain pipe which connects to the underground sewer canal at the local municipality. The liquid wastes generated in the chemistry laboratory are disposed of properly.

The college's key activities have very less impact on the environment as the college is very responsive of generating less waste and recycling it by passing it through the scientific ways that enable the used material to be recycled ensuring that less natural resources are used. Waste generated on the campus is segregated as a solid waste, liquid waste, and e-waste.

#### Solid Waste Management:

For the collection of regular solid waste (Dry and Wet) garbage bins are kept at different places on the campus and in laboratories. For proper disposal of raw glass material and raw papers (Raddi) college has a proper system.

#### Liquid Waste Management:

Practical labs like Chemistry, Biotechnology, Biochemistry and Environmental Science have taken measures to ensure that all the chemicals are diluted before discarding in wash basin. Glassware used in the laboratory is washed and rinsed with least quantity of water and placed in the liquid waste container.

The liquid waste of the laboratories is segregated into organic and inorganic waste. Inorganic wastes are neutralized before disposal. The organic waste yield is treated with cow dung for decomposition due to the action of bacteria and some micro-organisms.

#### E-waste Management:

At present we have minimum e-waste management because we optimum use the electronic devices. If any electronic devices malfunction occurs we repair them by the professional technicians. We always try to take maximum utility out of every device that we have in our college.

- The cartridge of laser printer is refilled outside the college campus
- UPS batteries are recharged / repaired/ exchanged by the suppliers.
- Waste compact disk is used by the students for decoration and participation in competitions

### **7.1.6 Rain water harvesting structures and utilization in the campus**

#### **Response:**

Our college is committed to conserving the invaluable natural resource as water provided by nature. The staff of college also keeps motivating the students to conserve water. At present the college does not have any scientific and proper rain water harvesting infrastructure. . But as the new construction is going to start it is going to be applied at all levels. As ours is a old building and it's not possible to develop it accordingly. At present time we are using a traditional method, in which we redirect the rain water into the ground to ensure optimum recharging of the rain water into the ground which has resulted in an increase in the level of ground water level in the surrounding area. Rain water harvesting system in the near future is also on the list of top priority of the college.

### **7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### **Response:**

The college is environmentally conscious and takes special measures to ensure cleanliness and promotion of greenery in its premises. Towards this college promotes the Go Green Philosophy being followed in the world and the college community tries to imbibe it in their own way even it small. Majority of the students come from the nearby locations, we encouraged them to use bicycles or public transport as their means of transport to the college. Therefore some students have started to use bicycles regularly and college has provided them a bicycle stand with shade. Most of the students are coming without using any vehicle by walking from nearby areas.

Environment safeguarding is under way in the college campus. The following are the green practices that are initiated in the campus to promote eco-friendly practices in the campus:

Green Landscaping with plants:

Our college is situated in the area of low underground water level. So it is herculean task to get the trees planted and keep them alive. We have been making efforts to plant trees wherever it is possible. The green ambience that is present in the college is largely due to tree plantation done by staff and students. NSS volunteers have been planting and maintaining the college campus trees. We are also sincerely planning to develop a medicinal botanical garden in the near future. Presently a beautiful garden is available in the college where students can sit.

- Plastic-free campus :

Keeping in mind the enormous hazards in the use of plastic and plastic products, we have advised the staff and students to follow a plastic free culture in college campus and their home as well we have organized some sensitization activities to take the students aware of the dangerous side effects of non degradable plastic product.

Student volunteers of NSS and IQAC SQUAD conducted clean and green programme in the college campus in order to generate awareness about green and peaceful earth. The college restricts the usage of plastic bags in the campus. Special awareness programmes were organized on plastic free environment in and around the campus. Sufficient dustbins are placed in the appropriate places and Swachh Bharath slogans are also displayed.

The college has been striving to reduce the dependence on paper for various activities.

- Cut down the use of papers in daily life and use more of ICT tools.
- Use more readout materials in soft form and reduce hard readout materials.
- On line reading is promoted.
- Energy saving tips in the form of –

Turn off unnecessary lights and use daylight. Avoid the use of decorative lighting Use of LEDs Use the fans only when they are needed Unplug appliances like printers, faxes, and chargers Awareness among the students and staff on energy conservation is created by display boards at appropriate places. Switching off all the electrical activities when they are not in use

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 0.11

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| .185    | .06     | .034    | .29     | .1      |

**File Description****Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** D. At least 2 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

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

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

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

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes



| File Description   | Document                      |
|--|-------------------------------|
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

#### 7.1.13 Display of core values in the institution and on its website

Response: Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |

#### 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

#### 7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

| File Description   | Document                      |
|--|-------------------------------|
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

#### 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

| File Description  | Document                      |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

#### 7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five

years

**Response:** 40

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 09      | 07      | 06      | 11      | 07      |

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

**Response:**

The institution organizes national festivals and birth and death anniversaries of Indian martyrs, freedom fighters and great personalities and pays homage to them. Mahatma Gandhi, Swami Vivekananda is some of the popular personalities included in such programs. On Independence Day and Republic Day, the college ceremoniously hoists the national flag in the presence of all staff members and students. Along with these, Voters day, Woman's Day, Environment Day, Teacher's Day is also celebrated by the staff members and students. In the Youth Festival celebrations debates, songs, speech, rangoli competition are organized. Eminent personalities & social workers are invited on such occasions. We also organize in house competitions among the students on various topics and encourage students to participate in such competitions keeping in mind to develop their personality and to cultivate regards and respect for the national festivals and great Indian personalities.

The College strongly believes that unless the present generation of youth is not sensitized about the significance of the festivals of our secular country and the sacrifices which great men and women of this country have made for uplifting their countrymen the students are not able to understand their responsibility to the nation. To build a nation of youth who are noble in their attitude and morally responsible, the College organizes national festivals and birth/death anniversaries of Great Indian personalities.

The unity which India has in its diversity that serves as the melting pot of cultures, religion, and ethnicity and develops qualities of tolerance and understanding amongst students. The College observes

the following days regularly 12th January - National Youth Day - Swami Vivekananda, 26th January- Republic day, 28th February - National Science Day - Sir C V Raman, 8th March-International Women's day, 14th April- Ambedkar Jayanthi, 21st June - International Day of Yoga, 15th August Independence day, , 5th September - Teachers Day - Dr. Sarvepalli Radhakrishnan, 24th September - NSS Day, 2nd October - Gandhi Jayanthi, , 1st December-International AIDS Day. .

These activities are organized by staff and students of the College by initiating many of the below mentioned events,

- Organizing lectures, meetings, and exhibitions
- Conducting awareness camps
- Distributing published materials
- Conduct outreach programs and support the needy

Commemorating the leaders by establishing prizes and awards

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

##### **Response:**

This institution believes in maintaining complete transparency in its financial, academic, administrative and auxiliary functions. The college maintains a robust record of all academic details and financial audits which are made available to public if requested through an RTI petition. The college follows the financial rules and procedures laid down by the Department of Higher Education of Madhya Pradesh. The recently introduced Cashless system is diligently followed by the college. At the college, all payments including that of admission, examination and other fees are collected in electronic format and no hard cash is handled in the college. Accounts are audited by a certified Chartered Accountant periodically.

All the goods and services, the college purchase from outside are paid digitally and mandatorily with their GST identification numbers. Audited statements regarding financial activities are presented to all the concerned members of the Governing Body. Through internal academic and administrative audit the transparency is maintained.

The information regarding the institute is made available to the public through our website [www.ggcsehore.in](http://www.ggcsehore.in). This institute always takes care of the students from their enrollment till their course completion and even after that as alumni they are allowed to be a part of the college always.

Recruitment of faculty and all necessary procedures are carried out as per the guidelines of higher education department, University and UGC. All circulars regarding, students, teaching staff and non

teaching staff are circulated and displayed on the notice boards.

1. All constructions works related to infrastructure, purchase of stationeries, laboratory equipments, electronic gazettes etc are done through open tender notices or proper rules as per the finance rule book applicable to the institution. The tenders and quotations received in the stipulated time are placed before purchase committee for making comparative statements to find out the lowest bidder. These committees are constituted by the members of teaching and non-teaching staff maintain absolute transparency while allotting work order to a particular party.
2. Internal and external audit are executed in the institution on a regular basis.
3. Chartered accountants are engaged to examine income tax returns, project related expenditures etc.
4. At the very beginning of a session the institution prepare its budget showing all the heads of receipts and expenditure in actual and estimated and get it approved by the Jan Bhagidari Samiti. This budget is followed throughout the year for executing different plans and works, functions and projects etc.
5. Admission is an online process which is strictly on the basis of merit in accordance to the government reservation policies.
6. Recruitments to the permanent vacancies are filled up as per state government guidelines and UGC norms through open advertisements.
7. Important notices regarding college are regularly posted in the college website to ensure complete transparency in all its functioning.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

**Best practice 1:**

#### 1. Title of the practice: Teachers using ICT for effective teaching

##### 1. Objectives of the Practice:

- To promote the skill of learning and,
- to improve the learning outcomes;

- to provide hands-on and heads-on experience;
- to develop learning resources;
- to use multimodal representations, multimedia and hypertext possibilities;
- to support the process of learning;
- to accelerate the teaching and learning efficiency;
- to motivate students towards innovative learning;
- to enrich the process of learning

### 1. The context:

The classic methodology of teaching, Chalk-Talk-Walk technique has certain limitations such as board management, neat diagrams, and hand writing skills. In the modern context, contemporary settings are favoring curricula that promote competency and performance. Curricula are developed to emphasize capabilities and concerns towards the application of the information. ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies.

The integration of information and communication technologies can help revitalize teachers and students. The usage of ICT is to complement the classical teaching techniques particularly in difficult subject areas.

ICT enable students to enjoy enquiry based innovative learning techniques. ICT is inevitable in modern era.

It improves the perception and understanding of the world of the student. Thus, ICT can be used to prepare the workforce for the well informed, skillful society and enhance the global economy.

### ICT is implemented in the College in the following ways:

**Informative tool:** It provides vast amount of data in various formats such as audio, video, documents.

#### **Situating tool:**

It creates situations, which the student experiences in real life context. Thus, simulation and virtual reality is possible.

**Communicative tool:** It can be used to remove communication barriers such as space and time.

### **1. The practice:**

Information & Communications Technology (ICT) enabled teaching methodologies are being followed by the faculty members in class rooms as a complementary tool for teaching methods.

The use of multimedia teaching aids like, LCD projectors, smart classrooms and internet enabled computer systems are usually employed in classroom. ICT has helped to arrange sufficient number of books, journals, e-journals and e-books in the library. The research journals are available online and facility for accessing these journals is provided through N-list.

### **6. Evidence of success:**

The smart class teaching and remedial teaching with ICT are recorded through CCTV and are made available when required.

### **7. Problems encountered and resources required:**

- The major problems encountered are, Non-availability of smart phones among rural students who are in large numbers in our Institution.
- High-speed internet facility with Wi-Fi
- Smart boards with proper acoustics
- Lack of maintenance amount
- Non availability of financial help for purchase of soft ware's from government side.

Title of the Practice: Abhivyakti/ Presentation while Daily Assembly

### **OBJECTIVE:**

The college has majority of students that are coming from village area and thus they lack in presentation skills. Sometimes when they are asked to prepare presentation or speak about some topic they fell very hesitated and thus in order to improve their presentation skills the college has initiated daily assembly and Abhivyakti/presentation during the Assembly. Every day while assembly National Anthem and Madhya Pradesh Song is sung and it is followed by presentation of a noble though by any one student.

**Context:**

The scheme was motivated with a thought of promoting self confidence of the students. From last 5 years we have been continuing with the activity and it has been uses in the form of presenting a noble thought, or at some day talking about the special historic value of that particular day. The scheme was very much like by the local administrators and MLA also. With this another factor was added in the activity in the form of a library question in which one General Knowledge question is asked and the students are supposed to answer it.

The effect of the activity is that students somehow overcome their statg fear and try to speak in public which in turn helps in their personality development.

**The practice:**

As an accelerator for the overall development of our students the Abhivyakti activity is being practiced every day. Special day with national or international importance are also celebrated with this and all the students come to know about the event of the day. Some of students have gained their expertise in conducting the assembly and leading the group. The library question is being very much liked by the students as the students who attempts the larger number of the question is given a prize in the annual prize distribution ceremony of the college.

**Evidence of Success:**

It is evident from the presentation of our students that they have achieved confidence and every day students eagerly participate in the assembly. On some days we even need to stop students as many of them want to speak but due to limited time allotted for the activity we need to tell them to continue with the same on the other day it in itself is an indication of success in the endeavors.

**Problems encountered:**

The main problem is due to lack of proper shed in the our stage are as during hot summer days and rainy days we face difficulties in conducting the activity. Sometimes the Volunteers find it difficult to encourage the students to invest adequate time in learning presentation skills. This is mainly because the students are mainly from village area and are engaged in family works only and do not want to come ahead and speak publicly.

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

Govt. Girls College Sehore is affiliated to Barkatullah University Bhopal. It was established in the year 1984 with the vision of empowering women students coming from a very diverse social background. Presently The College ensures to impart quality education to all of its students not only through enhancing their intellectual ability but also by nurturing their talents. Our college wants to empower them and enable them to earn a living. Majority of the students come from a very diverse social background.. The college shapes the learners into better citizens enriched with self confidence, perseverance, patriotism and humanity. It imparts holistic education and develops women folk as women leaders. Our ambition is to empower our future generation of women with authority and position.

When this institution started its flight towards its goals, there were only 40 students. But now there 1572 students enrolled in various courses offered by this college. We have been strenuously pursuing our ambition of preparing valuable human resource by empowerment of youth through imparting holistic education to make them responsible citizen of the society. GGCS as a family has been vigorously following our mission and it has produced result by way of placement to many of our students in various areas. We have also succeeded in inculcating the spirit of national consciousness and to strengthen the spirit of service and sacrifice among our young generation.

Many of our students who have graduated from this college are academically enriched to be employed in many reputed schools as teachers. Some of them are appointed in government and private sector. Some have taken up the profession of Beauticians and Tailoring.

We have been able to develop a sensitive and responsible youth force that has social commitments towards the larger section of the society. We are proud that our vision to utilize local demand with valuable human resource produced by this institute has borne fruit in creating a pool of environment conscious, socially responsible citizens who remain spiritually bonded to the college throughout their life. This is a unique attribute distinctive to Government Girls College Sehore.



## 5. CONCLUSION

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### Additional Information :

#### Significant Post NAAC Achivements of the College:

- Increased number of class rooms
- Better CCTV Surveillance
- RO Water Purifier
- Washroom facilities increased at the first floor also.
- Better connectivity with BSNL and Railtel
- Wi-Fi Campus
- Virtual Class Room
- Installation of Smart classes
- IQAC Room
- Renovation of Principal Cabin
- Renovation of old classrooms into labs for science faculty
- Seminar Hall
- Solar System initiated
- New Programmes Initiated: Post graduation in Commerce, sociology and political science
- Organized National Seminars
- More than 13 Faculty Members with Ph.D

### Concluding Remarks :

With a quest to gain the strength of providing better quality education to the students and provide a better learning environment we are submitting the SSR for Cycle 3. We are sure that our efforts since last NAAC cycle 2 , will satisfy NAAC and we would acquire more information and guidance to be able to serve the society and help in national development. Our students are our most important asset and they will prove to be not only academically strong but also they will be able to face the challenges of life with a positive attitude always.