



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

##### 1.Name of the Institution

MATA GUJRI MAHILA MAHAVIDYALAYA  
[AUTO]

- Name of the Head of the institution DR. SANGEETA JHAMB
- Designation PRINCIPAL IN-CHARGE
- Does the institution function from its own campus? Yes
- Phone No. of the Principal 7612410039
- Alternate phone No. 7612410039
- Mobile No. (Principal) 9893332192
- Registered e-mail ID (Principal) principal@matagujricollege.edu.in
- Address CIVIC CENTER, MARHATAL
- City/Town JABALPUR
- State/UT MADHYA PRADESH
- Pin Code 482002

##### 2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) 01/04/2012
- Type of Institution Women
- Location Urban

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **DR. MAHIMA TRIPATHI**
- Phone No. **07612410039**
- Mobile No: **9827014444**
- IQAC e-mail ID **iqacmgmmjbp@gmail.com**

**3. Website address (Web link of the AQAR (Previous Academic Year))** <https://matagujricollege.edu.in/storage/aqars/aqar-2022.pdf>

**4. Was the Academic Calendar prepared for that year?** **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://matagujricollege.edu.in/storage/ssr/ac-2022-2023.jpg>

### 5. Accreditation Details

| Cycle          | Grade     | CGPA        | Year of Accreditation | Validity from     | Validity to       |
|----------------|-----------|-------------|-----------------------|-------------------|-------------------|
| <b>Cycle 1</b> | <b>A</b>  | <b>3</b>    | <b>2004</b>           | <b>03/05/2004</b> | <b>03/05/2011</b> |
| <b>Cycle 2</b> | <b>A</b>  | <b>3.12</b> | <b>2011</b>           | <b>16/09/2011</b> | <b>16/07/2018</b> |
| <b>Cycle 3</b> | <b>A+</b> | <b>3.51</b> | <b>2017</b>           | <b>26/10/2017</b> | <b>26/10/2024</b> |

**6. Date of Establishment of IQAC** **01/07/2004**

**7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

| Institution/ Department/Faculty/School | Scheme          | Funding Agency | Year of Award with Duration | Amount    |
|--|-----------------|----------------|-----------------------------|-----------|
| <b>UGC</b>                             | <b>AUTONOMY</b> | <b>UGC</b>     | <b>01/07/2012</b>           | <b>00</b> |

**8. Provide details regarding the composition of the IQAC:**

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

**9.No. of IQAC meetings held during the year** 11

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

**10.Did IQAC receive funding from any funding agency to support its activities during the year?** **Yes**

- If yes, mention the amount **40000**

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

1. Introduced Degree course on Psychology 2. Organized the International conference in association with SLS Satna And NASI Bhopal Chapter 3. Establishment of Central Research Laboratory Under CURIE Research Project, DST ,New Delhi 4.Established MGMM women startup Incubation Centre 5.Started Internship and Dissertation for the students of other Institution 6. Visited Madhav Science College,A++, Ujjain under MOU for NAAC related activities

**12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

| Plan of Action  | Achievements/Outcomes  |
|---|--|
| Implementation of NEP policy in IIIrd year UG courses | Policy implemented successfully for the year 22-23                                       |
| CBCS & LOCF (CO, PO, and PSO i.e. OBE policy)         | implemented in all UG & PG programmes  |
| Academic calendar                                     | Academic calendar was prepared as per Higher Education Guidelines                        |
| Induction Programme for New session students          | Induction programs were organised online/offline for all new students in UG and PG level |
| Regular classes in Hybrid mode                        | Hybrid mode Classes managed in all streams   |

|   |  |
|---|--|
| Skill based certificate courses   | A number of Skill based certificate courses are running in the institution in hybrid mode  |
| Remedial classes  | Regular remedial classes are conducted to assist students in need and the weaker students in all streams   |
| Skill Based classes by T.I.M.E. centre ,Jabalpur  | Classes were conducted for of all streams in reasoning & aptitude area and was made compulsory for all final year students                       |
| Meetings for all statutory bodies were scheduled timely   | Board of studies, Academic council, GB meeting and finance committee meetings for all these statutory bodies were scheduled timely.              |
| Formation of committees   | Supporting Institutional Committees are working in their fields as per UGC guidelines  |
| Celebration of National and International days  | National and International days celebration as specified in Higher Education days list made Mandatory for all                                    |
| Social Commitments  | NSS, NCC, Unnat Bharat Abhiyan Project and various Departments, and several clubs of the college worked on fulfilment of the social commitments. |
| Organizing different conferences, webinars, workshops, FDP and SDP, Summer Internship and Skill Development courses | A large number of conferences, webinars, workshops, FDP and SDP were organised in all streams in this academic year                              |
| Tie-ups with major MOUs   | Various new MOUs signed with reputed Institutions/Industries   |
| CURIE Project under DST, New Delhi  | The project is running successfully in the second year with the establishment of   |

|  |  |
|--|--|
|  | Central Research laboratory and<br>Conducted a number research/<br>skill oriented traingg<br>programmes for UG and PG<br>students of the and also for the<br>students of various<br>institutions.                            |
| Institutions Innovation council<br>activities            | Organized as per the guideline<br>of IIC, New Delhi  |
| Establishment of MGMM women<br>startup Incubation centre | Establishment of MGMM women<br>startup Incubation<br>centreOrganized many activities<br>like Innovative idea competition<br>and E-yova orientation programme<br>by BIRAC scheme in association<br>with career college bhopal |
| Industrial collaboration                                 | Organized many collaborative<br>activities   |
| Seed Money for promotion of<br>research work             | Provided seed money to various<br>faculty members for their<br>research work   |
| Free health check ups                                    | free health check-up camps<br>organized in our college campus  |
| Preparation of opening<br>Autonomous Research Programme  | It is under process as per rules<br>and regulations of UGC   |
| Preparation to open online<br>Degree courses             | Institution is planned to open<br>online degree courses as per UGC<br>norms and awaited its approval   |
| Regular News letters                                     | Mandatory for all the<br>Departments   |

13. Was the AQAR placed before the statutory body? Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| ACADEMIC COUNCIL           | 11/10/2022         |

**14. Was the institutional data submitted to AISHE ?** **Yes**

- Year

## Part A

### Data of the Institution

|  |   |
|--|---|
| <b>1.Name of the Institution</b>                                 | MATA GUJRI MAHILA MAHAVIDYALAYA<br>[AUTO] |
| • Name of the Head of the institution                            | DR. SANGEETA JHAMB                        |
| • Designation  | PRINCIPAL IN-CHARGE                       |
| • Does the institution function from its own campus?             | Yes                                       |
| • Phone No. of the Principal                                     | 7612410039                                |
| • Alternate phone No.  | 7612410039                                |
| • Mobile No. (Principal)   | 9893332192                                |
| • Registered e-mail ID (Principal)                               | principal@matagujricollege.edu.in         |
| • Address  | CIVIC CENTER, MARHATAL                    |
| • City/Town  | JABALPUR                                  |
| • State/UT   | MADHYA PRADESH                            |
| • Pin Code   | 482002                                    |
| <b>2.Institutional status</b>                                    |   |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 01/04/2012                                |
| • Type of Institution  | Women                                     |
| • Location   | Urban                                     |
| • Financial Status   | UGC 2f and 12(B)                          |
| • Name of the IQAC Co-ordinator/Director                         | DR. MAHIMA TRIPATHI                       |

|  |   |                |                             |               |             |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No.  | 07612410039   |                |                             |               |             |
| • Mobile No:   | 9827014444  |                |                             |               |             |
| • IQAC e-mail ID   | iqacmgmmjbp@gmail.com   |                |                             |               |             |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>   | <a href="https://matagujricollege.edu.in/storage/agars/aqar-2022.pdf">https://matagujricollege.edu.in/storage/agars/aqar-2022.pdf</a>   |                |                             |               |             |
| <b>4.Was the Academic Calendar prepared for that year?</b>   | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:  | <a href="https://matagujricollege.edu.in/storage/ssr/ac-2022-2023.jpg">https://matagujricollege.edu.in/storage/ssr/ac-2022-2023.jpg</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>   |   |                |                             |               |             |
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| Cycle 2  | A   | 3.12           | 2011                        | 16/09/2011    | 16/07/2018  |
| Cycle 3  | A+  | 3.51           | 2017                        | 26/10/2017    | 26/10/2024  |
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| <ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>  | 40000  |
| <b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>  |  |
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| <b>12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:</b>   |  |
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|  |  |
|--|--|
|  | with the establishment of Central Research laboratory and Conducted a number research/skill oriented traingg programmes for UG and PG students of the and also for the students of various institutions.   |
| Institutions Innovation council activities                                   | Organized as per the guideline of IIC, New Delhi   |
| Establishment of MGMM women startup Incubation centre                        | Establishment of MGMM women startup Incubation centreOrganized many activities like Innovative idea competition and E-yova orientation programme by BIRAC scheme in association with career college bhopal |
| Industrial collaboration   | Organized many collaborative activities  |
| Seed Money for promotion of research work                                    | Provided seed money to various faculty members for their research work   |
| Free health check ups  | free health check-up camps organized in our college campus   |
| Preparation of opening Autonomous Research Programme                         | It is under process as per rules and regulations of UGC  |
| Preparation to open online Degree courses                                    | Institution is planned to open online degree courses as per UGC norms and awaited its approval   |
| Regular News letters   | Mandatory for all the Departments  |
| <b>13. Was the AQAR placed before the statutory body?</b>                    | <b>Yes</b>   |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul> |  |

|   |                    |
|---|--------------------|
| Name of the statutory body  | Date of meeting(s) |
| ACADEMIC COUNCIL  | 11/10/2022         |
| <b>14. Was the institutional data submitted to AISHE ?</b>  | Yes                |
| • Year  |                    |
| Year  | Date of Submission |
| 2024  | 30/01/2024         |
| <b>15. Multidisciplinary / interdisciplinary</b>  |                    |
| <p>The institution is running all three main streams i.e. Arts, Commerce &amp; Management and Science along with the Education department. In order to refine the all-round, holistic capacities of the students - intellectual, aesthetic, social, physical, emotional, moral and innovative in an integrated manner, the college is well prepared to implement multidisciplinary approaches in all programs for the creation of greater opportunities for individual employment as per the National Educational Policy 2020. Keeping in view the problems faced by the students in their career selection, the college started many short term and vocational courses as in NEP direction. The aim is to make the students prepared, so that they don't need to rely mainly on Government jobs but instead pave a way towards self-employment, startup makers or job creators. Academic programmes are restructured to include Multidisciplinary / Interdisciplinary courses as electives with integration of humanities and science with STEM. In all the streams, the programs are designed in such a way that students get maximum flexibility to choose their courses offered by other Departments. The institution offers flexible and innovative curricula, credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based approaches towards the attainment of a holistic and multidisciplinary education. In general Education the institution is providing component of all HE programs, complementing Specialized Education and tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal. Students are actively involved in Aesthetic i.e. beautification</p> |                    |

and decoration of campus, and providing social services by participating in different projects and events in the college and are associated with the surrounding communities and villages. In addition, the institution prepared the policy to provide the way for seamless student mobility, between or within degree-granting HEIs through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption. The institution follows the ABC as an academic service mechanism for digital/virtual/online entities established and managed by the Ministry of Education to facilitate students to become its academic account holders. Flexible curriculum design enables students to adapt their education based on their interests and career goals, promoting interdisciplinary learning. The institution encourages collaboration, MOUs, joint research projects, and interdisciplinary learning beyond the traditional academic education system. Faculties are being encouraged to engage in interdisciplinary research initiatives. The institution regularly conducts seminars and workshops and connects with the experts together from different fields to discuss current issues, organized interdisciplinary student projects that require collaboration across disciplines. All the streams Collaborate with industries, community organizations, and NGOs for interdisciplinary projects and experiential learning. These are some best practices of the institution followed as required with the changing scenario.

#### **16.Academic bank of credits (ABC):**

The institution is implementing the Academic Bank of Credits (ABC) , an important part of NEP 2020, designed to give students greater flexibility in pursuing their academic goals. The ABC database allows students to collect, store, and transfer credits earned through different streams like college-based programmes, apprenticeships, multiple entry and exit points, technology-enabled virtual mobility, etc. Freedom and flexibility in degree-granting have been issues in higher education due to the rigidity in the process, which causes year loss and semester loss to students who have to leave their sessions in between their courses, whether because of financial reasons or transferable jobs of their parents. Now with the ABC in our institution, students may accumulate credits, and once they acquire requisite credits, they can be granted degrees provided those required credits are earned within seven years of joining the course. The institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. We have started data entering from the year

2021-22. This regulation enables students to select the best courses or combinations that suit their aptitude and quest for knowledge. Such choices will be more friendly to students considering associated logistics and cost of the course opted. The ABC can allow to finish their courses successfully to achieve their goal and is helpful for a student deterred from finishing by the difficulty in registering in a new institution with the risk of needing to repeat classes. Students can choose the credits they wish to accumulate in the database according to their aspirations without being restricted by the duration of a degree programme or academic stream. This system also enables students to join the recognized global universities and recognise and escalate their upskilling at their own will. The ABC database creates a holistic assessment of the students based on the credentials accumulated in it. The faculty has given freedom to restructure their curriculum and readings and update this process better with a proper assessment system. By ABC the institution is providing a unique opportunity to integrate themselves to join any other degree course under dual degree regulations. Such integrations are beneficial for the students in getting standardized, updated and epistemologically globalized knowledge. As the institution applied for the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020 our technical team for the ABC portal are upgrading and implementing ABC stream wise. Redesigned institutional ERP to accommodate the requirement of multiple entries and exits. With freedom of mobility, the ABC will help decrease dropouts and increase the gross enrolment ratio in higher education systems.

### **17.Skill development:**

Skills and knowledge are the driving forces of economic growth and social development of the society. To manage a holistic and multidisciplinary approaches the institution manages many elective skill and vocational courses as part of the curriculum in UG and PG programmes along with other certificate courses. The institution is following the student-centred learning based on NEP regulations which emphasizes students' performance in real life using their innovative skill. Students are encouraged to take control over their education in more than one subject field to get advantage of freedom in multidisciplinary education to fulfil more than one career opportunities in future. Education with skill development gives a positive direction to the students to shape their future, teaches them the best way to live that can be beneficial to individuals as well as the people around them, the society. The institution is promoting many online and/or

distance mode skill courses and following the direction of Higher Education to encourage students to register in Swayam and NPTEL courses. The Institutional council planned and prepared the rules to promote the policies regarding Skill development in view of NEP 2020. A large number of Skill Development Courses (more than 30 courses ) are integrated in the regular curriculum as well as add-on courses are conveyed to students to supplement with academic learning. Integration of vocational education with the mainstream education system in our multidisciplinary institution, leading to a multi-disciplinary perspective of education. The institution is linking the vocational education alongside the industry needs or making their own small-scale start-ups which is supposed to promote their innovative ideas in learn by earn pattern. Training programs conducted by IIC and Jabalpur Incubation Centre to the specific needs of particular industries and laboratories and are imparted by means of offering internship on recent domain like learn by earn and block chain technology. Skill enhancement workshops and training sessions are organized so as to understand the industrial needs and enhance the placement opportunities. The departments are working in collaboration with many experts from different organizations in managing their skill-based courses. All the departments focus on a number of extension activities, bridge courses amid ethical, spiritual, and humanity value-based education ie the moral education along with academics. Keeping this as the base, through value-based education, we develop our students into people with strong character and values who know how to utilize their knowledge for the advantage of mankind. It also helps students to develop a strong relationship with family and friends. As the point is clearly added in Higher Education NEP criteria the departments are following 4 credit structure in UG vocational course curriculum. The Institution properly supporting students on Career guidance and counselling with student support system Community and industry partnerships for vocational exposure through informal internship programme Students will be given increased flexibility and choice of subjects including vocational subjects. Framework and guidelines for learning outcome-based assessment and evaluation. As required the industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions are always involved to provide the best training regarding their courses.

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

The Ancient Indian Education system was based on the three

simple processes of Sravana, Manana and Niddhyaasana. To promote this aspect of cognizance, the institution is promoting the Indian arts and culture which is effectively imparted through integrating Indian arts into the main curriculum of various programmes. The scope covers the value, effectiveness, and efficiency of what the students learn in their courses regarding teaching in Indian Language and culture, with ethics, gratefulness and humanity i.e. the base of Indian culture. The purpose of teaching about our culture and tradition is empowering learners to strive towards their own goal and building the society, nation, humanity, and the planetary ecosystem. The institution is providing bilingual education in Hindi and English (mainly used in central India MP) as per NEP 2020, binary criteria, and assessment-based grading for their Units and Programs. The quality of the programs is evaluated in terms of bilingual mode to provide the finest knowledge of their course and the value of their goals reflected in the learning outcomes they aim at. The faculty is taking regular classes in both Hindi and English language with blended mode to properly explain their courses. There are skilled language teachers for Language-teaching and all subject teachers are experts in expressing their courses in required speech. The lectures are made more experiential and to focus on the ability to converse and interact in the required language. To preserve and promote culture, the institution organizes cultural fest and celebrates each and every festival of all our cultures to learn and understand Cultural variations among us. Indian arts of all kinds are offered to students at all levels of education to enhance cognitive and creative abilities and increase individual knowledge. Art stream provides vast information in traditional Indian knowledge, tribal and other local knowledge, with greater flexibility in the curriculum for other streams also. The institution is actively taking efforts to integrate the Indian Knowledge system into many of the Elective and Vocational courses, and has conducted lectures in the nearby villages to increase their environmental, ethical, and technical awareness. The department has revised their curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics. The institution is providing all these classes in online blended mode to connect the students even from remote areas. The institution is promoting many online and/or distance mode skill courses and following the direction of Higher Education to encourage students to register in various MOOC courses i.e. SWAYAM and NPTEL.



**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

We are following the Higher Education NEP Curriculum in all the streams that is designed in such a way to include core domain, practical courses, professional elective, open electives to accommodate multidisciplinary courses, mandatory courses, skill development courses, employability enhancement courses all these are incorporated to make students Industry readiness and develop entrepreneurial skills. The institution clearly focuses on OBE an approach that focuses on the learning outcomes, develop behaviors that are authentic to their discipline and are assessed holistically within the context of their learning. Following the NEP 2020 under graduation curriculum and many of the PG course syllabus the Course Outcome (CO), Program Outcome (PO) and Program Specific Outcome (PSO) determine exactly what students are expected to accomplish, from their course or program respectively. In all the streams the departments involved in the restructuring of curriculum as required, new procedures in assessment and reporting practices in learning to reflect the achievement of high order learning and mastery rather than the accumulation of course credits. Activities in or outside the classroom amid experiential learning are designed in a manner so as to help students achieve these outcomes. The faculty make sure to get the ultimate learning outcomes of their teaching by providing appropriate soft skill and holistic knowledge along with their subjective knowledge. The efforts are made to develop a kind of curricula/ Employment generating certificate courses and create skills and attitudes that students should acquire to enable them to reach their full potential as individuals towards sustainable livelihoods. Advance techniques involved in teaching learning to effectively cover and finish the curriculum following a blended and flipped mode of learning through MOODLE as required. The institution is ensuring quality education by making Industry-Academic linkage and providing a learning outcome-based environment to enhance dissemination of knowledge in students in an innovative way to develop life skills for facing challenges and responsibilities with social, gender and environmental sensitivity. The institution has made the standard for OBE as to the creation of curriculum frameworks which outline specific knowledge or skills which students must acquire with their degree, an emphasis on criterion-referenced assessments which are aligned to the frameworks, and the imposition of some high-stakes tests, such as examinations requiring a high standard of performance to receive a Degree. Faculty used their innovative pedagogy necessary to achieve and improve upon defined learning outcomes. The

Institution is earnestly following the guidelines as the need of the hour, managing well organized virtual classes on MOODLE, and encouraging the students to register in various online courses provided by the institution and on SWAYAM /NPTEL PORTAL, where participants can interact, communicate, view and discuss presentations and engage with learning resources while working in groups. Our policy aimed broad-based, multi-disciplinary, holistic education with flexible curricula with creative combinations of subjects amid vocational education, utilization of technology, and development of multiple entries and exit points. In the future, the majority of the students will be able to get jobs or work on their own start-ups that perhaps did not exist in previous time.

## **20.Distance education/online education:**

The institute is providing quality e-learning, here are a few point to clear: Investing in good technology platforms for virtual learning, with easy-to-use features like lecture recordings, course materials, discussion forums, tests, and exams. Ensuring that faculty members are trained in the use of technology for instruction. Giving students access to free resources on MOODLE or like tutoring services or software licenses in order to have a better e-learning experience. The faculty takes classes in hybrid mode where the learners find their lectures on the MOODLE till the last date of exam. The institution is providing various opportunities for digital learning skills that are becoming essential to be a lifelong learner, and following blended courses helping learners to master the skills for using a variety of technologies, or be prepared with their own knowledge to completely understand the field they selected. BL provides making learning resources and experiences repeatable, reliable and reproducible. The institution aims to special focus on online education and Distance education for maximizing the benefits of digital learning. The institution is inevitably promoting online tools and platforms like IGNOU, NPTEL, SWAYM and other MOOC courses explaining its inevitability to the students and its use in the credit transfer system. After Covid-19 pandemic the teachers inevitably adopted and practiced the ICT enabled tools in the teaching learning process and found it extremely valuable for our students to attend classes from any location. The students are fast enough to learn and master the latest technologies in order to opt for the changing scenario and become corporate ready. The teachers are combining technology with the MOODLE platform to support, enhance, and optimize the delivery in an online platform with traditional modes of

instruction to engage students in long term learning. The IQAC conducted Training Programmes for the development of e-content and the use of e-resources during the year with IGNUO and Higher Education M.P. Faculty attended a number of FDPs in relevant fields. Some of our staff already participated in the Faculty Development Programme on Building Competencies for online teaching NIEPA, New Delhi. Facilitated by these programmes, the teachers are effectively using ICT enabled tools like laptops, headphones, writing pads, internet, econtents, OERS, video-lectures, audio-lectures, PPT presentations, virtual labs, various MOOC Platform and YouTube links here by managing their online classes. Online education allows students to attend classes from any location of their choice while it allows teaching material and virtual labs to reach out to an extensive network of students, instead of being restricted by geographical boundaries. Students can clarify their doubts through live chats or forums by staying at the comfort and safety of their home. On the positive note, online learning has made both teachers and students become more technology savvy. Vocational training is open to all students who join these courses running by a number of departments in hybrid mode. Departments in all the streams encourage students to register under ODL, the institution as Local Chapter NPTEL giving all opportunities to select courses of their choice.

## Extended Profile

### 1. Programme

1.1 33

Number of programmes offered during the year:

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

### 2. Student

2.1 3546

Total number of students during the year:

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

2.2 1421

Number of outgoing / final year students during the year:

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

2.3 **3546**

Number of students who appeared for the examinations conducted by the institution during the year:

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

### 3.Academic

3.1 **274**

Number of courses in all programmes during the year:

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

3.2 **111**

Number of full-time teachers during the year:

| <b>Extended Profile</b>   |                           |
|---|---------------------------|
| <b>1.Programme</b>  |                           |
| 1.1<br>Number of programmes offered during the year:  | <b>33</b>                 |
| File Description  | Documents                 |
| Institutional Data in Prescribed Format   | <a href="#">View File</a> |
| <b>2.Student</b>  |                           |
| 2.1<br>Total number of students during the year:  | <b>3546</b>               |
| File Description  | Documents                 |
| Institutional data in Prescribed format   | <a href="#">View File</a> |
| 2.2<br>Number of outgoing / final year students during the year:  | <b>1421</b>               |
| File Description  | Documents                 |
| Institutional Data in Prescribed Format   | <a href="#">View File</a> |
| 2.3<br>Number of students who appeared for the examinations conducted by the institution during the year: | <b>3546</b>               |
| File Description  | Documents                 |
| Institutional Data in Prescribed Format   | <a href="#">View File</a> |
| <b>3.Academic</b>   |                           |
| 3.1<br>Number of courses in all programmes during the year:   | <b>274</b>                |
| File Description  | Documents                 |
| Institutional Data in Prescribed Format   | <a href="#">View File</a> |

|  |                           |
|--|---------------------------|
| 3.2  | 111                       |
| Number of full-time teachers during the year:  |                           |
| File Description   | Documents                 |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |
| 3.3  | 117                       |
| Number of sanctioned posts for the year:   |                           |
| <b>4.Institution</b>   |                           |
| 4.1  | 2135                      |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: |                           |
| 4.2  | 40                        |
| Total number of Classrooms and Seminar halls   |                           |
| 4.3  | 251                       |
| Total number of computers on campus for academic purposes                                      |                           |
| 4.4  | 10450882                  |
| Total expenditure, excluding salary, during the year (INR in Lakhs):                           |                           |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The curricula in all the streams are based on OBE & developed and implemented having relevance to this with local, national and global progressive needs to transform our students by fostering intellect, creativity, skill and character through student centered comprehensive learning and earnestly direct all our efforts to create and facilitate the student-centered policy, an environment to provide holistic education.

To enhance the employability of the students in this period of advanced Industrial changes and requirements the courses added on Pharmaceutical Chemistry, Agricultural Chemistry, advance instrumentation training, digital marketing, GST & taxation expertise and many more required multidisciplinary training courses are included in the curriculum. This is to enable the students to take up challenging jobs in all the streams (Arts, science and commerce) in executive, manufacturing, marketing and back-office fields. Apiculture, Fishery Biology and Fish processing Technology are also included to equip the students with practical skills and interpersonal Skills . Bioinformatics and various Lab Techniques are some of the courses aimed at developing the entrepreneurial skills of the students. For innovative research work and topics, the courses are discussed first in the Departmental and then institutional Research Committee (DRC & IRC) for the final approval. MOOCs and Self-study papers with extra credits have been added to the curriculum. Units from SWAYAM and NPTEL courses are integrated into the curriculum.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload additional information, if any | <a href="#">View File</a>   |
| Link for additional information       | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/111.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/111.pdf</a> |

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

30

| File Description                                 | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View File</a> |
| Details of syllabus revision during the year     | <a href="#">View File</a> |
| Any additional information                       | <a href="#">View File</a> |

### 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

47

| File Description  | Documents                 |
|---|---------------------------|
| Curriculum / Syllabus of such courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | <a href="#">View File</a> |
| MoUs with relevant organizations for these courses, if any                                  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

31

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings       | <a href="#">View File</a> |
| Any additional information                              | <a href="#">View File</a> |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

28

| File Description                                     | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings    | <a href="#">View File</a> |
| Any additional information                           | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template) | <a href="#">View File</a> |

## 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

**Cross-cutting issues are integrated with all the curriculum**



relevant to the needs of a diverse society for the understanding of gender equality and environmental awareness, Human moral and ethical values and professional ethics especially Indian values to promote holistic development of students. Gender related seminars, conferences, guest lectures, exhibitions, street plays and literary activities are organized to create awareness among students to create a cross-cultural perception.

The Institution has pioneered skill development courses and vocational education, including a core course on Environment studies, and emphasizes research in interdisciplinary areas focused on renewable energy, environmental pollution, agricultural aspects, education and healthcare. The curriculum focuses on developing human values and professional ethics through core courses such as Cultural Education, Scientific Methodology, General Knowledge and Current Affairs, Rural Development, Agricultural Operations, and Social Service.

Environment Studies (for environment consciousness and its impact on everyday life) Disaster Management A compulsory course on Professional Ethics and Values is also offered in the Systems Value Education in B.Ed.

Regular outreach programmes encourage students to understand the level of environmental concerns within the community. Active participation in these helps the students to find out sustainable solutions for environmental issues.

The Institute also has its own Code of conducts to curb various malpractices.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

28

| File Description   | Documents                 |
|--|---------------------------|
| List of value-added courses                                    | <a href="#">View File</a> |
| Brochure or any other document relating to value-added courses | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

1824

| File Description           | Documents                 |
|----------------------------|---------------------------|
| List of students enrolled  | <a href="#">View File</a> |
| Any additional information | No File Uploaded          |

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

2137

| File Description  | Documents                 |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

**1.4 - Feedback System**

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

A. All 4 of the above

| File Description  | Documents        |
|---|------------------|
| Provide the URL for stakeholders' feedback report   | Nil              |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded |
| Any additional information  | No File Uploaded |

#### 1.4.2 - The feedback system of the Institution comprises the following

B. Feedback collected, analysed and action taken

| File Description                              | Documents   |
|---|---|
| Provide URL for stakeholders' feedback report | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/142.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/142.pdf</a> |
| Any additional information                    | <a href="#">View File</a>   |

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

3725

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

##### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

888

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Assessing students' learning levels and organizing special programs for both slow and advanced learners is an essential aspect of creating an inclusive and effective educational environment. The institution assesses students' learning levels to identify both slow and advanced learners. Special programs are organized for both slow and advanced learners to cater to their unique needs and help them progress effectively. The institution focuses on creating student-centered learning programs aimed at increasing understanding and minimizing stress or pressure on students. Faculty members work hard to support student progression by addressing individual learning styles, clearing doubts, and providing guidance. Teachers and mentors closely observe students' learning styles to better tailor their support and teaching methods. The institution conducts NPTEL courses and sessions for challenging topics across all subjects to aid student comprehension. The institution assesses students' merit, ability, and mindset to critically engage with their studies. Students from various socio-economic backgrounds receive counseling, guidance, and orientation during the admission process. The college organizes hybrid classes, remedial sessions, and extra classes to accommodate students with different learning capabilities. A blended learning system is applied to help students become more independent, confident, and accountable for their learning.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/221.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/221.pdf</a> |

### 2.2.2 - Student – Teacher (full-time) ratio

| Year       | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/06/2023 | 3725               | 111                |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</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:

The institution's utilization of student-centric methodologies to foster employability skills is commendable. Here's how each aspect contributes to the development of skills necessary for success in today's workplace:

**Experiential Learning:** By engaging students in hands-on experiences and real-world projects, experiential learning enables them to develop practical skills and gain valuable insights into their chosen field. This approach allows students to apply theoretical knowledge to practical situations, enhancing their problem-solving abilities and critical thinking skills.

**Participative learning** emphasizes collaboration, teamwork, and effective communication skills, all of which are essential in today's workplace. .

**Problem-solving methodologies** equip students with the ability to analyze complex issues, generate innovative solutions, and make informed decisions. In the workplace, employees are often required to tackle unexpected challenges and find creative ways to overcome obstacles. By honing their problem-solving skills, students become more adaptable and resourceful, making them valuable assets to future employers.

Encouraging students to develop the capacity for independent learning prepares them for the self-directed nature of many professional roles. In today's rapidly changing landscape, employees must continuously acquire new knowledge and skills to stay relevant. Integrating practical knowledge into science stream programs and projects in other streams provides students with valuable experiential knowledge that is directly applicable to the workplace.

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| Link for additional Information   | <a href="https://matagujricollege.edu.in/storage/sr/criteria-2/231.pdf">https://matagujricollege.edu.in/storage/sr/criteria-2/231.pdf</a> |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The institution has embraced technology as an integral part of the learning process, facilitating a hybrid mode of education across all streams. Here's a breakdown of the key points highlighted:

**Utilization of MOODLE:** The institution is empowered with MOODLE, an open-source learning management system, which provides a platform for organizing course materials, facilitating communication, and managing assessments. This platform enables both teachers and students to access learning resources and participate in activities online.

**Adoption of ICT-Enabled Tools:** Teachers have adopted and regularly use ICT-enabled tools to enhance teaching and learning experiences. Recognizing the importance of keeping pace with evolving technologies, teachers integrate various software, desktops, laptops with internet facilities, and mobile support into their instructional methods.

**Training Programmes and Faculty Development:** The IQAC conducts training programmes for the development of e-content and the use of e-resources. Faculty members also participate in Faculty Development Programmes (FDPs) to enhance their competencies in online teaching. These initiatives empower teachers to effectively utilize ICT-enabled tools such as laptops, headphones, writing pads, internet resources, e-contents, OERs, video-lectures, audio-lectures, PPT presentations, virtual labs, MOOC platforms, and YouTube links.

| File Description   | Documents   |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="http://103.214.130.67/mgmm/">http://103.214.130.67/mgmm/</a> |
| Upload any additional information  | <a href="#">View File</a>   |

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

95

| File Description  | Documents                 |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | <a href="#">View File</a> |
| Circulars with regard to assigning mentors to mentees                       | <a href="#">View File</a> |

### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Institution's approach to academic planning and curriculum development, facilitated by the IQAC (Internal Quality Assurance Cell), is comprehensive and student-centric. The IQAC, in consultation with the institutional academic council committee, prepares an academic calendar that is made available to students before classes commence. This calendar includes details such as working days, holidays, dates of Continuous Comprehensive Evaluation (CCE) tests, and examination schedules, ensuring transparency and clarity for both students and faculty. The institution conducts activities according to the academic calendar, with all departments submitting their plan of action to the IQAC. This coordinated approach ensures alignment with common programs and maximizes the utilization of infrastructure and ICT facilities. The prospectus handbook of the institution provides comprehensive information about the curriculum structure for both undergraduate and postgraduate programs. This includes details such as languages, major and minor courses, electives, skill-based incentives, foundation courses, soft skills, bridge courses, and extension activities. The handbook also contains a unitized syllabus with a timeframe and teaching plan for each course. This structured approach to syllabus design helps in effective planning and execution of the teaching-learning process. Faculty members are encouraged to update their teaching and evaluation methods regularly. Additionally, they periodically assess the learning ability of students, facilitating a continuous improvement process for both teachers and learners.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | <a href="#">View File</a> |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

111

| File Description   | Documents                 |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI   | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |

#### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

60

| File Description  | Documents                 |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

#### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

111

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 2.5 - Evaluation Process and Reforms

#### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

40



| File Description   | Documents                 |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

81

| File Description  | Documents                 |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

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

The Institution's examination procedure has undergone significant automation and modernization, facilitated by the integration of IT software into various aspects of the process. The institution has upgraded the payment of examination fees to an online mode, providing students with a convenient and efficient payment option. The examination pattern consists of two components: Continuous Comprehensive Evaluation (CCE) and Summative Examination (SE). This comprehensive approach allows for continuous assessment of student performance throughout the semester or academic year. The Office of the Controller of Examinations has implemented Information Technology solutions to automate various examination processes. This includes automated mark entry, grading, calculation of percentage, and Cumulative Grade Point Average (CGPA), streamlining administrative tasks and ensuring accuracy in assessment. The examination system has been modified to incorporate the principles of Outcome-Based Education (OBE). This ensures alignment between the curriculum and desired learning outcomes, enhancing the relevance and effectiveness of assessment practices. All students are required to participate in Internal Assessment, CCE, Continuous Viva Voce (CVV), and complete internships/projects. The marks

obtained in these components are recorded in the Annual Exam/Semester End Exam mark sheet, emphasizing their importance in the overall assessment process.1. Students who are absent or fail in Internal Assessment/CCE are treated as supplementary/ATKT candidates. This ensures accountability and encourages regular participation in assessment activities.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/sr/criteria-2/253-examination-pattren-policy-compressed.pdf">https://matagujricollege.edu.in/storage/sr/criteria-2/253-examination-pattren-policy-compressed.pdf</a> |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The college has established clear learning outcomes for its programs and courses, focusing on the development of various skills, particularly cognitive thinking, through the adoption of Outcome-Based Learning (OBL) patterns across all streams. Here's how the institution communicates these outcomes to students: The college produces a comprehensive prospectus for each academic session, detailing the programs and courses offered, along with their stated learning outcomes. This prospectus is made available to students before the admission process begins, providing them with essential information to make informed decisions about their education. The institution maintains an institutional website where all academic course information, including program and course outcomes, is accessible to students. The website serves as a central hub for prospective and current students to gather information and engage with the institution's academic offerings. Regular faculty meetings are conducted to ensure that faculty members are familiar with the stated program and course outcomes. These meetings serve as a platform for discussion and guidance on effectively implementing these outcomes in teaching and assessment practices. Personal counselling sessions are provided to students as needed, addressing their individual academic needs and concerns. These counselling sessions may include discussions about program and course outcomes, helping students understand their learning objectives and chart their academic pathways accordingly.

| File Description   | Documents   |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | <a href="#">View File</a>   |
| Upload any additional information                        | <a href="#">View File</a>   |
| Link for additional Information                          | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/261.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/261.pdf</a> |

## 2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The institution has taken proactive measures to integrate Sustainable Development Goals (SDGs) into its education system by assessing the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through various formative and summative assessment methods. The institution evaluates the attainment of higher-order cognitive capacities through both formative and summative assessment methods. These assessments are designed to gauge students' critical thinking abilities, problem-solving skills, and understanding of sustainability concepts embedded within the curriculum. The institution develops programs and courses aimed at helping students achieve the desired learning outcomes related to sustainability. This may involve offering stand-alone courses focused on sustainability topics or integrating sustainability principles and practices into existing programs and courses across disciplines. The institution encourages students to register for and participate in nationwide online courses that focus on acquiring higher-order cognitive abilities aligned with the SDGs. By engaging with these courses, students gain valuable skills and knowledge that enable them to address sustainability challenges effectively. Feedback from various stakeholders, including students, parents, teachers, employees, and alumni, is solicited and evaluated to assess the relevance of the curriculum in fostering sustainability competencies. Alumni surveys and employer surveys are conducted to gauge the alignment between students' learning outcomes and industry expectations regarding sustainability knowledge, skills, and attitudes.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/262-compressed.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/262-compressed.pdf</a> |

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1354

| File Description  | Documents   |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <a href="#">View File</a>   |
| Upload any additional information   | <a href="#">View File</a>   |
| Paste link for the annual report  | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/263-pass-percentage-of-students.xls">https://matagujricollege.edu.in/storage/agar-2022-2023/263-pass-percentage-of-students.xls</a> |

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://matagujricollege.edu.in/storage/agar-2022-2023/271.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 - Promotion of Research and Facilities

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

The Institution provides all necessary infrastructural facilities and conducive environment to promote research activities in the campus. Mata Gujri Mahila Mahavidyalaya (Autonomous) Jabalpur has received Project CURIE (Consolidation of University Research for Innovation and Excellence) Core grant

for Women PG Colleges ,Department of Science and Technology (DST,) New Delhi ,April 2022.The host Institution has developed a Central Research Laboratory of research standards, having all the required Instruments..The Laboratory is equipped with Internet facility along with Computer facility available for Students and Research scholars.The institution is equipped with a high-speed internet facility, a conference and seminar hall with LCD projector, a library with internet, books and journals, a number of requisite instruments, DELNET facilities, and financial assistance to the faculty for becoming members in various professional bodies and attending workshops and conferences on advanced technologies. The Institution provides seed money to the staff and provides cash incentives for the publication of research articles in UGC-CARE refereed journals with high impact factor.Students of undergraduate and postgraduate groups are insisted on field training and project work, faculty members are encouraged to search for funding agencies, and faculty who need to do their doctorate are encouraged to pursue Ph.D. degrees.

| File Description   | Documents   |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View File</a>   |
| Provide URL of policy document on promotion of research uploaded on the website  | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/311.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/311.pdf</a> |
| Any additional information   | <a href="#">View File</a>   |

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0.5 lakhs

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money                                      | <a href="#">View File</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View File</a> |
| List of teachers receiving grant and details of grant received  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

02

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the award letters of the teachers                     | <a href="#">View File</a> |
| List of teachers and details of their international fellowship(s) | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 3.2 - Resource Mobilization for Research

#### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

7.89

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | <a href="#">View File</a> |
| List of projects and grant details   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

#### 3.2.2 - Number of teachers having research projects during the year

04

| File Description                          | Documents   |
|---|---|
| Upload any additional information         | <a href="#">View File</a>   |
| Paste link for additional Information     | <a href="https://matagujricollege.edu.in/seed-money-project">https://matagujricollege.edu.in/seed-money-project</a> |
| List of research projects during the year | <a href="#">View File</a>   |

### 3.2.3 - Number of teachers recognised as research guides

15

| File Description  | Documents                 |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | <a href="#">View File</a> |
| Institutional data in Prescribed format   | <a href="#">View File</a> |

### 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

03

| File Description                          | Documents   |
|---|---|
| Supporting document from Funding Agencies | <a href="#">View File</a>   |
| Paste link to funding agencies' website   | <a href="https://dst.gov.in/pressrelease/curie-initiative-dst-enhancing-research-facilities-women-universities">https://dst.gov.in/pressrelease/curie-initiative-dst-enhancing-research-facilities-women-universities</a> |
| Any additional information                | <a href="#">View File</a>   |

## 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The Institution has well developed research Cell and IPRcell for promotion of Research and IPR activities.College has also

Established Entrepreneurship cell for Entrepreneurship and startup activities. Institution has also established Institution Innovation Council supported by Ministry of Education and Innovation Cell, New Delhi for creation of Innovation. The Institution Innovation Council has organized activities to provide real-time exposure to students, support the preparation of institutes for NIRF Ranking and Atal Ranking, and establish a Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas. .College is well connected with Jabalpur Incubation Centre in the form of MOU's. College has honoured by Ministry of Education and Indian Institute of Technology ,New Delhi by providing Unnat Bharat Abhiyan scheme for community services. We have well equipped with latest Fashion Technology Cell for generation of new innovative Ideas which is running successfully from 2017 onwards. The college has developed several research labs and plans to strengthen its incubation centre to facilitate innovative, flexible and economical solutions to research related problems. Cell Startups have been initiated, Financial support is extended to the students for exhibiting their models at Idea Generation Contests and Competitions held by other organizations. Local Entrepreneurs are invited to address the students and inspire them.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/iic">https://matagujricollege.edu.in/iic</a> |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

41

| File Description                                     | Documents                 |
|--|---------------------------|
| Report of the events                                 | <a href="#">View File</a> |
| List of workshops/seminars conducted during the year | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |

### 3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for

A. All of the above



**Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

**3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year**

**3.4.2.1 - Number of PhD students registered during the year**

**14**

| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/311.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/311.pdf</a> |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | <a href="#">View File</a>   |
| Any additional information   | <b>No File Uploaded</b>   |

**3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year**

**NIL**

| File Description  | Documents                 |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | No File Uploaded          |
| Any additional information  | <a href="#">View File</a> |

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

63

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | Nil                       |

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

07

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | <a href="#">View File</a> |
| Bibliometrics of the publications during the year | <a href="#">View File</a> |

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

#### 3.4.6.1 - h-index of Scopus during the year

03

| File Description   | Documents                 |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

## 3.5 - Consultancy

**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)****0.235 lakhs**

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | <a href="#">View File</a> |
| List of consultants and revenue generated by them  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

**3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year****55.699**

| File Description  | Documents                 |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | <a href="#">View File</a> |
| List of training programmes, teachers and staff trained for undertaking consultancy   | <b>No File Uploaded</b>   |
| List of facilities and staff available for undertaking consultancy  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

**3.6 - Extension Activities**

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

**Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year** The college runs NSS and NCC Units and UBA Cell to provide social service activities to the neighbourhood communities. Activities include competitions, lectures, group discussions, plantation and

awareness visits, visits to old age homes, awareness on mental health, and Smart girl workshops. National and International days are celebrated and remembered. NSS conducted many activities round the year such as- cleanliness, blood donation, helping poor and orphans, honouring safai karamchari. NSS units constantly work towards Green and Clean surroundings, stopping the use of polythene bags. As a result College was honoured by Nagar Nigam Jabalpur for Cleanliness. The NCC Unit of the College also participated actively towards sensitization of society and country. The Cadets actively participated in Independence Day and Republic Day Parade organised by Jabalpur administration. Their participation in activities like the awareness Rally on Water Conservation, 'Swachhta Abhiyan' Vijay Diwas, Swachhta Pakhwada, Swachh Bharat has been remarkable. Cadets of College NCC units won prizes in the competitions organised by 2MP Girls Battalion and Municipal Corporation Jabalpur. All these mentioned activities have a positive impact on the students and it develops student's social awareness, leadership skill and their self-confidence. It also helped in cultivating the hidden personality of students and created holistic awareness among students.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | Nil                       |

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

57

| File Description   | Documents                 |
|--|---------------------------|
| Number of awards for extension activities in during the year | <a href="#">View File</a> |
| e-copy of the award letters                                  | <a href="#">View File</a> |
| Any additional information                                   | No File Uploaded          |

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and

those organised in collaboration with industry, community and NGOs)

82

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Reports of the events organized | <a href="#">View File</a> |
| Any additional information      | <a href="#">View File</a> |

**3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**

2340

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Reports of the events      | <a href="#">View File</a> |
| Any additional information | No File Uploaded          |

**3.7 - Collaboration**

**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

148

| File Description                               | Documents                 |
|--|---------------------------|
| Copies of documents highlighting collaboration | <a href="#">View File</a> |
| Any additional information                     | No File Uploaded          |

**3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)**

23

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The Institution has adequate infrastructure and physical facilities for teaching-learning as needed, smart classrooms, laboratories, computing equipment, departmental libraries along with central Libraries and sports ground etc. as per the UGC guidelines so as to extend benefits to UG, PG students and Researchers. The college has one conference hall to organise meetings, group discussion, team work and presentation. In this regard, the institution is providing an accessible and equitable education to facilitate achieving the goal of every criterion of Higher Education. The institution registered as a local chapter in NPTEL to provide online course's facilities in the SWAYAM portal.

The Institution is providing high end equipment in departments amid Central instrumentation Research lab., E- contents and concerned online Library resources. The Institution provides ICT facilities with a MOODLE system to offer a dynamic supporting environment to strengthen the urge to excel in all aspects related to the techniques involved in teaching learning. We have 38 classrooms with 18 laboratories and a Central Research Lab with instruments assisted by software analysers. Along with this There are 250 computers specifically for academic purposes. 100% of our class rooms are ICT enabled to support conventional and blended learning. The institution has one girls hostel and its own canteen and cafeteria in it's campus.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/411.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/411.pdf</a> |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The Mata Gujri College offers a well-kept campus with a big of open space for games and sports at their society campus . We support students' holistic growth. The students are strongly encouraged to take part in extracurricular activities like athletics and the grand cultural events, and as a result, they are recognised and rewarded appropriately. The student participates in a variety of outdoor sports, including badminton, volleyball, throw ball, kabaddi, handball, kho-kho, wushu, boxing and shooting. Indoor facilities in games include table tennis, carom, and shatranj. Students frequently compete in several categories and succeed. The college organizes and actively participates in cultural activities, as well as those hosted at the intercollegiate, state, and national levels. To support their cultural abilities, regular activities including Cultural Week, Freshers Party, Annual Day, Welcome and Farewell, etc., are planned along with a number of departmental activities in this aspect. The music department offers a variety of instruments, including guitar, tabla, jazz, and a fully equipped audio recording room, in addition to several kinds of classical and non-classical music. Every year we compete and win against other colleges in most of the programmes. Regular Yoga Classes are organized as it is there in the course curriculum.

| File Description                      | Documents   |
|---------------------------------------|---|
| Geotagged pictures                    | <a href="#">View File</a>   |
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/412.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/412.pdf</a> |

**4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities**

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

#### 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

158252603.57

| File Description   | Documents                 |
|--|---------------------------|
| Upload audited utilization statements                      | <a href="#">View File</a> |
| Details of Expenditure, excluding salary, during the years | <a href="#">View File</a> |
| Any additional information                                 | No File Uploaded          |

## 4.2 - Library as a Learning Resource

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

The institutional Central Library is an offline and online open-source integrated Library Management system. It performs its operations like circulating very effectively all the required materials directly and wherever needed in the departments. The Library resources are strongly strengthened. It is not only for research use but a large repository of resources of a wide range of topics covering all disciplines of life. It's collection includes regular text books, research books, dictionaries, encyclopedias, general books, magazines and year books etc. on all the subjects which the college offers.

Library along with ---- books providing internet services with DELNET and ERP facilities (Enterprise resource planning) to augment students' knowledge through latest information on any topic. It is WiFi-enabled and provided with computer access to browse online contents. The library has its Discussion room, Collaborative learning spaces, compact shelves and tutorial room. All the PG departments maintain their updated libraries with e-journals and internet facilities. MOODLE has been



extremely helpful in the virtual and blended learning platform and providing a secure and integrated system to create a personalized online learning environment. It constantly helps our students in a blended mode of learning, and in various other e-learning projects. Teachers followed the practice of flipped classrooms using freeing class time for activities that involve higher order thinking

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/421.xls">https://matagujricollege.edu.in/storage/agar-2022-2023/421.xls</a> |

**4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources** **A. Any 4 or more of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**192059**

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

172

| File Description   | Documents                 |
|--|---------------------------|
| Upload details of library usage by teachers and students | <a href="#">View File</a> |
| Any additional information                               | <a href="#">View File</a> |

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Institution has an IT facility with 1 GBPS running MOODLE with Zoom platform and Working with G Suite (now Google Workspace) involves using various cloud-based applications to enhance productivity, collaboration, and communication. covering the whole institution and a centralized computer lab with LAN throughout the campus. With its appropriate budgetary provision, it upgrades its IT facilities in terms of elearning, eknowledge, facilities for e-resources, and e-content development. Cyber Security Initiatives of the College Maintenance of Server Logs ,Provision for Server Backup ,Round the clock CCTV monitoring of the Server room ,Website - Secure Hosting ,Use of Secure Protocols (HTTPS, SSH) ,Secure Database for Exam Purposes Question Paper Bank Database is Encrypted ,Secure login portal for ERP Software ,Individual Login Credentials for Staff and Students ,Licensed Software and Policy to Promote Free and Open Source Software.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | Nil                       |

### 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 700                | 170                 |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |

#### 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus **A. 750 Mbps**

| File Description                                  | Documents                 |
|---|---------------------------|
| Details of bandwidth available in the Institution | <a href="#">View File</a> |
| Upload any additional information                 | <a href="#">View File</a> |

#### 4.3.4 - Institution has facilities for e-content development: **A. All four of the above** **Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional information                            | <b>No File Uploaded</b>   |
| Paste link for additional information                        | <b>Nil</b>                |
| List of facilities for e-content development (Data Template) | <a href="#">View File</a> |

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

**11042045**

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Audited statements of accounts    | <a href="#">View File</a> |
| Upload any additional information | <a href="#">View File</a> |

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

**The institution has well-defined maintenance and utilization policies with their committees to assure the optimum utilization and maintenance of the physical, academic, and support**

facilities. The Principal, Academic Head, the Administrative Head and Financial Incharge along with the society's Management team oversee the infrastructural augmentation and maintenance.

With the start of the session, the Head of the Departments is laden with the complete responsibility of ensuring the maintenance and utilization of the classrooms, smart classrooms, departmental labs, and libraries, seminar and lecture halls, equipments, computers, projectors, furniture and fixtures. All records are maintained by the concerned department and the committees. Proper facilities are always available to keep the system always up to the mark.

Lift, ramp, air conditioners, UPS, CCTV and generators are maintained under AMC. Administrative head ensures the continuous supply of water and a clean environment with the help of the housekeeping staff and other employees appointed by the college.

All sports equipments is maintained in good condition by the Department of sports for regular use by the students. Gym and the indoor games are also maintained by the sport officer. Annual Stock Verification is performed by the Sports Committee instituted by the College.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/442.jpg">https://matagujricollege.edu.in/storage/agar-2022-2023/442.jpg</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

958

| File Description  | Documents                 |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

36

| File Description                        | Documents                 |
|---|---------------------------|
| Upload any additional information       | <a href="#">View File</a> |
| Institutional data in prescribed format | <a href="#">View File</a> |

### 5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

| File Description                              | Documents   |
|---|---|
| Link to Institutional website                 | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/513.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/513.pdf</a> |
| Details of capability development and schemes | <a href="#">View File</a>   |
| Any additional information                    | <a href="#">View File</a>   |

### 5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

542

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information  | <a href="#">View File</a> |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

**A. All of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

296

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | <a href="#">View File</a> |

### 5.2.2 - Number of outgoing students progressing to higher education

437

| File Description                                  | Documents                 |
|---|---------------------------|
| Upload supporting data for students/alumni        | <a href="#">View File</a> |
| Details of students who went for higher education | <a href="#">View File</a> |
| Any additional information                        | <a href="#">View File</a> |

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

#### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

04

| File Description                           | Documents                 |
|--|---------------------------|
| Upload supporting data for students/alumni | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

14

| File Description                           | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

#### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Students have active representation on academic and administrative bodies and committees of the Institute. They participate in actively in Board of Studies meetings of all the departments. All programmes have class committees for each course that comprise of student members representing meritorious

as well as weak students, along with faculty members nominated by the Head of the Department. The Class Committees provide feedback on all aspects of the programme and respective course. C.R are selected on the bases of Higher percentage (Last exam passed). Class Committee Meetings are held regularly. Cultural and Sports Committees Students provide good representations in all cultural, sports and games held in the organization and participative management of events.

Organization of Special Events :- Students organize, and celebrate the National Teachers Day, on Sept. 5, every year by honouring their teachers and presenting cultural programme. The Interdepartmental English and Hindi essay, debate and quiz competitions, cultural and sports competitions, are organized along with National celebrations that include, Independence Day, Republic Day, wildlife day, Science Day and various NSS and social service activities. They also organize Intra departmental, Cultural Fest that involves a variety of innovative competitions, guest lectures and games. The above activities enhance their communication skills, management skills, leadership skills, team-work, time-management, and resource management skills and builds confidence in each student.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/anti-ragging">https://matagujricollege.edu.in/anti-ragging</a> |

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

25

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| List of sports and cultural events / competitions organised per year | <a href="#">View File</a> |
| Upload any additional information                                    | <a href="#">View File</a> |

### 5.4 - Alumni Engagement



5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Mata Gujri Mahila Mahavidhyalaya (Auto.) was established in 1994, a number of alumni got education from this reputed institution. Though this institution is located in Urban area, it has a great contribution in the educational development of the both Urban & rural area students. Many alumni of this college are well-known in their respective fields i.e. Education, Judiciary, Literature Sports, Agriculture, Business and Industry, Social Work and Public Speaking. The college provides an opportunity to the alumni to interact and share their experience with students every year in the college.

Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance. The Alumina Association is planning to get it duly registered as a Society under the Societies Registration Act, 1860 (XXI of 1860) with the Assistant Registrar of Societies, Jabalpur.

Our Alumni Association contributes and organizes:

1. Contribution by donating Book and other need of students.
2. Guest lectures on various subjects and provide guidance from the experts of various fields to the students.
3. Some of our alumni are industrialists; they share their knowledge and expertise with the students.
4. A significant number of our alumni are always visiting to overseas countries and they impart their experience with students by arranging motivational lectures.
5. Alumni Association provides information about the job opportunities available and motivates the students for research activities.in their fields.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/alumni-association">https://matagujricollege.edu.in/alumni-association</a> |

**5.4.2 - Alumni's financial contribution**

**E. <2 Lakhs**

**during the year**

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

**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

Mata Gujri Mahila Mahavidyalaya (Autonomous), Jabalpur established in 1994, aims to provide holistic education by upholding its existence through its vision "Transforming lives of young Women from all communities by fostering intellect , creativity and character through student centered comprehensive learning". The college through its mission "To create and facilitate an academic atmosphere, an environment of knowledge, research ,skill,self-reliance and humanitarianism for the young girls of society, molding their characters positively imperative to build up a better world for tomorrow", aims to promote women empowerment and skill development and make its female students and faculty members self reliant..The college was established to provide quality education to women and empowering women by engaging them in the governance, administration, teaching and non-teaching areas of the institution. The execution of various policies is supervised by the governing body, which includes members of the teaching and non-teaching staff. To ensure best practices in governance and management, the IQAC plays an active and significant role, whereby all activities are organized under its aegis. The execution of policies is supervised by the Governing Body, the Principal, and the various administrative and academic departments of the College are effectively governed through the constitution of mandatory bodies such as IQAC, Finance Committee, Purchase Committee, Grievance Redressal Committee etc. having well defined policies in accordance to the vision and mission of the college. The quality initiatives of the institution stress the importance of women sensitization for the holistic development of the community.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/611.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/611.pdf</a> |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The well-defined organizational structure of the College shows that decentralization is the core principle in the overall functioning of the college. A paradigm shift has been initiated by the institution towards accomplishment of the various academic and administrative roles by adopting practices that promote decentralization and participative management. These initiatives have enabled the college administration in delegating responsibilities and in facilitating a faster decision-making process. IQAC of the college is responsible for the academic and administrative. All the UG and PG departments in the faculty of Science, Commerce and Arts are responsible to initiate, plan and supervise all matters pertaining to quality of education imparted by the institution. The Principal is the academic and administrative Head of the College and a member of the Governing Body. All decisions related to the College are taken by the Principal in consultation with the Head of Departments. The Department Heads are responsible for the day-to-day administration of the Departments and report to the Principal. A number of committees and cells established in the institution function under the faculty coordinators and in-charges. The staff members freely offer suggestions and ideas for improvement.

| File Description  | Documents   |
|---|---|
| Upload strategic plan and deployment documents on the website | <a href="#">View File</a>   |
| Upload any additional information                             | <a href="#">View File</a>   |
| Paste link for additional Information                         | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17116080231687.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17116080231687.pdf</a> |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

MGMM has Adopted NEP at all UG and PG levels and most importantly CBCS system along with LOCF in PG programmes has been adopted focusing towards the curriculum with clearly defined outcomes for students, when they complete the program. In OBE model we followed the parameters through Programme outcomes (PO) specific outcomes (PSO) and Courses outcomes (CO). College offers many graduate and post-graduate courses, but none of the departments was a research department. The NAAC visits stressed on the importance of research departments in the Institution. Currently there are 60 faculty members with doctorate and 14 research guides affiliated to other institutions. College management understood that only research departments can provide excellent research outputs and gave utmost importance to effectively implement the plan into action. As a step further the college has applied to the Parent University, Rani Durgavati Vishwavidyalaya, Jabalpur for Status of Research Centre as well as to the UGC under its recent guidelines to apply for a research centre. Various departments through IQAC plan regular awareness and training programmes for students and faculty. Regular industrial visits are also held for the students to give them a deep understanding of the working of industries and the required skills to make them industry ready.

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a>   |
| Paste link for additional information                  | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17116212204515.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17116212204515.pdf</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

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

Managing board of the College constitutes of Director, Principal and members of the community to formulate broad policy matters. Principal being the Head of the Institution oversees the functioning of the college. The College Administrative Council constituted of the senior members makes decisions on administrative, financial and developmental policies of the

institution. The College Council consisting of Principal, IQAC coordinator & Head of Departments review the internal affairs of the college and also take decisions on academic matters. The various committees and councils meet regularly in a democratic and transparent manner and efficiently implement policies for the overall development of the institution.

The decentralization of the college's administrative and academic activities is well represented in the college's organogram. The work responsibilities are divided between the IQAC Coordinator, the Academic Head, the Administrative Head and further distributed to various sections including administration, various departments, college hostel, library, and finance department. The academic work is allocated to the Heads of the Departments who further disseminate the academic responsibilities to department faculty members. The responsibilities regarding the upkeep of the college infrastructure and other logistical requirements such as fee payment and provision of salary are allocated to the non teaching staff.

| File Description                                    | Documents   |
|---|---|
| Paste link to Organogram on the institution webpage | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17115973984365.jpeg">https://matagujricollege.edu.in/storage/agar-2022-2023/17115973984365.jpeg</a> |
| Upload any additional information                   | <a href="#">View File</a>   |
| Paste link for additional Information               | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/622-2.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/622-2.pdf</a>                     |

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**      A. All of the above

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen                      | <a href="#">View File</a> |
| Screen shots of user interfaces                                 | <a href="#">View File</a> |
| Details of implementation of e-governance in areas of operation | <a href="#">View File</a> |
| Any additional information                                      | <a href="#">View File</a> |

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution provides all statutory welfare measures and leave facilities to its employees as per Central and State Government provisions. The College provides encouragement for pursuing doctoral degrees and taking up research projects, Leave for FDP's, Revision of salary of teaching and non-teaching staff. Awards and recognitions for excellence facilitate promotions and salary revision. Counseling and regular medical check-ups by government medical teams, Diet counseling by Nutrition departments of various government and private hospitals, Toilet facility in all departments, Free Wi-Fi and internet connectivity in campus, Canteen with subsidized food are provided for all teaching and non-teaching staff of the institute.

The development of any institution is impossible without the simultaneous progress of its stakeholders. The employees of our college availed casual leaves, child care leaves, and paid leaves as per the provisions of the Parent University and the Patron Guru Gobind Singh Educational Society norms. There is a medical room that is supported with facilities like a first aid kit, and a blood pressure machine. Many teaching and non teaching staff was promoted by the college administration during the session. The college encourages the teaching staff by providing financial support to attend conferences/ workshops etc.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/631.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/631.pdf</a> |

### 6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

9

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

### 6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

5

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

### 6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

62

| File Description  | Documents                 |
|---|---------------------------|
| Summary of the IQAC report  | <a href="#">View File</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

## 6.4 - Financial Management and Resource Mobilization

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

MGMM has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is a continuous process. After every financial transaction, the college itself carries out the initial stage whereby the Accounts Officer, Administrative Officer and the Principal scrutinize and verify the financial data. Financial auditing is also conducted by the internal auditor who is duly approved by the Governing Body at periodical intervals. To assure compliance of the institution a statutory auditor who is duly approved by the Governing Body completes the process of statutory audit. All queries raised by them are duly clarified; no queries remain pending till date. Internal audit is carried out annually by the internal auditing team appointed by the IQAC. In External Audit the accounts of the Institution are audited annually by the Statutory Auditors duly appointed by the management. The Statutory Auditors audit the financial and statutory compliance aspects of the College. Time to time Special audits are also done by the college. The effective optimal mobilization of funds can be seen in terms of setting up of all streams of college under strong administration for the up gradation and upliftment of students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/641-income-exp.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/641-income-exp.pdf</a> |



#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

NIL

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | No File Uploaded          |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

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

MGMM adopted the policy for training of guest students at UG, PG with the effective timetable. College has entered into various MOUs with the collaborating institutions. Joint research collaboration is in practice through the CURIE Project in collaboration with many of the other colleges and educational institutions. Support is received from Autonomy Grants, ICSSR projects, contributions from sponsors contributing to the college funds. The Finance Committee, led by the Principal formulates strategies for fund raising, overseeing the monitoring and control of fund usage. It ensures the submission of audited financial statements and budget allocation for each academic year. Any extraordinary funding needs, such as permanent campus structures or capital expenditures arising from new developments, require authorization from the governing body, with approval from the Chairman of the governing body. The finance committee develops the annual budget and presents to the Governing body for approval. College follows a structured procurement procedure through ERP, and the purchase committee. Fees received from students are used for development of the college, staff salaries, staff trainings and students' activities and are properly audited. College utilizes funds towards Guest lectures, field trips, industrial visits organized for students. Purchase Committee decides the policy and procedure for purchasing any item with proper permission from the Principal of the College.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/643-curie-compressed.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/643-curie-compressed.pdf</a> |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

**IQAC is responsible for institutionalizing quality-related initiatives within institution encompassing aspects like documentation and compiling reports of activities conducted by departments throughout the year for accreditation processes, collects feedback from stakeholders of the college regarding quality related processes for forming policy decisions within the institution. Fostering professional development through workshops, FDPs, orientations, seminars, conferences is undertaken by IQAC. Major quality initiatives undertaken by IQAC MGMM include cohesive and mutually beneficial networking between all streams, to improve teaching-learning process through various collaborative activities, various skill development certificate courses, arranging for educational trips, industrial visits of students, assisting in placements, career consultations, conducting Open Forum sessions to facilitate communication among management, staff and students, facilitating interactions between parents and teachers to discuss the progress and development of students through regular Parent-Teacher Meet, gathering feedback from the UG and PG students to assess their experience and suggestions for improvement, periodic assessment of staff members to enhance the quality of teaching. IQAC encourages establishing and functioning of various committees/cells like NSS, NCC and women cell to organize awareness camps, extension and service-oriented activities. Institution also provides seed money under its research policy for faculty up gradation. Two practices institutionalized as a result of IQAC initiatives are CBCS and LOCF curriculum adoption & up gradation of feedback system. These initiatives are aimed at ensuring quality in various aspects of institutions functioning, aligning with institution's commitment to excellence.**

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/651.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/651.pdf</a> |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

IQAC constituted as per guidelines specified by NAAC. IQAC plays a proactive role in reviewing teaching-learning process and acts as a coordinating and facilitating body. Academic Calendar is prepared in advance, displayed and circulated and strictly followed. IQAC significantly contributes to improving and enhancing teaching-learning process through feedback, fostering greater participation and mutual understanding in the teaching-learning process. This is achieved through student assessments of staff and feedback collected, properly analyzed and shared with concerned authorities. Teaching learning processes are reviewed and improvements implemented, based on IQAC recommendations. This helps in SWOC analysis and taking corrective measures to enhance our teaching learning endeavors'. IQAC envisions integration of teaching, technology, infrastructure, and support services to facilitate a seamless teaching and learning experience. Each academic year commences with Orientation organized by IQAC, focusing on teaching-learning pedagogies. Newly admitted students compulsorily attend the induction programme held to make them aware of philosophy, uniqueness of changing education system, teaching-learning process, system of continuous evaluation, compulsory, elective and vocational courses, various co-curricular activities, discipline and culture of the Institute. Important information is given for attendance and conduct of classes by faculties of various departments. College through IQAC strives to inculcate values of compassion, conscience and inclusion among its students to make them good human beings besides successful professionals. Continuous training for teaching and non-teaching staff is provided, emphasizing teaching methodologies and ICT utilization, while encouraging exploration of new pedagogical approaches. IQAC sets norms for academic programs and innovative teaching methods.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17116274923018.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17116274923018.pdf</a> |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

**A. Any 4 or all of the above**

| File Description   | Documents   |
|--|---|
| Paste the web link of annual reports of the Institution            | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17115501303053.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17115501303053.pdf</a> |
| Upload e-copies of accreditations and certification                | <a href="#">View File</a>   |
| Upload details of quality assurance initiatives of the institution | <a href="#">View File</a>   |
| Upload any additional information                                  | <a href="#">View File</a>   |

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our institution is unwavering in its dedication to promoting gender equality and fostering inclusivity on campus by implementing various targeted measures, such as gender sensitization workshops and training programs, aimed at raising awareness about gender issues and promoting respectful interactions among students, faculty, and staff. The talk on "The Position of Women in Indian Society after Independence," was organized in which more than 100 students participated. This event provided valuable insights into the evolving status of

women in post-independence India, reflecting our commitment to fostering meaningful dialogue on gender equality. Moreover, as part of our commitment to women's empowerment, the NSS organized a powerful nukkad natak (street play) on "Beti Bachao, Beti Padhao."

Additionally, special emphasis has been placed on increasing the representation of women in leadership roles and decision-making positions through affirmative action policies and mentorship programs. Moreover, the institution has taken proactive steps to ensure the safety and security of female students and staff on campus by enhancing infrastructure, implementing gender-responsive policies, and establishing support mechanisms such as dedicated grievance redressed committees and counselling services. By fostering a culture of gender inclusivity and empowerment, our institution continues to strive towards creating a more equitable and just society for all.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17116230527013.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17116230527013.pdf</a> |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy plant Wheeling to the Grid power-efficient equipment**

**A. Any 4 or All of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geotagged Photographs          | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

**7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)**

At our institution, sustainable waste management stands as a paramount concern, underpinned by a range of facilities and initiatives aimed at reducing our environmental footprint. A cornerstone of our efforts lies in the vermicomposting pit, a highly efficient system that transforms biodegradable waste into

nutrient-rich compost. In addition to the vermicomposting pit, strategically positioned dustbins encourage the proper segregation of dry and wet waste at its source, streamlining waste management practices across campus. Collaborating with Nagar Nigam ensures responsible waste disposal, with regular pickups ensuring the cleanliness and hygiene of our premises. Moreover, the Department of Botany spearheads a student-led initiative focused on vermicomposting and offering hands on training.

Innovation is also central to our approach, exemplified by the Chemistry Department's adoption of green chemicals derived from natural fruits, which significantly reduces the environmental impact of chemical waste. Furthermore, the NCC organized a competition aimed at promoting cleanliness, enhancing student engagement in Swachhta Pakwada activities. By integrating these multifaceted initiatives, we not only address waste disposal challenges but also cultivate environmental consciousness and promote sustainable practices within our campus community, thereby fostering a greener and healthier future for all.

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

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**A. Any 4 or all of the above**

| File Description                                 | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                   | <a href="#">View File</a> |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

**A. Any 4 or All of the above**

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photos / videos of the facilities                        | <a href="#">View File</a> |
| Various policy documents / decisions circulated for implementation | <a href="#">View File</a> |
| Any other relevant documents                                       | <a href="#">View File</a> |

**7.1.6 - Quality audits on environment and energy undertaken by the institution**

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

**A. Any 4 or all of the above**

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

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View File</a> |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | No File Uploaded          |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**B. Any 3 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of facilities                 | <a href="#">View File</a> |
| Policy documents and brochures on the support to be provided | <a href="#">View File</a> |
| Details of the software procured for providing assistance    | No File Uploaded          |
| Any other relevant information                               | <a href="#">View File</a> |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Our institution is dedicated to cultivating an inclusive environment that embraces diversity in all its forms. Throughout the academic calendar, we celebrate cultural, regional, linguistic, communal, socio-economic, and other diversities through a variety of events and initiatives. These include



cultural festivals, language weeks, and awareness programs designed to foster understanding, tolerance, and harmony among our students, faculty, and staff.

By commemorating diversity-related occasions regularly, we not only showcase the richness of our community but also promote mutual respect and appreciation for different cultures and backgrounds. Additionally, student-led initiatives and clubs actively contribute to creating a welcoming atmosphere by organizing activities that highlight the unique aspects of various identities and perspectives. Through these collective efforts, our institution strives to create a supportive and inclusive environment where individuals from diverse backgrounds feel valued, respected, and empowered to fully participate in the academic and social life of the campus.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

At our institution, we recognize the paramount importance of sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens of India. To achieve this, we commemorate significant national events such as Constitution Day, Independence Day, and Republic Day with dedicated programs and initiatives.

Constitution Day serves as a pivotal occasion to reflect on the guiding principles enshrined in the Indian Constitution and their relevance in contemporary society. Through seminars, workshops, and interactive sessions, students and employees are educated about the fundamental rights, directive principles, and duties outlined in the Constitution, fostering a deeper understanding of citizenship and democratic governance.

Independence Day and Republic Day celebrations are also leveraged to instill a sense of national pride and civic responsibility among the campus community. Special assemblies, flag hoisting ceremonies, and cultural performances serve as platforms to reinforce the values of freedom, unity, and

secularism embodied in the Indian national ethos.

Furthermore, throughout the year, various activities, including debates, essay competitions, and awareness campaigns, are organized to promote constitutional literacy and civic engagement. By sensitizing students and employees to their constitutional obligations, we aim to empower them as informed and responsible citizens who actively contribute to the progress and development of the nation.

| File Description  | Documents                 |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics - policy document   | <a href="#">View File</a> |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Throughout the academic year 2022-2023, our institution enthusiastically celebrated and organized a wide array of national and international commemorative days, events, and festivals, ensuring the participation and enjoyment of all. With an impressive dedication to cultural diversity and inclusivity, we embraced each occasion with passion and reverence. From the patriotic spirit of Republic Day and Independence Day to the solemn observance of Gandhi Jayanti and National Voters' Day, our institution paid homage to significant national events, instilling a sense of pride and unity among students, faculty, and staff. In addition to these national celebrations, we joyously marked several international events, including International Women's Day, Earth Day, International Yoga Day, and World Environment Day, fostering global awareness and solidarity. Moreover, our institution embraced religious and cultural festivals such as Diwali, Holi, Navratri, Basant Panchami, Guru Nanak Jayanti, honoring the diverse traditions and beliefs cherished by our community.

Through these celebrations, our institution demonstrated its commitment to promoting cultural harmony, diversity appreciation, and global citizenship, fostering a vibrant and inclusive campus environment where every individual feels valued and respected.

| File Description   | Documents                 |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | <a href="#">View File</a> |
| Geotagged photographs of some of the events                                    | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

You can find information about the Best Practices adopted by our institution on our institutional website. These best practices are meticulously curated to align with the prescribed format of NAAC, ensuring comprehensive coverage and adherence to quality standards. Our website provides detailed insights into each best practice, outlining its objectives, implementation strategies,

and outcomes. Through this accessible platform, visitors can gain a thorough understanding of the innovative approaches and initiatives undertaken by our institution to enhance teaching, learning, research, and overall institutional development. Furthermore, the website offers resources such as faculty profile, research activities, student activities, and testimonials, showcasing the effectiveness and impact of these best practices on the overall academic and organizational excellence of our institution.

By providing easy access to information about our best practices, the institutional website serves as a valuable resource for stakeholders, including students, faculty, staff, accrediting bodies, and the wider community, facilitating transparency, accountability, and continuous improvement in our academic endeavours.

For more information and to explore our best practices, please visit our institutional website at [insert website link].

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17115292841559.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17115292841559.pdf</a> |
| Any other relevant information              | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/17115292841559.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/17115292841559.pdf</a> |

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The institution, guided by the visionary principles of its founder GGSES society, is dedicated to empowering women by liberating them from poverty, ignorance, and unenlightenment. Adhering to its motto of perseverance and exploration, it has established itself as a leader in higher education in India. With an Outcome-Based Education (OBE) system, the college offers programs and courses led by professionally qualified faculties, emphasizing practical learning and innovation. Bridge courses like Communication skills and Personality development bridge departmental divides, while mentors offer personalized support to students facing academic or personal challenges. The institution's Central Research Lab, under CURIE Project,

provides instrumental training and research opportunities, Students can earn credits through MOOC programs on platforms like SWAYAM. Value-added ,certificate courses enhance employability skills, complemented by internships and projects. The institution actively participates in the Unnat Bharat Abhiyan (UBA), a national scheme . Through UBA, our institution collaborates with rural communities to address local challenges and promote sustainable development. Choice-based Skill Initiative Programmes (SSIP) and placement opportunities further bostsstudents' career readiness. With a focus on social responsibility, initiatives like NSS, NCC, and health care workshops benefit community, while sports, cultural activities, and environmental projects contributes to vibrant and sustainable campus environment.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The curricula in all the streams are based on OBE & developed and implemented having relevance to this with local, national and global progressive needs to transform our students by fostering intellect, creativity, skill and character through student centered comprehensive learning and earnestly direct all our efforts to create and facilitate the student-centered policy, an environment to provide holistic education.

To enhance the employability of the students in this period of advanced Industrial changes and requirements the courses added on Pharmaceutical Chemistry, Agricultural Chemistry, advance instrumentation training, digital marketing, GST & taxation expertise and many more required multidisciplinary training courses are included in the curriculum. This is to enable the students to take up challenging jobs in all the streams (Arts, science and commerce) in executive, manufacturing, marketing and back-office fields. Apiculture, Fishery Biology and Fish processing Technology are also included to equip the students with practical skills and interpersonal Skills. Bioinformatics and various Lab Techniques are some of the courses aimed at developing the entrepreneurial skills of the students. For innovative research work and topics, the courses are discussed first in the Departmental and then institutional Research Committee (DRC & IRC) for the final approval. MOOCs and Self-study papers with extra credits have been added to the curriculum. Units from SWAYAM and NPTEL courses are integrated into the curriculum.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload additional information, if any | <a href="#">View File</a>   |
| Link for additional information       | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/111.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/111.pdf</a> |

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

30

| File Description                                 | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View File</a> |
| Details of syllabus revision during the year     | <a href="#">View File</a> |
| Any additional information                       | <a href="#">View File</a> |

**1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year**

47

| File Description  | Documents                 |
|---|---------------------------|
| Curriculum / Syllabus of such courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | <a href="#">View File</a> |
| MoUs with relevant organizations for these courses, if any                                  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

**1.2 - Academic Flexibility****1.2.1 - Number of new courses introduced across all programmes offered during the year**

31

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings       | <a href="#">View File</a> |
| Any additional information                              | <a href="#">View File</a> |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

28

| File Description                                     | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings    | <a href="#">View File</a> |
| Any additional information                           | <a href="#">View File</a> |
| List of Add on /Certificate programs (Data Template) | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Cross-cutting issues are integrated with all the curriculum relevant to the needs of a diverse society for the understanding of gender equality and environmental awareness, Human moral and ethical values and professional ethics especially Indian values to promote holistic development of students. Gender related seminars, conferences, guest lectures, exhibitions, street plays and literary activities are organized to create awareness among students to create a cross-cultural perception.

The Institution has pioneered skill development courses and vocational education, including a core course on Environment studies, and emphasizes research in interdisciplinary areas focused on renewable energy, environmental pollution, agricultural aspects, education and healthcare. The curriculum focuses on developing human values and professional ethics through core courses such as Cultural Education, Scientific Methodology, General Knowledge and Current Affairs, Rural Development, Agricultural Operations, and Social Service.

Environment Studies (for environment consciousness and its impact on everyday life) Disaster Management A compulsory course on Professional Ethics and Values is also offered in the Systems Value Education in B.Ed.

Regular outreach programmes encourage students to understand



the level of environmental concerns within the community. Active participation in these helps the students to find out sustainable solutions for environmental issues.

The Institute also has its own Code of conducts to curb various malpractices.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

28

| File Description   | Documents                 |
|--|---------------------------|
| List of value-added courses                                    | <a href="#">View File</a> |
| Brochure or any other document relating to value-added courses | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |

### 1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1824

| File Description           | Documents                 |
|----------------------------|---------------------------|
| List of students enrolled  | <a href="#">View File</a> |
| Any additional information | No File Uploaded          |

### 1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2137

| File Description  | Documents                 |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

#### 1.4 - Feedback System

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

**A. All 4 of the above**

| File Description  | Documents        |
|---|------------------|
| Provide the URL for stakeholders' feedback report   | Nil              |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded |
| Any additional information  | No File Uploaded |

**1.4.2 - The feedback system of the Institution comprises the following**

**B. Feedback collected, analysed and action taken**

| File Description                              | Documents   |
|---|---|
| Provide URL for stakeholders' feedback report | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/142.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/142.pdf</a> |
| Any additional information                    | <a href="#">View File</a>   |

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

3725

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

888

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Assessing students' learning levels and organizing special programs for both slow and advanced learners is an essential aspect of creating an inclusive and effective educational environment. The institution assesses students' learning levels to identify both slow and advanced learners. Special programs are organized for both slow and advanced learners to cater to their unique needs and help them progress effectively. The institution focuses on creating student-centered learning programs aimed at increasing understanding and minimizing stress or pressure on students. Faculty members work hard to support student progression by addressing individual learning styles, clearing doubts, and providing guidance. Teachers and mentors closely observe students' learning styles to better tailor their support and teaching methods. The institution conducts NPTEL courses and sessions for challenging topics across all subjects to aid student comprehension. The institution assesses students' merit, ability, and mindset to critically engage with their studies. Students from various socio-economic backgrounds receive counseling, guidance, and orientation during the admission process. The college organizes hybrid classes, remedial sessions, and extra classes to accommodate students with different learning capabilities. A blended learning system is applied to help students become more independent, confident,

and accountable for their learning.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/221.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/221.pdf</a> |

### 2.2.2 - Student – Teacher (full-time) ratio

| Year       | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/06/2023 | 3725               | 111                |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</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:

The institution's utilization of student-centric methodologies to foster employability skills is commendable. Here's how each aspect contributes to the development of skills necessary for success in today's workplace:

**Experiential Learning:** By engaging students in hands-on experiences and real-world projects, experiential learning enables them to develop practical skills and gain valuable insights into their chosen field. This approach allows students to apply theoretical knowledge to practical situations, enhancing their problem-solving abilities and critical thinking skills.

**Participative learning** emphasizes collaboration, teamwork, and effective communication skills, all of which are essential in today's workplace. **Problem-solving methodologies** equip students with the ability to analyze complex issues, generate innovative solutions, and make informed decisions. In the workplace, employees are often required to tackle unexpected challenges and find creative ways to overcome obstacles. By honing their problem-solving skills, students become more adaptable and resourceful, making them valuable assets to future employers.

Encouraging students to develop the capacity for

independent learning prepares them for the self-directed nature of many professional roles. In today's rapidly changing landscape, employees must continuously acquire new knowledge and skills to stay relevant. Integrating practical knowledge into science stream programs and projects in other streams provides students with valuable experiential knowledge that is directly applicable to the workplace.

| File Description                  | Documents   |
|-----------------------------------|---|
| Upload any additional information | <a href="#">View File</a>   |
| Link for additional Information   | <a href="https://matagujricollege.edu.in/storage/ssr/criteria-2/231.pdf">https://matagujricollege.edu.in/storage/ssr/criteria-2/231.pdf</a> |

### 2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The institution has embraced technology as an integral part of the learning process, facilitating a hybrid mode of education across all streams. Here's a breakdown of the key points highlighted:

**Utilization of MOODLE:** The institution is empowered with MOODLE, an open-source learning management system, which provides a platform for organizing course materials, facilitating communication, and managing assessments. This platform enables both teachers and students to access learning resources and participate in activities online.

**Adoption of ICT-Enabled Tools:** Teachers have adopted and regularly use ICT-enabled tools to enhance teaching and learning experiences. Recognizing the importance of keeping pace with evolving technologies, teachers integrate various software, desktops, laptops with internet facilities, and mobile support into their instructional methods.

**Training Programmes and Faculty Development:** The IQAC conducts training programmes for the development of e-content and the use of e-resources. Faculty members also participate in Faculty Development Programmes (FDPs) to enhance their competencies in online teaching. These initiatives empower teachers to effectively utilize ICT-enabled tools such as laptops, headphones, writing pads, internet resources, e-content, OERs, video-lectures, audio-lectures, PPT presentations, virtual labs, MOOC platforms, and YouTube links.

| File Description   | Documents   |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="http://103.214.130.67/mgmm/">http://103.214.130.67/mgmm/</a> |
| Upload any additional information  | <a href="#">View File</a>   |

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

95

| File Description  | Documents                 |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | <a href="#">View File</a> |
| Circulars with regard to assigning mentors to mentees                       | <a href="#">View File</a> |

#### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Institution's approach to academic planning and curriculum development, facilitated by the IQAC (Internal Quality Assurance Cell), is comprehensive and student-centric. The IQAC, in consultation with the institutional academic council committee, prepares an academic calendar that is made available to students before classes commence. This calendar includes details such as working days, holidays, dates of Continuous Comprehensive Evaluation (CCE) tests, and examination schedules, ensuring transparency and clarity for both students and faculty. The institution conducts activities according to the academic calendar, with all departments submitting their plan of action to the IQAC. This coordinated approach ensures alignment with common programs and maximizes the utilization of infrastructure and ICT facilities. The prospectus handbook of the institution provides comprehensive information about the curriculum structure for both undergraduate and postgraduate programs. This includes details such as languages, major and minor courses, electives, skill-based incentives, foundation courses, soft skills, bridge courses, and extension

activities. The handbook also contains a unitized syllabus with a timeframe and teaching plan for each course. This structured approach to syllabus design helps in effective planning and execution of the teaching-learning process. Faculty members are encouraged to update their teaching and evaluation methods regularly. Additionally, they periodically assess the learning ability of students, facilitating a continuous improvement process for both teachers and learners.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | <a href="#">View File</a> |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

111

| File Description   | Documents                 |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI   | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

60

| File Description  | Documents                 |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-

**time teachers' total teaching experience in the current institution)**

111

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

**2.5 - Evaluation Process and Reforms****2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

40

| File Description   | Documents                 |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

**2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year**

81

| File Description  | Documents                 |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

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

The Institution's examination procedure has undergone significant automation and modernization, facilitated by the integration of IT software into various aspects of the



process. The institution has upgraded the payment of examination fees to an online mode, providing students with a convenient and efficient payment option.1. The examination pattern consists of two components: Continuous Comprehensive Evaluation (CCE) and Summative Examination (SE). This comprehensive approach allows for continuous assessment of student performance throughout the semester or academic year.1. : The Office of the Controller of Examinations has implemented Information Technology solutions to automate various examination processes. This includes automated mark entry, grading, calculation of percentage, and Cumulative Grade Point Average (CGPA), streamlining administrative tasks and ensuring accuracy in assessment.1. The examination system has been modified to incorporate the principles of Outcome-Based Education (OBE). This ensures alignment between the curriculum and desired learning outcomes, enhancing the relevance and effectiveness of assessment practices.1. All students are required to participate in Internal Assessment, CCE, Continuous Viva Voce (CVV), and complete internships/projects. The marks obtained in these components are recorded in the Annual Exam/Semester End Exam mark sheet, emphasizing their importance in the overall assessment process.1. Students who are absent or fail in Internal Assessment/CCE are treated as supplementary/ATKT candidates. This ensures accountability and encourages regular participation in assessment activities.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/ssr/criteria-2/253-examination-pattren-policy-compressed.pdf">https://matagujricollege.edu.in/storage/ssr/criteria-2/253-examination-pattren-policy-compressed.pdf</a> |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The college has established clear learning outcomes for its programs and courses, focusing on the development of various skills, particularly cognitive thinking, through the adoption of Outcome-Based Learning (OBL) patterns across all streams. Here's how the institution communicates these outcomes to

students: The college produces a comprehensive prospectus for each academic session, detailing the programs and courses offered, along with their stated learning outcomes. This prospectus is made available to students before the admission process begins, providing them with essential information to make informed decisions about their education. The institution maintains an institutional website where all academic course information, including program and course outcomes, is accessible to students. The website serves as a central hub for prospective and current students to gather information and engage with the institution's academic offerings. Regular faculty meetings are conducted to ensure that faculty members are familiar with the stated program and course outcomes. These meetings serve as a platform for discussion and guidance on effectively implementing these outcomes in teaching and assessment practices. Personal counselling sessions are provided to students as needed, addressing their individual academic needs and concerns. These counselling sessions may include discussions about program and course outcomes, helping students understand their learning objectives and chart their academic pathways accordingly.

| File Description   | Documents   |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | <a href="#">View File</a>   |
| Upload any additional information                        | <a href="#">View File</a>   |
| Link for additional Information                          | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/261.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/261.pdf</a> |

#### 2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The institution has taken proactive measures to integrate Sustainable Development Goals (SDGs) into its education system by assessing the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through various formative and summative assessment methods. 1. The institution evaluates the attainment of higher-order cognitive capacities through both formative and summative assessment methods. These assessments are designed to gauge students' critical thinking abilities, problem-solving skills, and understanding of sustainability concepts embedded

within the curriculum.1. The institution develops programs and courses aimed at helping students achieve the desired learning outcomes related to sustainability. This may involve offering stand-alone courses focused on sustainability topics or integrating sustainability principles and practices into existing programs and courses across disciplines.1. The institution encourages students to register for and participate in nationwide online courses that focus on acquiring higher-order cognitive abilities aligned with the SDGs. By engaging with these courses, students gain valuable skills and knowledge that enable them to address sustainability challenges effectively.1. Feedback from various stakeholders, including students, parents, teachers, employees, and alumni, is solicited and evaluated to assess the relevance of the curriculum in fostering sustainability competencies. Alumni surveys and employer surveys are conducted to gauge the alignment between students' learning outcomes and industry expectations regarding sustainability knowledge, skills, and attitudes.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/262-compressed.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/262-compressed.pdf</a> |

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1354

| File Description  | Documents   |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <a href="#">View File</a>   |
| Upload any additional information   | <a href="#">View File</a>   |
| Paste link for the annual report  | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/263-pass-percentage-of-students.xls">https://matagujricollege.edu.in/storage/aqar-2022-2023/263-pass-percentage-of-students.xls</a> |

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink**

<https://matagujricollege.edu.in/storage/aqar-2022-2023/271.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

The Institution provides all necessary infrastructural facilities and conducive environment to promote research activities in the campus. Mata Gujri Mahila Mahavidyalaya (Autonomous) Jabalpur has received Project CURIE (Consolidation of University Research for Innovation and Excellence) Core grant for Women PG Colleges, Department of Science and Technology (DST,) New Delhi, April 2022. The host Institution has developed a Central Research Laboratory of research standards, having all the required Instruments. The Laboratory is equipped with Internet facility along with Computer facility available for Students and Research scholars. The institution is equipped with a high-speed internet facility, a conference and seminar hall with LCD projector, a library with internet, books and journals, a number of requisite instruments, DELNET facilities, and financial assistance to the faculty for becoming members in various professional bodies and attending workshops and conferences on advanced technologies. The Institution

provides seed money to the staff and provides cash incentives for the publication of research articles in UGC-CARE refereed journals with high impact factor. Students of undergraduate and postgraduate groups are insisted on field training and project work, faculty members are encouraged to search for funding agencies, and faculty who need to do their doctorate are encouraged to pursue Ph.D. degrees.

| File Description   | Documents   |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View File</a>   |
| Provide URL of policy document on promotion of research uploaded on the website  | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/311.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/311.pdf</a> |
| Any additional information   | <a href="#">View File</a>   |

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0.5 lakhs

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money                                      | <a href="#">View File</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View File</a> |
| List of teachers receiving grant and details of grant received  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

#### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

02

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the award letters of the teachers                     | <a href="#">View File</a> |
| List of teachers and details of their international fellowship(s) | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 3.2 - Resource Mobilization for Research

#### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

7.89

| File Description   | Documents                 |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | <a href="#">View File</a> |
| List of projects and grant details   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

#### 3.2.2 - Number of teachers having research projects during the year

04

| File Description                          | Documents   |
|---|---|
| Upload any additional information         | <a href="#">View File</a>   |
| Paste link for additional Information     | <a href="https://matagujricollege.edu.in/seed-money-project">https://matagujricollege.edu.in/seed-money-project</a> |
| List of research projects during the year | <a href="#">View File</a>   |

#### 3.2.3 - Number of teachers recognised as research guides

15

| File Description  | Documents                 |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | <a href="#">View File</a> |
| Institutional data in Prescribed format   | <a href="#">View File</a> |

### 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

03

| File Description                          | Documents   |
|---|---|
| Supporting document from Funding Agencies | <a href="#">View File</a>   |
| Paste link to funding agencies' website   | <a href="https://dst.gov.in/pressrelease/curie-initiative-dst-enhancing-research-facilities-women-universities">https://dst.gov.in/pressrelease/curie-initiative-dst-enhancing-research-facilities-women-universities</a> |
| Any additional information                | <a href="#">View File</a>   |

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The Institution has well developed research Cell and IPRcell for promotion of Research and IPR activities. College has also Established Entrepreneurship cell for Entrepreneurship and startup activities. Institution has also established Institution Innovation Council supported by Ministry of Education and Innovation Cell, New Delhi for creation of Innovation. The Institution Innovation Council has organized activities to provide real-time exposure to students, support the preparation of institutes for NIRF Ranking and Atal Ranking, and establish a Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas. .College is well connected with Jabalpur Incubation Centre in the form of MOU's. College has honoured by Ministry of Education and Indian Institute of Technology ,New Delhi by providing Unnat Bharat Abhiyan scheme for community services. We have well equipped with latest Fashion Technology Cell for generation of new innovative Ideas which is running successfully from 2017

onwards. The college has developed several research labs and plans to strengthen its incubation centre to facilitate innovative, flexible and economical solutions to research related problems. Cell Startups have been initiated, Financial support is extended to the students for exhibiting their models at Idea Generation Contests and Competitions held by other organizations. Local Entrepreneurs are invited to address the students and inspire them.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/iic">https://matagujricollege.edu.in/iic</a> |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

41

| File Description                                     | Documents                 |
|--|---------------------------|
| Report of the events                                 | <a href="#">View File</a> |
| List of workshops/seminars conducted during the year | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

A. All of the above



| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

14

| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/311.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/311.pdf</a> |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | <a href="#">View File</a>   |
| Any additional information   | No File Uploaded  |

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

NIL

| File Description  | Documents                 |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | No File Uploaded          |
| Any additional information  | <a href="#">View File</a> |

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

63

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Paste link for additional information   | Nil                       |
| <b>3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed</b> |                           |
| <b>3.4.5.1 - Total number of Citations in Scopus during the year</b>  |                           |
| 07  |                           |
| File Description  | Documents                 |
| Any additional information  | <a href="#">View File</a> |
| Bibliometrics of the publications during the year   | <a href="#">View File</a> |
| <b>3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University</b>      |                           |
| <b>3.4.6.1 - h-index of Scopus during the year</b>  |                           |
| 03  |                           |
| File Description  | Documents                 |
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |
| <b>3.5 - Consultancy</b>  |                           |
| <b>3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)</b>                           |                           |
| 0.235 lakhs   |                           |

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | <a href="#">View File</a> |
| List of consultants and revenue generated by them  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

55.699

| File Description  | Documents                 |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | <a href="#">View File</a> |
| List of training programmes, teachers and staff trained for undertaking consultancy   | No File Uploaded          |
| List of facilities and staff available for undertaking consultancy  | <a href="#">View File</a> |
| Any additional information  | <a href="#">View File</a> |

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year The college runs NSS and NCC Units and UBA Cell to provide social service activities to the neighbourhood communities. Activities include competitions, lectures, group discussions, plantation and awareness visits, visits to old age homes, awareness on mental health, and Smart girl workshops. National and International days are celebrated and

remembered. NSS conducted many activities round the year such as- cleanliness, blood donation, helping poor and orphans, honouring safai karamchari. NSS units constantly work towards Green and Clean surroundings, stopping the use of polythene bags. As a result College was honoured by Nagar Nigam Jabalpur for Cleanliness. The NCC Unit of the College also participated actively towards sensitization of society and country. The Cadets actively participated in Independence Day and Republic Day Parade organised by Jabalpur administration. Their participation in activities like the awareness Rally on Water Conservation, 'Swachhta Abhiyan' Vijay Diwas, Swachhta Pakhwada, Swachh Bharat has been remarkable. Cadets of College NCC units won prizes in the competitions organised by 2MP Girls Battalion and Municipal Corporation Jabalpur. All these mentioned activities have a positive impact on the students and it develops student's social awareness, leadership skill and their self-confidence. It also helped in cultivating the hidden personality of students and created holistic awareness among students.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | Nil                       |

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

57

| File Description   | Documents                 |
|--|---------------------------|
| Number of awards for extension activities in during the year | <a href="#">View File</a> |
| e-copy of the award letters                                  | <a href="#">View File</a> |
| Any additional information                                   | No File Uploaded          |

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

| 82   |                           |
|--|---------------------------|
| File Description   | Documents                 |
| Reports of the events organized  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year</b>  |                           |
| 2340   |                           |
| File Description   | Documents                 |
| Reports of the events  | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| <b>3.7 - Collaboration</b>   |                           |
| <b>3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work</b>  |                           |
| 148  |                           |
| File Description   | Documents                 |
| Copies of documents highlighting collaboration   | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| <b>3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)</b> |                           |
| 23   |                           |

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The Institution has adequate infrastructure and physical facilities for teaching-learning as needed, smart classrooms, laboratories, computing equipment, departmental libraries along with central Libraries and sports ground etc. as per the UGC guidelines so as to extend benefits to UG, PG students and Researchers. The college has one conference hall to organise meetings, group discussion, team work and presentation. In this regard, the institution is providing an accessible and equitable education to facilitate achieving the goal of every criterion of Higher Education. The institution registered as a local chapter in NPTEL to provide online course's facilities in the SWAYAM portal.

The Institution is providing high end equipment in departments amid Central instrumentation Research lab., E-contents and concerned online Library resources. The Institution provides ICT facilities with a MOODLE system to offer a dynamic supporting environment to strengthen the urge to excel in all aspects related to the techniques involved in teaching learning. We have 38 classrooms with 18 laboratories and a Central Research Lab with instruments assisted by software analysers. Along with this There are 250 computers specifically for academic purposes. 100% of our class rooms are ICT enabled to support conventional and blended learning. The institution has one girls hostel and its own canteen and cafeteria in it's campus.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/411.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/411.pdf</a> |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The Mata Gujri College offers a well-kept campus with a big of open space for games and sports at their society campus . We support students' holistic growth. The students are strongly encouraged to take part in extracurricular activities like athletics and the grand cultural events, and as a result, they are recognised and rewarded appropriately. The student participates in a variety of outdoor sports, including badminton, volleyball, throw ball, kabaddi, handball, kho-kho, wushu, boxing and shooting. Indoor facilities in games include table tennis, carom, and shatranj. Students frequently compete in several categories and succeed. The college organizes and actively participates in cultural activities, as well as those hosted at the intercollegiate, state, and national levels. To support their cultural abilities, regular activities including Cultural Week, Freshers Party, Annual Day, Welcome and Farewell, etc., are planned along with a number of departmental activities in this aspect. The music department offers a variety of instruments, including guitar, tabla, jazz, and a fully equipped audio recording room, in addition to several kinds of classical and non-classical music. Every year we compete and win against other colleges in most of the programmes. Regular Yoga Classes are organized as it is there in the course curriculum.

| File Description                      | Documents   |
|---------------------------------------|---|
| Geotagged pictures                    | <a href="#">View File</a>   |
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/412.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/412.pdf</a> |

**4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities**

40

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

**4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)**

158252603.57

| File Description   | Documents                 |
|--|---------------------------|
| Upload audited utilization statements                      | <a href="#">View File</a> |
| Details of Expenditure, excluding salary, during the years | <a href="#">View File</a> |
| Any additional information                                 | No File Uploaded          |

**4.2 - Library as a Learning Resource****4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The institutional Central Library is an offline and online open-source integrated Library Management system. It performs its operations like circulating very effectively all the required materials directly and wherever needed in the departments. The Library resources are strongly strengthen. It is not only for research use but a large repository of resources of a wide range of topics covering all disciplines of life. It's collection includes regular text books, research books, dictionaries, encyclopedias, general books, magazines and year books etc. on all the subjects which the college offers.

Library along with ---- books providing internet services with DELNET and ERP facilities (Enterprise resource planning) to augment students' knowledge through latest information on any topic. It is WiFi-enabled and provided with computer



access to browse online contents. The library has its Discussion room, Collaborative learning spaces, compact shelves and tutorial room. All the PG departments maintain their updated libraries with e-journals and internet facilities. MOODLE has been extremely helpful in the virtual and blended learning platform and providing a secure and integrated system to create a personalized online learning environment. It constantly helps our students in a blended mode of learning, and in various other e-learning projects. Teachers followed the practice of flipped classrooms using freeing class time for activities that involve higher order thinking

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/421.xls">https://matagujricollege.edu.in/storage/aqar-2022-2023/421.xls</a> |

**4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources**

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

| File Description  | Documents                 |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | <a href="#">View File</a> |
| Upload any additional information   | <b>No File Uploaded</b>   |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**192059**

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

#### 4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

##### 4.2.4.1 - Number of teachers and students using the library per day during the year

172

| File Description   | Documents                 |
|--|---------------------------|
| Upload details of library usage by teachers and students | <a href="#">View File</a> |
| Any additional information                               | <a href="#">View File</a> |

#### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Institution has an IT facility with 1 GBPS running MOODLE with Zoom platform and Working with G Suite (now Google Workspace) involves using various cloud-based applications to enhance productivity, collaboration, and communication. covering the whole institution and a centralized computer lab with LAN throughout the campus. With its appropriate budgetary provision, it upgrades its IT facilities in terms of elearning, eknowledge, facilities for e-resources, and e-content development. Cyber Security Initiatives of the College Maintenance of Server Logs ,Provision for Server Backup ,Round the clock CCTV monitoring of the Server room ,Website - Secure Hosting ,Use of Secure Protocols (HTTPS, SSH) ,Secure Database for Exam Purposes Question Paper Bank Database is Encrypted ,Secure login portal for ERP Software ,Individual Login Credentials for Staff and Students ,Licensed Software and Policy to Promote Free and Open Source Software.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | Nil                       |

**4.3.2 - Student - Computer ratio**

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 700                | 170                 |

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Upload any additional information | <a href="#">View File</a> |

**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**

A. 750 Mbps

| File Description                                  | Documents                 |
|---|---------------------------|
| Details of bandwidth available in the Institution | <a href="#">View File</a> |
| Upload any additional information                 | <a href="#">View File</a> |

**4.3.4 - Institution has facilities for e-content development:  
Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

A. All four of the above

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional information                            | No File Uploaded          |
| Paste link for additional information                        | Nil                       |
| List of facilities for e-content development (Data Template) | <a href="#">View File</a> |

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

11042045

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Audited statements of accounts    | <a href="#">View File</a> |
| Upload any additional information | <a href="#">View File</a> |

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

The institution has well-defined maintenance and utilization policies with their committees to assure the optimum utilization and maintenance of the physical, academic, and support facilities. The Principal, Academic Head, the Administrative Head and Financial Incharge along with the society's Management team oversee the infrastructural augmentation and maintenance.

With the start of the session, the Head of the Departments is laden with the complete responsibility of ensuring the maintenance and utilization of the classrooms, smart classrooms, departmental labs, and libraries, seminar and lecture halls, equipments, computers, projectors, furniture and fixtures. All records are maintained by the concerned department and the committees. Proper facilities are always available to keep the system always up to the mark.

Lift, ramp, air conditioners, UPS, CCTV and generators are maintained under AMC. Administrative head ensures the continuous supply of water and a clean environment with the help of the housekeeping staff and other employees appointed by the college.

All sports equipments is maintained in good condition by the Department of sports for regular use by the students. Gym and the indoor games are also maintained by the sport officer. Annual Stock Verification is performed by the Sports Committee instituted by the College.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/442.jpg">https://matagujricollege.edu.in/storage/aqar-2022-2023/442.jpg</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

958

| File Description  | Documents                 |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

#### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

36

| File Description                        | Documents                 |
|---|---------------------------|
| Upload any additional information       | <a href="#">View File</a> |
| Institutional data in prescribed format | <a href="#">View File</a> |

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities**  
**Soft Skills**  
**Language and Communication Skills**  
**Life Skills (Yoga, Physical fitness, Health and Hygiene)**  
**Awareness of Trends in Technology**

**A. All of the above**

| File Description                              | Documents   |
|---|---|
| Link to Institutional website                 | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/513.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/513.pdf</a> |
| Details of capability development and schemes | <a href="#">View File</a>   |
| Any additional information                    | <a href="#">View File</a>   |

#### 5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

542

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | <a href="#">View File</a> |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

A. All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

| <b>5.2 - Student Progression</b>   |                           |
|--|---------------------------|
| <b>5.2.1 - Number of outgoing students who got placement during the year</b>   |                           |
| 296  |                           |
| File Description   | Documents                 |
| Self-attested list of students placed  | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |
| <b>5.2.2 - Number of outgoing students progressing to higher education</b>   |                           |
| 437  |                           |
| File Description   | Documents                 |
| Upload supporting data for students/alumni   | <a href="#">View File</a> |
| Details of students who went for higher education  | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year</b>  |                           |
| <b>5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year</b>                 |                           |
| 04   |                           |
| File Description   | Documents                 |
| Upload supporting data for students/alumni   | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |
| <b>5.3 - Student Participation and Activities</b>  |                           |
| <b>5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year</b> |                           |
| 14   |                           |

| File Description                           | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Students have active representation on academic and administrative bodies and committees of the Institute. They participate in actively in Board of Studies meetings of all the departments. All programmes have class committees for each course that comprise of student members representing meritorious as well as weak students, along with faculty members nominated by the Head of the Department. The Class Committees provide feedback on all aspects of the programme and respective course. C.R are selected on the bases of Higher percentage (Last exam passed). Class Committee Meetings are held regularly. Cultural and Sports Committees Students provide good representations in all cultural, sports and games held in the organization and participative management of events.

Organization of Special Events :- Students organize, and celebrate the National Teachers Day, on Sept. 5, every year by honouring their teachers and presenting cultural programme. The Interdepartmental English and Hindi essay, debate and quiz competitions, cultural and sports competitions, are organized along with National celebrations that include, Independence Day, Republic Day, wildlife day, Science Day and various NSS and social service activities. They also organize Intra departmental, Cultural Fest that involves a variety of innovative competitions, guest lectures and games. The above activities enhance their communication skills, management skills, leadership skills, team-work, time-management, and resource management skills and builds confidence in each student.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/anti-ragging">https://matagujricollege.edu.in/anti-ragging</a> |



**5.3.3 - Number of sports and cultural events / competitions organised by the institution**

25

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | <a href="#">View File</a> |
| List of sports and cultural events / competitions organised per year | <a href="#">View File</a> |
| Upload any additional information                                    | <a href="#">View File</a> |

**5.4 - Alumni Engagement**

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Mata Gujri Mahila Mahavidhyalaya (Auto.) was established in 1994, a number of alumni got education from this reputed institution. Though this institution is located in Urban area, it has a great contribution in the educational development of the both Urban & rural area students. Many alumni of this college are well-known in their respective fields i.e. Education, Judiciary, Literature Sports, Agriculture, Business and Industry, Social Work and Public Speaking. The college provides an opportunity to the alumni to interact and share their experience with students every year in the college.

Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance. The Alumina Association is planning to get it duly registered as a Society under the Societies Registration Act, 1860 (XXI of 1860) with the Assistant Registrar of Societies, Jabalpur.

Our Alumni Association contributes and organizes:

1. Contribution by donating Book and other need of students.
2. Guest lectures on various subjects and provide guidance from the experts of various fields to the students.

3. Some of our alumni are industrialists; they share their knowledge and expertise with the students.
4. A significant number of our alumni are always visiting to overseas countries and they impart their experience with students by arranging motivational lectures.
5. Alumni Association provides information about the job opportunities available and motivates the students for research activities.in their fields.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/alumni-association">https://matagujricollege.edu.in/alumni-association</a> |

#### 5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

### 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

Mata Gujri Mahila Mahavidyalaya (Autonomous), Jabalpur established in 1994, aims to provide holistic education by upholding its existence through its vision "Transforming lives of young Women from all communities by fostering intellect , creativity and character through student centered comprehensive learning". The college through its mission "To create and facilitate an academic atmosphere, an environment of knowledge, research ,skill,self-reliance and humanitarianism for the young girls of society, molding their characters positively imperative to build up a better world for tomorrow", aims to promote women empowerment and skill development and make its female students and faculty members self reliant..The college was established to provide quality education to women and empowering women by engaging them in the governance, administration, teaching and non-teaching areas of the institution. The execution of various policies

is supervised by the governing body, which includes members of the teaching and non-teaching staff. To ensure best practices in governance and management, the IQAC plays an active and significant role, whereby all activities are organized under its aegis. The execution of policies is supervised by the Governing Body, the Principal, and the various administrative and academic departments of the College are effectively governed through the constitution of mandatory bodies such as IQAC, Finance Committee, Purchase Committee, Grievance Redressal Committee etc. having well defined policies in accordance to the vision and mission of the college. The quality initiatives of the institution stress the importance of women sensitization for the holistic development of the community.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/611.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/611.pdf</a> |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The well-defined organizational structure of the College shows that decentralization is the core principle in the overall functioning of the college. A paradigm shift has been initiated by the institution towards accomplishment of the various academic and administrative roles by adopting practices that promote decentralization and participative management. These initiatives have enabled the college administration in delegating responsibilities and in facilitating a faster decision-making process. IQAC of the college is responsible for the academic and administrative All the UG and PG departments in the faculty of Science, Commerce and Arts are responsible to initiate ,plan and supervise all matters pertaining to quality of education imparted by the institution. The Principal is the academic and administrative Head of the College and a member of the Governing Body. All decisions related to the College are taken by the Principal in consultation with the Head of Departments. The Department Heads are responsible for the day-to-day administration of

the Departments and report to the Principal. A number of committees and cells established in the institution function under the faculty coordinators and in-charges. The staff members freely offer suggestions and ideas for improvement.

| File Description  | Documents   |
|---|---|
| Upload strategic plan and deployment documents on the website | <a href="#">View File</a>   |
| Upload any additional information                             | <a href="#">View File</a>   |
| Paste link for additional Information                         | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17116080231687.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17116080231687.pdf</a> |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

MGMM has Adopted NEP at all UG and PG levels and most importantly CBCS system along with LOCF in PG programmes has been adopted focusing towards the curriculum with clearly defined outcomes for students, when they complete the program. In OBE model we followed the parameters through Programme outcomes (PO) specific outcomes (PSO) and Courses outcomes (CO). College offers many graduate and post-graduate courses, but none of the departments was a research department. The NAAC visits stressed on the importance of research departments in the Institution. Currently there are 60 faculty members with doctorate and 14 research guides affiliated to other institutions. College management understood that only research departments can provide excellent research outputs and gave utmost importance to effectively implement the plan into action. As a step further the college has applied to the Parent University, Rani Durgavati Vishwavidyalaya, Jabalpur for Status of Research Centre as well as to the UGC under its recent guidelines to apply for a research centre. Various departments through IQAC plan regular awareness and training programmes for students and faculty. Regular industrial visits are also held for the students to give them a deep understanding of the working of industries and the required skills to make them industry

ready.

| File Description                                       | Documents   |
|--|---|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a>   |
| Paste link for additional information                  | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17116212204515.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17116212204515.pdf</a> |
| Upload any additional information                      | <a href="#">View File</a>   |

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

Managing board of the College constitutes of Director, Principal and members of the community to formulate broad policy matters. Principal being the Head of the Institution oversees the functioning of the college. The College Administrative Council constituted of the senior members makes decisions on administrative, financial and developmental policies of the institution. The College Council consisting of Principal, IQAC coordinator & Head of Departments review the internal affairs of the college and also take decisions on academic matters. The various committees and councils meet regularly in a democratic and transparent manner and efficiently implement policies for the overall development of the institution.

The decentralization of the college's administrative and academic activities is well represented in the college's organogram. The work responsibilities are divided between the IQAC Coordinator, the Academic Head, the Administrative Head and further distributed to various sections including administration, various departments, college hostel, library, and finance department. The academic work is allocated to the Heads of the Departments who further disseminate the academic responsibilities to department faculty members. The responsibilities regarding the upkeep of the college infrastructure and other logistical requirements such as fee payment and provision of salary are allocated to the non teaching staff.

| File Description                                    | Documents   |
|---|---|
| Paste link to Organogram on the institution webpage | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17115973984365.jpeg">https://matagujricollege.edu.in/storage/aqar-2022-2023/17115973984365.jpeg</a> |
| Upload any additional information                   | <a href="#">View File</a>   |
| Paste link for additional Information               | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/622-2.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/622-2.pdf</a>                     |

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen                      | <a href="#">View File</a> |
| Screen shots of user interfaces                                 | <a href="#">View File</a> |
| Details of implementation of e-governance in areas of operation | <a href="#">View File</a> |
| Any additional information                                      | <a href="#">View File</a> |

**6.3 - Faculty Empowerment Strategies**

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institution provides all statutory welfare measures and leave facilities to its employees as per Central and State Government provisions. The College provides encouragement for pursuing doctoral degrees and taking up research projects, Leave for FDP's, Revision of salary of teaching and non-teaching staff. Awards and recognitions for excellence facilitate promotions and salary revision. Counseling and regular medical check-ups by government medical teams, Diet counseling by Nutrition departments of various government and private hospitals, Toilet facility in all departments, Free Wi-Fi and internet connectivity in campus, Canteen with subsidized food are provided for all teaching and non-teaching staff of the institute.

The development of any institution is impossible without the simultaneous progress of its stakeholders. The employees of our college availed casual leaves, child care leaves, and paid leaves as per the provisions of the Parent University and the Patron Guru Gobind Singh Educational Society norms. There is a medical room that is supported with facilities like a first aid kit, and a blood pressure machine. Many teaching and non teaching staff was promoted by the college administration during the session. The college encourages the teaching staff by providing financial support to attend conferences/ workshops etc.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://mataguricollege.edu.in/storage/aqar-2022-2023/631.pdf">https://mataguricollege.edu.in/storage/aqar-2022-2023/631.pdf</a> |

### 6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

9

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | <a href="#">View File</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

### 6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

5

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | <a href="#">View File</a> |
| Upload any additional information  | <a href="#">View File</a> |

#### **6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**

62

| File Description  | Documents                 |
|---|---------------------------|
| Summary of the IQAC report  | <a href="#">View File</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View File</a> |
| Upload any additional information   | <a href="#">View File</a> |

#### **6.4 - Financial Management and Resource Mobilization**

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

MGMM has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is a continuous process. After every financial transaction, the college itself carries out the initial stage whereby the Accounts Officer, Administrative Officer and the Principal scrutinize and verify the financial data. Financial auditing is also conducted by the internal auditor who is duly approved by the Governing Body at periodical intervals. To assure compliance of the institution a statutory auditor who is duly approved by the Governing Body completes the process of statutory audit. All queries raised by them are duly clarified; no queries remain pending till date. Internal audit is carried out annually by the internal auditing team appointed by the IQAC. In External Audit the accounts of the Institution are audited annually by the Statutory Auditors duly appointed by the management. The Statutory Auditors audit the financial and statutory compliance aspects of the College. Time to time



Special audits are also done by the college. The effective optimal mobilization of funds can be seen in terms of setting up of all streams of college under strong administration for the up gradation and upliftment of students.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/641-income-exp.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/641-income-exp.pdf</a> |

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

**NIL**

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <b>No File Uploaded</b>   |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | <a href="#">View File</a> |
| Any additional information  | <b>No File Uploaded</b>   |

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

MGMM adopted the policy for training of guest students at UG, PG with the effective timetable. College has entered into various MOUs with the collaborating institutions. Joint research collaboration is in practice through the CURIE Project in collaboration with many of the other colleges and educational institutions. Support is received from Autonomy Grants, ICSSR projects, contributions from sponsors contributing to the college funds. The Finance Committee, led by the Principal formulates strategies for fund raising, overseeing the monitoring and control of fund usage. It ensures the submission of audited financial statements and budget allocation for each academic year. Any extraordinary funding needs, such as permanent campus structures or capital

expenditures arising from new developments, require authorization from the governing body, with approval from the Chairman of the governing body. The finance committee develops the annual budget and presents to the Governing body for approval. College follows a structured procurement procedure through ERP, and the purchase committee. Fees received from students are used for development of the college, staff salaries, staff trainings and students' activities and are properly audited. College utilizes funds towards Guest lectures, field trips, industrial visits organized for students. Purchase Committee decides the policy and procedure for purchasing any item with proper permission from the Principal of the College.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/agar-2022-2023/643-curie-compressed.pdf">https://matagujricollege.edu.in/storage/agar-2022-2023/643-curie-compressed.pdf</a> |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

IQAC is responsible for institutionalizing quality-related initiatives within institution encompassing aspects like documentation and compiling reports of activities conducted by departments throughout the year for accreditation processes, collects feedback from stakeholders of the college regarding quality related processes for forming policy decisions within the institution. Fostering professional development through workshops, FDPs, orientations, seminars, conferences is undertaken by IQAC. Major quality initiatives undertaken by IQAC MGMM include cohesive and mutually beneficial networking between all streams, to improve teaching-learning process through various collaborative activities, various skill development certificate courses, arranging for educational

trips, industrial visits of students, assisting in placements, career consultations, conducting Open Forum sessions to facilitate communication among management, staff and students, facilitating interactions between parents and teachers to discuss the progress and development of students through regular Parent-Teacher Meet, gathering feedback from the UG and PG students to assess their experience and suggestions for improvement, periodic assessment of staff members to enhance the quality of teaching. IQAC encourages establishing and functioning of various committees/cells like NSS, NCC and women cell to organize awareness camps, extension and service-oriented activities. Institution also provides seed money under its research policy for faculty up gradation. Two practices institutionalized as a result of IQAC initiatives are CBCS and LOCF curriculum adoption & up gradation of feedback system. These initiatives are aimed at ensuring quality in various aspects of institutions functioning, aligning with institution's commitment to excellence.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/651.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/651.pdf</a> |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

IQAC constituted as per guidelines specified by NAAC. IQAC plays a proactive role in reviewing teaching-learning process and acts as a coordinating and facilitating body. Academic Calendar is prepared in advance, displayed and circulated and strictly followed. IQAC significantly contributes to improving and enhancing teaching-learning process through feedback, fostering greater participation and mutual understanding in the teaching-learning process. This is achieved through student assessment of staff and feedback collected, properly analyzed and shared with concerned authorities. Teaching learning processes are reviewed and improvements implemented, based on IQAC recommendations. This

helps in SWOC analysis and taking corrective measures to enhance our teaching learning endeavors'. IQAC envisions integration of teaching, technology, infrastructure, and support services to facilitate a seamless teaching and learning experience. Each academic year commences with Orientation organized by IQAC, focusing on teaching-learning pedagogies. Newly admitted students compulsorily attend the induction programme held to make them aware of philosophy, uniqueness of changing education system, teaching-learning process, system of continuous evaluation, compulsory, elective and vocational courses, various co-curricular activities, discipline and culture of the Institute. Important information is given for attendance and conduct of classes by faculties of various departments. College through IQAC strives to inculcate values of compassion, conscience and inclusion among its students to make them good human beings besides successful professionals. Continuous training for teaching and non-teaching staff is provided, emphasizing teaching methodologies and ICT utilization, while encouraging exploration of new pedagogical approaches. IQAC sets norms for academic programs and innovative teaching methods.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17116274923018.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17116274923018.pdf</a> |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

**A. Any 4 or all of the above**

| File Description   | Documents   |
|--|---|
| Paste the web link of annual reports of the Institution            | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17115501303053.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17115501303053.pdf</a> |
| Upload e-copies of accreditations and certification                | <a href="#">View File</a>   |
| Upload details of quality assurance initiatives of the institution | <a href="#">View File</a>   |
| Upload any additional information                                  | <a href="#">View File</a>   |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Our institution is unwavering in its dedication to promoting gender equality and fostering inclusivity on campus by implementing various targeted measures, such as gender sensitization workshops and training programs, aimed at raising awareness about gender issues and promoting respectful interactions among students, faculty, and staff. The talk on "The Position of Women in Indian Society after Independence," was organized in which more than 100 students participated. This event provided valuable insights into the evolving status of women in post-independence India, reflecting our commitment to fostering meaningful dialogue on gender equality. Moreover, as part of our commitment to women's empowerment, the NSS organized a powerful nukkad natak (street play) on "Beti Bachao, Beti Padhao."

Additionally, special emphasis has been placed on increasing the representation of women in leadership roles and decision-making positions through affirmative action policies and mentorship programs. Moreover, the institution has taken proactive steps to ensure the safety and security of female students and staff on campus by enhancing infrastructure, implementing gender-responsive policies, and establishing support mechanisms such as dedicated grievance redressed committees and counselling services. By fostering a culture of gender inclusivity and empowerment, our institution

continues to strive towards creating a more equitable and just society for all.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | <a href="#">View File</a>   |
| Paste link for additional Information | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17116230527013.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17116230527013.pdf</a> |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

A. Any 4 or All of the above

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geotagged Photographs          | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

At our institution, sustainable waste management stands as a paramount concern, underpinned by a range of facilities and initiatives aimed at reducing our environmental footprint. A cornerstone of our efforts lies in the vermicomposting pit, a highly efficient system that transforms biodegradable waste into nutrient-rich compost. In addition to the vermicomposting pit, strategically positioned dustbins encourage the proper segregation of dry and wet waste at its source, streamlining waste management practices across campus. Collaborating with Nagar Nigam ensures responsible waste disposal, with regular pickups ensuring the cleanliness and hygiene of our premises. Moreover, the Department of Botany spearheads a student-led initiative focused on vermicomposting and offering hands on training.

Innovation is also central to our approach, exemplified by the Chemistry Department's adoption of green chemicals derived from natural fruits, which significantly reduces the environmental impact of chemical waste.

contamination. Furthermore, the NCC organized a competition aimed at promoting cleanliness, enhancing student engagement in Swachhta Pakwada activities. By integrating these multifaceted initiatives, we not only address waste disposal challenges but also cultivate environmental consciousness and promote sustainable practices within our campus community, thereby fostering a greener and healthier future for all.

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

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

| File Description                                 | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                   | <a href="#">View File</a> |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

A. Any 4 or All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photos / videos of the facilities                        | <a href="#">View File</a> |
| Various policy documents / decisions circulated for implementation | <a href="#">View File</a> |
| Any other relevant documents                                       | <a href="#">View File</a> |

### 7.1.6 - Quality audits on environment and energy undertaken by the institution

|  |  |
|--|--|
| <p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> <li><b>5. Beyond the campus environmental promotional activities</b></li> </ol> | <p><b>A. Any 4 or all of the above</b></p> |
|--|--|

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View File</a> |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | <b>No File Uploaded</b>   |
| Any other relevant information  | <a href="#">View File</a> |

|   |                                     |
|---|-------------------------------------|
| <p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment,</b></p> | <p><b>B. Any 3 of the above</b></p> |
|---|-------------------------------------|



etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of facilities                 | <a href="#">View File</a> |
| Policy documents and brochures on the support to be provided | <a href="#">View File</a> |
| Details of the software procured for providing assistance    | No File Uploaded          |
| Any other relevant information                               | <a href="#">View File</a> |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Our institution is dedicated to cultivating an inclusive environment that embraces diversity in all its forms. Throughout the academic calendar, we celebrate cultural, regional, linguistic, communal, socio-economic, and other diversities through a variety of events and initiatives. These include cultural festivals, language weeks, and awareness programs designed to foster understanding, tolerance, and harmony among our students, faculty, and staff.

By commemorating diversity-related occasions regularly, we not only showcase the richness of our community but also promote mutual respect and appreciation for different cultures and backgrounds. Additionally, student-led initiatives and clubs actively contribute to creating a welcoming atmosphere by organizing activities that highlight the unique aspects of various identities and perspectives. Through these collective efforts, our institution strives to create a supportive and inclusive environment where individuals from diverse backgrounds feel valued, respected, and empowered to fully participate in the academic and social life of the campus.

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)   | <a href="#">View File</a> |
| 7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:   |                           |
| <p>At our institution, we recognize the paramount importance of sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens of India. To achieve this, we commemorate significant national events such as Constitution Day, Independence Day, and Republic Day with dedicated programs and initiatives.</p> <p>Constitution Day serves as a pivotal occasion to reflect on the guiding principles enshrined in the Indian Constitution and their relevance in contemporary society. Through seminars, workshops, and interactive sessions, students and employees are educated about the fundamental rights, directive principles, and duties outlined in the Constitution, fostering a deeper understanding of citizenship and democratic governance.</p> <p>Independence Day and Republic Day celebrations are also leveraged to instill a sense of national pride and civic responsibility among the campus community. Special assemblies, flag hoisting ceremonies, and cultural performances serve as platforms to reinforce the values of freedom, unity, and secularism embodied in the Indian national ethos.</p> <p>Furthermore, throughout the year, various activities, including debates, essay competitions, and awareness campaigns, are organized to promote constitutional literacy and civic engagement. By sensitizing students and employees to their constitutional obligations, we aim to empower them as informed and responsible citizens who actively contribute to the progress and development of the nation.</p> |                           |
|  |                           |

| File Description  | Documents                 |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics - policy document   | <a href="#">View File</a> |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals**

**Throughout the academic year 2022-2023, our institution enthusiastically celebrated and organized a wide array of national and international commemorative days, events, and festivals, ensuring the participation and enjoyment of all. With an impressive dedication to cultural diversity and inclusivity, we embraced each occasion with passion and**

reverence. From the patriotic spirit of Republic Day and Independence Day to the solemn observance of Gandhi Jayanti and National Voters' Day, our institution paid homage to significant national events, instilling a sense of pride and unity among students, faculty, and staff. In addition to these national celebrations, we joyously marked several international events, including International Women's Day, Earth Day, International Yoga Day, and World Environment Day, fostering global awareness and solidarity. Moreover, our institution embraced religious and cultural festivals such as Diwali, Holi, Navratri, Basant Panchami, Guru Nanak Jayanti, honoring the diverse traditions and beliefs cherished by our community.

Through these celebrations, our institution demonstrated its commitment to promoting cultural harmony, diversity appreciation, and global citizenship, fostering a vibrant and inclusive campus environment where every individual feels valued and respected.

| File Description   | Documents                 |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | <a href="#">View File</a> |
| Geotagged photographs of some of the events                                    | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

You can find information about the Best Practices adopted by our institution on our institutional website. These best practices are meticulously curated to align with the prescribed format of NAAC, ensuring comprehensive coverage and adherence to quality standards. Our website provides detailed insights into each best practice, outlining its objectives, implementation strategies, and outcomes. Through this accessible platform, visitors can gain a thorough understanding of the innovative approaches and initiatives undertaken by our institution to enhance teaching, learning, research, and overall institutional development. Furthermore,

the website offers resources such as faculty profile, research activities, student activities, and testimonials, showcasing the effectiveness and impact of these best practices on the overall academic and organizational excellence of our institution.

By providing easy access to information about our best practices, the institutional website serves as a valuable resource for stakeholders, including students, faculty, staff, accrediting bodies, and the wider community, facilitating transparency, accountability, and continuous improvement in our academic endeavours.

For more information and to explore our best practices, please visit our institutional website at [insert website link].

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17115292841559.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17115292841559.pdf</a> |
| Any other relevant information              | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17115292841559.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17115292841559.pdf</a> |

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The institution, guided by the visionary principles of its founder GGSES society, is dedicated to empowering women by liberating them from poverty, ignorance, and unenlightenment. Adhering to its motto of perseverance and exploration, it has established itself as a leader in higher education in India. With an Outcome-Based Education (OBE) system, the college offers programs and courses led by professionally qualified faculties, emphasizing practical learning and innovation. Bridge courses like Communication skills and Personality development bridge departmental divides, while mentors offer personalized support to students facing academic or personal challenges. The institution's Central Research Lab, under CURIE Project, provides instrumental training and research opportunities, Students can earn credits through MOOC programs on platforms like SWAYAM. Value-added ,certificate

courses enhance employability skills, complemented by internships and projects. The institution actively participates in the Unnat Bharat Abhiyan (UBA), a national scheme. Through UBA, our institution collaborates with rural communities to address local challenges and promote sustainable development. Choice-based Skill Initiative Programmes (SSIP) and placement opportunities further boost students' career readiness. With a focus on social responsibility, initiatives like NSS, NCC, and health care workshops benefit community, while sports, cultural activities, and environmental projects contribute to vibrant and sustainable campus environment.

| File Description                              | Documents   |
|---|---|
| Appropriate link in the institutional website | <a href="https://matagujricollege.edu.in/storage/aqar-2022-2023/17116269173425.pdf">https://matagujricollege.edu.in/storage/aqar-2022-2023/17116269173425.pdf</a> |
| Any other relevant information                | <a href="#">View File</a>   |

### 7.3.2 - Plan of action for the next academic year

#### Action Plan for the academic year 2022-23:

1. Institution will focus on strengthening student-centred learning by providing opportunities to engage in skill-oriented training, research, experiential learning, field-based learning, peer-learning and community service through outreach.
2. Institution will collaborate with industries outside Jabalpur and other places to enhance the reach of students in industrial field. Change and addition in curriculum based on these collaborations to increase better job oriented, skill trained students.
3. Institution will promote professional development for students, faculty, staff to keep them updated with the latest teaching and learning practices through MoUs with other institutions and collaborations through student and faculty exchange program.
4. Institution will strengthen its ties with local community by engaging in community service, outreach programs, partnerships with local businesses, entrepreneurs and various organization bodies.
5. Institution, through its IQAC, will strictly monitor and

evaluate the progress of the academic year to ensure that it meets its plan of action and objectives. Annual assessments, feedback will be managed to make necessary adjustments and improvements.

6. Institution will focus on skill development by providing training, workshops on soft skills, communication, leadership and problem-solving.
7. College will make a target to strengthen its alumni relations by organizing alumni events, creating networking opportunities, engaging alumni in mentoring and career guidance programs for the encouragement of students.
8. Improve the industry-academia interaction to encourage industry involvement in academics.