



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MATA GUJRI MAHILA MAHAVIDYALAYA

CIVIC CENTER, MARHATAL

482002

matagujricollege.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mata Gujri Mahila Mahavidyalaya (Autonomous), Jabalpur, MP, India was founded by the Guru Gobind Singh Educational Society in 1994 with the specific motive of women's empowerment through education. Today the college stands as one of state's premier higher education institutions. Its commitment for achieving the values of compassion, innovation and inclusion in today's world. The college is situated in the heart of the city, well connected by roads, railways and airways facilitating easy access from all parts of the city and state. The College has two Campuses spread over 8316 sqft area. The institution has a knowledgeable and passionate team of 122 full-time faculty, 37 undergraduate and post graduate programmes with PhD scholars. The College, affiliated to Rani Durgawati University of Jabalpur is in its fourth cycle of reaccreditation by the National Assessment and Accreditation Council (NAAC). College was accorded grade 'A' in its first accreditation in 2004. In the second cycle, in 2011, the College was again awarded an 'A' grade. In 2017, during the third cycle, the college was reaccredited with 'A+' grade with CGPA 3.51. In 2021, College was the first among the women's colleges in Madhya Pradesh to be recognised as the Best Women's College in Madhya Pradesh. It's a multidiscipline Institute with all fields of Science, Commerce, Arts and Education. Choice Based Credit System introduced in the curriculum ensured multiple discipline opportunities for the students. The Outcome Based Education following 2020 enables the students to be focussed on skills/knowledge to have achieved by the end of each course. The Institution is distinctive in fostering a milieu of knowledge building, critical thinking, skill sets enhancement and a flair for self-learning. The extensive range of student-centric activities and approaches adopted at the College ensure holistic development. The alumnae of the College have excelled in all walks of life from fine arts to Scientists, Academician and Technology to Business. The College is promoting Industrial- Academic linkages to promote the Entrepreneur quality and Innovation Ecosystem for the students. In recent time the College has also received the 81 position by Education World Autonomous Colleges ranking 2024-2025.

Vision

Transforming lives of young Women from all communities by fostering intellect, creativity and character through student centered comprehensive learning. A premier Institution for Women's Education in the State, Mata Gujri Mahila Mahavidyalaya is dedicated to the Vision of Empowering young girls and aiding their progressive development. All efforts are directed towards transforming them holistically into independent, capable, sensible and responsible Women who will be assets to the Society and work diligently for the progress of the Nation leaving their stamp of Excellence on every endeavour taken up. Keeping this vision in mind Mata Gujri Mahila Mahavidyalaya (Autonomous), Jabalpur envisions nurturing dreams of girl students by presenting doors of opportunity for those who dare to stand out and equip them to leave success trails with the aim to:

- Imbibe entrepreneurship culture and abilities among students.
- Establish one of its kind Women Entrepreneurship Cell and Incubation Centre and Innovation Ecosystem
- Build and foster a network of eminent industry resource persons and intellectual minds by building up Industry–Academia relations with Small and Medium Enterprises (SMEs) and NGOs.
- Provide various mentoring services to upcoming students entrepreneurs.

- Show case ideas and talents by organizing workshops and interactive activity sessions.

The College also boasts of a well-established and functioning “MGMM Entrepreneurship Development Cell (EDC)” and Research Cell which plans to make students aware of the various upcoming opportunities for them to explore with a vision to empower them and make them independent. The College ED Cell organizes guest lectures and workshops by eminent resource persons, Industry experts, Aluminae, real life entrepreneurs, awareness programmes and activity sessions. In this connection “Mata Gujri Women Start- Up Incubation Centre” and “Fashion Technology Incubation Centre” of the College trains students and various skill enhancement courses like Food Preservation, Culinary Art, Cultivation of Bonsai plants, garment manufacturing ,Web Designing, Digital Marketing, Mushroom Cultivation,Vermicomposting,Taxation Management and Tally accounting,Banking and insurance,Sur Srajan,Hydroponics,Communication and soft skills,Personality development etc. and also help them to attain employment in multidisciplinary fields.

Mission

To create and facilitate an academic atmosphere, an environment of knowledge, research,skills, self-reliance and humanitarianism for the young girls of society, moulding their characters positively; imperative to build up a better world for tomorrow.to create and support a research culture for developing and promoting scientific temperament and research aptitudes among faculty and students towards research related activities taken up for academic purposes or for solving problems, academic activities undertaken for enhancing research related skills and research projects taken up by students independently or as part of their course requirement by providing the required resources and appropriate facilities.

To create awareness of the social responsibility and make them serve as a valuable resource for the society and community. To promote values, responsibility, patriotism and social wareness among students and to make them conscientious citizens of the nation. Since quality enhancement is a continuous process, the IQAC, being integral part of institution’s system is working towards realizing the goals of quality enhancement and sustenance.

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution. Internal Quality Assurance Cell (IQAC), Chaired by the Head of Institution Dr. Sangeeta Jhamb, Coordinated by Dr. Mahima Tripathi, functions to monitor the qualitative progress of the college and ensure continuous development through quality education, various activities and functions to channelize the efforts and measures of the institution towards academic excellence.

As a result of IQAC’ s quality sustenance mission towards academic excellence, the college earned grade ‘A’ again by NAAC in 2011, and Autonomous Status by UGC in 2012. In the third cycle of assessment and accreditation, the College has been awarded with grade A+ with CGPA 3.51/4 by NAAC, Bangalore in 2017 and Autonomous Status of College has been extended by UGC, New Delhi for further 10 years.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Programme diversity through providing all streams (Arts, Commerce and Science along with Education)

26 value added/Skill/Employability oriented certificate courses from 2017 onwards.

- 1586 students have been placed through on campus and 520 students have applied for higher education.
- The faculties are well qualified (%PhD holders and - research supervisors), proficient in teaching and engaged in research and have commendable number of publications in the International, National and peer reviewed journals.
- Departments actively managing Students and faculty exchange programmes with other institutions to provide a broader multidiscipline understanding.
- Faculties acted as resource persons in various Schools, College and Departments.
- Good ICT facilities strengthen the institutional teaching learning process (LMS system MOODLE has been adopted since 2018).
- Good facilities for research, sports, cultural, drawing and painting, recreation, hostel, health centre and food court.
- Internship in different fields/sectors and soft skills development integrated curriculum designed for all UG and PG level.
- Championships in University level inter-collegiate literary & cultural competitions and awards have been won.
- A strong system of support is offered for entrepreneurship, career development, and improving employability in different sectors.

(keep letters of selection by the concerned firms)

- Following various activities to create institutional Incubation centre.
- Maintaining Institute linkage with various organisations through MOUs.
- Maintaining Zero Tolerance for discrimination. Inclusivity, Community harmony, and multicultural incorporation are strongly adopted.
- Experiential learning is facilitated through various industry/service/hospitality-institution interaction. (letter as proof)
- Transparency and efficiency in academic and administrative processes are regulated through e-governance.

Institutional Weakness

- Minimum member of students cracking the competitive examinations
- Needs to strengthen activities to promote the startups.
- needed to promote and maximise the Industry-Sponsored research and study in our syllabus
- Difficulty in obtaining project funds. Repeated attempts and efforts taken by the faculty for finance in research projects and collaborations.
- The potential talents of research not still converted into patents and copyrights

Institutional Opportunity

- Preparing for open online degree courses using LMS (MOODLE).
- Experts from industries and corporate could be invited as guest faculty/POP, to create competencies and employability of the students.
- Bringing change in faculty to actively use MOOC platform while teaching their courses.
- Alumni could be encouraged to share their skills, experience and networking and provide financial

assistance.

- Planning to create more e-content resources to improve digitalization of curriculum.

Institutional Challenge

- Difficult to maintain 100 % placement records.
- Lack of enthusiasm and hardworking behaviour amongst students for their career growth.
- Low English proficiency and communication skill among the students at the entry level. Though the college has a good progress in giving them a good training and extension activities amid continuously upgrading ICT facilities.
- Create opportunities for Faculty-exchange & Student-exchange programmes in global scenario. To keep pace with advancements in education on the global front.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula in all the streams in institutions are developed and implemented having relevance to local, national and global progressive needs to transform our students by fostering intellect, creativity, skill and character through student centred comprehensive learning in an environment to provide holistic education.

In this way the institution is redesigning the pedagogy with more emphasis on trans-disciplinary and multi-disciplinary perspectives, inquiry, critical thinking, and problem-solving, oriented towards making them self-reliant.

From 2021-2022, the college has been following a Choice Based Credit System (CBCS) as directed by NEP regulations and LOCF pattern in all streams in running programmes.

Programmes outcomes, Programme specific outcomes and course outcomes (POs, PSOs and Cos) are incorporated in the syllabi and teaching plans for effective translation of goals into practices.

For innovative research work and topics, the courses are discussed first in the Departmental Committee and then institutional Research Committee (DRC & IRC) for the final approval.

The institution offers 33 programmes (23 undergraduate programmes, 10 postgraduate programmes, and 8Ph.D. programmes).

· **The cross-cutting issues such as Gender, Environment, Human Values and Ethics are incorporated into the curriculum.**

· **The curriculum of all the programmes has been revised regularly in relevance with the changing scenario in the last six academic years.**

· **Emphasis is laid on Skill Development, Employability and Entrepreneurship and they are integrated into the curriculum.**

- **Experiential Learning activities such as Internships, Projects, and Field and Industrial visits are integral part of the curriculum.**
- **107 new courses were introduced during the review period.**
- **MOOCs, SWAYAM and NPTEL courses are integrated into the curriculum and policy has been prepared to give credit as 40/60 ratio.**
- **51 value-added courses were offered during the last five years**
- **Structured curriculum feedback was gathered from students, alumni, teachers and employers and was analysed by the IQAC for continuous improvement. The feedback analysis and action taken report are updated on the website.**

Teaching-learning and Evaluation

Government norms are followed in the admission process. The student-centric teaching-learning pedagogy adopted by the college with following of experiential learning.

The Institution is empowered with MOODLE and provides learning in hybrid mode in all streams. The use of various software enabled desktop laptops with internet facilities amid mobile support became a common practice for the teachers and the students. Faculty attended a number of FDPs in relevant fields. Some of our staff participated in the Faculty Development Programme on Building Competencies for online teaching August 03 – 07, 2020, NIEPA, New Delhi. Facilitated by these programmes, the teachers are effectively using ICT enabled tools, e-contents, OERs, video-lectures, audio-lectures, PPT presentations, virtual labs, various MOOC Platform and YouTube links.

The teacher-student ratio is 31.27

- **Academic calendar is prepared by institutional academic council committee and displayed in the notice boards and website. IQAC calendar is prepared which includes all the required departmental, working committees and overall annual activities**
- **To make relevance of the curriculum with the expected skills and needs of the industries or their working place the departments are connecting with the industrialists and redesigned the syllabus to develop entrepreneur perception of the students.**
- **Experiential Learning activities such as Internships, Projects, and Field and Industrial visits are integral to the curriculum.**
- **Each student of the college has a teacher mentor during her years at the college.**

The Examination pattern consists of two components, Continuous comprehensive evaluation (CCE) and Summative Examination (SE). On average 30 days between the last date of examination and the date of result declaration. The average percentage of exam-related grievances is 0.42%. The pass percentage for the graduating batch in this period is 99.74%

The on-line Students Satisfaction Survey (SSS) and regular feedback is conducted to evaluate the teaching-learning process and required measures are implemented.

The institution tried to cover all the sustainable goals while organizing any event. Simultaneously the college encourages students to register and participate in a Nation-wide set of SWAYAM online courses to help students acquire the higher-order abilities.

Research, Innovations and Extension

The Institution provides all necessary infrastructural facilities and conducive environment to promote research activities in the campus.

The college provides seed money to encourage research and innovation and an amount of Rs. 1.27 lakhs was sanctioned during the review period.

one patent was awarded and one design patent filed for final approval.

Faculty members have undertaken 01 Rsearch Project awarded by DST ,New Delhi, during this assessment period and successfully providing training and Internship to the students from nearby Institutions.

The institution has conducted many workshop, conferences, seminars, webinars on IPR, Research and Innovations covering research paper writing and research funding,

09 papers published in UGC care, 05 Scopus, 01 Web of science and renowned peer reviewed journals.

217 Books and Book chapters published and edited copies published with conference proceedings

Institution's Innovation Council (IIC) under Ministry of Innovation Cell, Ministry of Education, New Delhi was constituted from 2021

Different collaborations of all extension activities are in regular practice of the institution. The initiatives are driven by the departments, committees, Clubs, NSS, NCC and so on. The institution ensures 100% participation of the students in all these extension activities in multidiscipline approaches.

The college has adopted five villages under Governmentschemes under Swachh Bharat and Unnath Bharat Abhiyan. The focus is digital literacy, cleanliness drive at public places, health and hygiene awareness, planting saplings, water analysis and training to produce Eco – friendly products.

More than 200 extension and outreach programmes organised have impacted the community in that villages. As a token of recognition for the extension services, 50 awards were received.

The College has witnessed more than 200 collaborative activities for research, internship, project work and training during the review period.

Institution has 26 functional MOUs with collaborative activities such as students internships, field projects, research collaborations and faculty exchange with other institutions and

universities.

Innovation 53 functional MoUs leading to more than 200 collaborative activities towards Research, Faculty/Students exchange

The Institution managing consultancy services and corporate training for the students

A Vibrant Institute's Innovation Council (IIC), an MHRD initiative, propagates innovation and creativity among students by integrating activities of Entrepreneurship cell

4 startups were incubated in the campus

Extension activities

Community services by students

Program organised in collaboration with NGOs and Industries

awards and recognition for extension activities

Infrastructure and Learning Resources

The Mata Gujri College 2 campuses of 1.9 acres with a built-up area of 8316 sq.ft. has well planned facilities for academic and extra-curricular activities. Infrastructure maintenance secure campus and IT policies govern academic and development activities. There are 33 ventilated and spacious ICT-enabled classrooms.16 Domain-specific laboratories with state-of-the-art equipment enrich students' learning experiences. Herbarium and Zoology Museum for research and education. 255 computers and laptops are available for use by faculty, students and the college office. Canteen facility is there in the campus in addition to the student-run Parlour and snacks outlets at the time of any events. Hostel facility is available near the campus with daily bus facility. There are conference hall and seminar hall for interactive programmes and cultural activities. The campus houses facility for Tennis, Ball Badminton, Basketball, Kabaddi and Kho-Kho, Tennikoit, Throw Ball Court, and Cricket Net Pitch. Designated space for table tennis, carom, chess and other indoor games

the entire campus is wi-fi enabled with a bandwidth of 40 Mbps. The institutional e-Learning Portal enables blended learning. Media centre with an exclusive sound recording unit, Audio Visual centre with video lecture capturing equipment and editing facilities are available. Adequate budget has been allocated for the regular maintenance of infrastructure augmentation. The college has hardware resources, licensed and open software supplementing classroom learning. Licensed software (Microsoft Campus Agreement, Adobe Creative Cloud, Tally.ERP 9, Oracle and Matlab) and opensource software (Java, Python and MySQL) are available for academic and research purposes. There is an organisational system for monitoring and maintenance of the infrastructure and IT facilities.

Student Support and Progression

The institution offers a favourable environment for the holistic growth and development of the students.

An intensive effort is taken to ensure an adequate support system for their well-being. During the seven-year appraisal period, 5458 students have benefited from the Madhya Pradesh Government free ships. 130 students benefitted from the institutional scholarship amounting to Rs.25 lakh. 260 students benefitted from Private, NGO, and Alumnae Scholarships amounting to Rs.25 lakh. All the students have undergone training in personality development, soft skills, language and communication skills, life skills and awareness of trends in technology. Incentive is given for yoga, meditation, physical fitness, health and hygiene. The college has a regular approach in the areas of student counselling, mentoring, and student welfare. A dedicated placement cell is working for Career guidance. 3039 students have opted for higher education in this period of assessment. Training Academy offers guidance and coaching to the students to undertake competitive examinations.

82 students have qualified in the various competitive examinations. An effective system supported by statutory bodies exists for student grievance redressal and prevention of sexual harassment.

The institution has implemented a zero-tolerance policy for ragging. A number of students have emerged as winners in the cultural festivals organised at the district, state and national levels. 393 students have brought honors to the college for outstanding performance in sports. --toppers are the pride of the college.

The college NCC cadets

represented in the Republic Day Parade. The college follows a participatory governance model to nurture future leaders with a global outlook.

The Students groups are active in organising and managing various activities and programmes. 44 sports and cultural events were organised by the institution in the last seven years.

A formally registered

College Alumnae Association

extends continuous support for the overall development of the college and students.

Governance, Leadership and Management

The transparent, inclusive, and participative governance for Women is planned and aligned with the institutional vision and mission, to empower women towards excellence.

The vision and mission of the institution are realised through an Excellence Journey with the process for developing and deploying strategies.

The departments and faculty are linked by the principles of decentralisation and participative management to accomplish institutional goals.

The well-structured organogram demonstrates the complete networking and communication channels.

The recruitment processes of the institution follow the guidelines of the UGC, MP Government, and the

Rani Durgawati University.

Various statutory and non-statutory committees foster academic and administrative excellence that meets higher education standards.

The perspective plans of the institution are multi-pronged for shaping organisational success.

E-governance is implemented in all aspects including finance, accounts, student admission, student support in teaching learning and examinations, under the able guidance of experts in respective areas.

Faculty members are provided with insurance, medical assistance, seed money for research, funds for various multidisciplinary Projects, membership in different organizations, valuable short-term courses and financial support to attend, present and publish papers in conferences, workshops, and seminars.

The college regularly organised professional development and administrative training programmes.

All the faculty members have undergone face-to-face or online faculty development programmes and refresher courses.

Internal and external audits are conducted periodically.

Adequate allocation of budget, mobilisation and management of resources are very well managed.

The Internal Quality Assurance Cell is dedicated to assessing and improving educational quality by implementing a systematic improvement plan for all aspects of the institution's operation. It assures accountability and transparency of the quality management system of the institution to all stakeholders. The IQAC analyses the teaching-learning processes, training programs and attainment of learning outcomes as stated in the OBE Manual of the departments.

regular IQAC meets, analyses feedback received from students, parents and other stakeholders on quality related issues for the improvement of teaching, learning, and research in the college, collaborates with institutions of repute, organise training programs for faculties, students and non-teaching groups. It's the duty of IQAC to timely submission of AQAR, participates in NIRF, and undertakes quality audits in all required areas.

Institutional Values and Best Practices

The initiatives and events enumerating values, social responsibilities, best practices and institutional distinctiveness:

The institution has been responsive and proactive to the emerging changes and challenges, pressing issues such as gender equity, environmental consciousness and sustainability, holistic development and professional ethics to achieve their career goals. For its achievement, institution's vision and mission have been the foundational principles.

Gender Equity

Curriculum design based on Gender Sensitization,

Women Cell ensures and promote Women Empowerment and Gender Equity

Programmes to sensitize and promote Gender Equity and facilitate Women Empowerment

CCTV Cameras, Women Security Personnel and 24x7 Security in the campus for Safety of Women

Counselling is supported by trained Counsellors

Daycare Centre for young children

Environmental Awareness & Sustainability

Solar Power Plant of 20 KW capacity installed and the energy is wheeling to the distribution grid

Management of e-Waste and hazardous-Waste through external agencies.

Biomedical and hazardous wastes are managed effectively.

Waste-water Treatment Plants and Vermicomposting Units installed

The campus is Green with different species of trees and plants.

Rain-water harvesting with a capacity of 50 Litres, Well Recharging, with Water tanks and streamlined Water distribution systems are effectively maintained for Water conservation.

Ban of single-use plastic, restricted entry of automobiles and promotion of Bicycle (twice a week) usage harness green campus initiatives

Green, Energy, and Environment Audits conducted

Divyangjan-friendly and barrier-free environment with Lifts, Ramps, Wheel chair assistance,

Inclusive environment is endorsed through promotion of regional and cultural diversities, nurturing communal harmony', and 'socioeconomic inclusivity

Prescribed code of conduct and programmes to promote human values and professional ethics

E-governance has internally evolved during the last few years to enhance the academic and administrative functioning of the institution through a comprehensive ERP providing transparency and efficiency

Institution's We-Care initiative by mentors has impacted to sensitize students and to transform Society, improve their lives and communities

Distinctiveness: Holistic, Student-centred Multifaceted Learning endeavour to mould socially responsible and competent citizens through "Mata Gujri Multidisciplinary approach"

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATA GUJRI MAHILA MAHAVIDYALAYA
Address	CIVIC CENTER, MARHATAL
City	JABALPUR
State	Madhya Pradesh
Pin	482002
Website	matagujricollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SANGEETA JHAMB	0761-2410039	9893332192	-	iqac@matagujricollege.edu.in
IQAC / CIQA coordinator	MAHIMA TRIPATHI	0761-2410740	9827014444	-	drmahimatripathi3@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	SIKH
Linguistic	HINDI ENGLISH
Any Other	NO

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1994
Date of grant of 'Autonomy' to the College by UGC	01-07-2012

University to which the college is affiliated

State	University name	Document
Madhya Pradesh	Rani Durgavati Vishwavidyalaya	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-03-1998	View Document
12B of UGC	05-03-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	15-05-2015	96	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	ISRO UGC DST
Date of recognition	20-07-2020

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CIVIC CENTER, MARHATAL	Urban	2	8316

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce, COMMERCE	48	Plus Two	English, Hindi	500	142
UG	BCom, Commerce, Computer Application	48	Plus Two	English, Hindi	210	166
UG	BCom, Commerce, Tax procedure	48	Plus Two	English, Hindi	160	26
UG	BBA, Commerce, MANAGEMENT	48	Plus Two	English	80	79
UG	BCom, Commerce, Office Management	48	Plus Two	English, Hindi	30	18

UG	BSc,Chemistry,	48	Plus Two	English,Hindi	300	169
UG	BSc,Microbiology,	48	Plus Two	English,Hindi	120	63
UG	BSc,Biotechnology,	48	Plus Two	English,Hindi	120	58
UG	BSc,Botany,	48	Plus Two	English,Hindi	300	198
UG	BSc,Zoology,	48	Plus Two	English,Hindi	300	171
UG	BSc,Mathematics,	48	Plus Two	English,Hindi	300	19
UG	BSc,Computer Science,	48	Plus Two	English,Hindi	150	9
UG	BCA,Computer Science,	48	Plus Two	English,Hindi	60	11
UG	BA,History,	48	Plus Two	English,Hindi	120	117
UG	BA,Hindi,	48	Plus Two	English,Hindi	120	119
UG	BA,English,	48	Plus Two	English,Hindi	120	47
UG	BA,Drawing And Painting,	48	Plus Two	English,Hindi	120	19
UG	BA,Music,	48	Plus Two	English,Hindi	120	24
UG	BSc,Electronics,	48	Plus Two	English,Hindi	30	10
UG	BSc,Physics,	48	Plus Two	English,Hindi	120	19
UG	BSc,Biochemistry,	48	Plus Two	English,Hindi	120	10
UG	BA,Economics,	48	Plus Two	English,Hindi	120	58
UG	BA,Sociology	48	Plus Two	English,Hindi	300	225

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UG	BA,Political Science,	48	Plus Two	English,Hindi	200	189
UG	BA,Psychology,	48	Plus Two	English,Hindi	30	6
UG	BEd,Education,	24	Undergraduate Degree	English,Hindi	100	100
PG	MCom,Commerce,COMMERCE	24	Undergraduate Degree	English,Hindi	160	99
PG	MSc,Microbiology,	24	Undergraduate Degree	English,Hindi	30	16
PG	MSc,Biotechnology,	24	Undergraduate Degree	English,Hindi	25	17
PG	MSc,Botany,	24	Undergraduate Degree	English,Hindi	30	30
PG	MSc,Zoology,	24	Undergraduate Degree	English,Hindi	35	35
PG	MSc,Mathematics,	24	Undergraduate Degree	English,Hindi	80	21
PG	MSc,Computer Science,	24	Undergraduate Degree	English,Hindi	25	11
PG	MA,Hindi,	24	Undergraduate Degree	English,Hindi	60	43
PG	MA,English,	24	Undergraduate Degree	English,Hindi	60	60
PG	MA,Economics,	24	Undergraduate Degree	English,Hindi	60	19
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science,	24	Undergraduate Degree	English,Hindi	100	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				30				92			
Recruited	0	0	0	0	2	28	0	30	5	87	0	92
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	16	41	0	57
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	24	0	0	0	0	27
M.Phil.	0	0	0	0	2	0	2	3	0	7
PG	0	0	0	2	28	0	6	75	0	111
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	970	8	0	0	978
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	342	4	0	0	346
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	48	0	0	0	48
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	157	123	182	154
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	80	78	34	10
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	631	629	1220	1323
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	505	602	287	386
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	130
	Others	0	0	0	0
Total		1373	1432	1723	2003

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Drawing And Painting	View Document
Economics	View Document
Education	View Document
Electronics	View Document
English	View Document
Hindi	View Document
History	View Document
Mathematics	View Document
Microbiology	View Document
Music	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sociology	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of the College is to transform the lives of young Women from all communities by fostering intellect, creativity, skill and character through student-centred comprehensive learning. The education system is being redesigned with more emphasis on transdisciplinary and multi-disciplinary perspectives, inquiry, critical thinking, and problem-solving. A high-power steering committee has been
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constituted to oversee the implementation of a holistic multidisciplinary approach. The institution is running all streams, including Science, Arts, Commerce, Education and its own IGNOU centre. It is capable of running a number of elective and vocational courses, and has tried to convince the young generation to understand the value of multidisciplinary and interdisciplinary studies. It has implemented a novel strategy to integrate humanities and arts with STEM to improve the quality of education. Specialized Education includes developing capacities for self-directed independent learning, critical reading, critical thinking, rational inquiry, innovative problem solving with clear, precise, and effective communication. It also relates directly with employability and use of technology, and aspires in adopting international best practices. The institution offers flexible and innovative curricula that include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based. It is a multidisciplinary institution that facilitates the move towards high-quality holistic and multidisciplinary education. The multiple entry and exit points in the academic programmes offered in the institution will remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice. Departments are introducing Citizen Research and Awareness programmes to engage students in multidisciplinary research endeavours to build the capacity for independent learning, work in teams, personal intelligence, communication, and problem solving. Research topics related to society issues under PhD programs are selected to find solutions to society's most pressing issues and challenges. The Departments of Languages, Literature, Music, History, Political Science, Education, Mathematics, Pure and Applied Sciences (Botany, Zoology, Biotechnology, Microbiology, Computer Science, Biochemistry, Chemistry), Sociology, Economics, Sports and Commerce subjects are allotted in all Bachelor's Degree programmes. The flexible and innovative curricula of all subjects include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Global Citizenship Education (GCED) is provided to learners to become aware of and understand global issues and to become

	<p>active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Students are also provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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</p>

	<p>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.</p>
<p>3. Skill development:</p>	<p>Skills and knowledge are the driving forces of economic growth and social development of the society. Many elective skill and vocational courses are part of the syllabus in UG and PG programmes along with other certificate courses. To manage a holistic and multidisciplinary education, the institution aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. The institutional new vision of students learning skill includes Foundation Literacies, Collaboration, Scientific literacy, Creativity, Character Qualities, ICT literacy, Initiative, Financial literacy, Cultural literacy, Initiative, interpersonal skills, work ethic, Adaptability, Civic literacy, Competencies, Curiosity, Leadership, Critical thinking/problem solving, Teamwork, Leadership, Communication, Social and cultural awareness and Communication. The institution is following the NEP standard in vocational education, which emphasizes what a student can perform in real life using their inner self. It also integrates vocational education with the mainstream education system, leading to a multi-disciplinary perspective of education. Students are encouraged to take control over their education and focus on a specific subject area of interest in same duration of time. The institution looks at the holistic development of their students, which includes extracurricular, extension activities and value-based education. Value-based education aims at training the student to face the outer world with the right attitude</p>

	<p>and values and help them lifelong in many ways. It 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, helps them to become more and more responsible and sensible, helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen, helps them to develop a strong relationship with family and friends, and develops a positive view of life in their mind. A number of skill oriented courses like Office Management and Secretarial Practice stream provides competency in stenography, short hand in Hindi & English, typing and other office related work to meet the demand of government and nongovernment jobs. The institution is ready to provide all facilities required to maintain the trained outflow of learners to produce skilled well-versed trained youth with capacity to give best to the society. The institution is offering vocational education and training either on their own or in partnership with industry and Non-governmental Organization (NGOs). Focus areas for vocational education are based on skills gap analysis and mapping of local opportunities. 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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>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, as well as the way of function to help departments and programs do their best. The purpose of education in NEP 2020 is empowering learners to strive towards their own and the society, nation, humanity, and the planetary ecosystem. The institution is providing bilingual education in Hindi and English as per NEP 2020, binary criteria, and</p>

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. All educational programs are delivered bilingually in general, which is about the information, understanding, skills, abilities, and based on the mindset of learner that actually required to perfectly explain the relevant subject. 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 expert in expressing their courses in required basis. The lectures are made more experiential in order to make it interesting and to focus on the ability to converse and interact in their field. Language is inextricably linked to art and culture, as it influences the way people of a given culture speak with others and the tone of conversation. To preserve and promote culture, the institution is planning to manage a cultural fest week to review various unscripted languages. The topic is also included in the curriculum of Under Graduate and Post Graduate courses, and commemorative events are celebrated to learn and understand cultural, Nationalism and Patriotism belief among students. Indian arts of all kinds are offered to students at all levels of education to enhance cognitive and creative abilities and increase individual happiness. The Arts streams in all departments, faculty members are dedicated to providing Cultural awareness and expression as part of their curriculum and all institutional events. This includes traditional Indian art & knowledge, tribal and other local knowledge, and a greater flexibility in the curriculum. The institution is actively taking efforts to integrate Indian Knowledge system into many of the Elective and Vocational courses, and has conducted lectures in the 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.

5. Focus on Outcome based education (OBE):

OBE (Outcome-Based Education) is 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. The institution focuses on OBE and organizes everything essential for all students to be able to do successfully at the end of their learning experiences. 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. Activities in or outside the classroom 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 holistic knowledge to the students. The efforts are made to develop kind of curricula/ Employment generating certificate courses and create skills and attitudes that students should acquire to enable them to reach their full potential and lead successful and fulfilling lives. A dynamic supporting environment is provided by the institution to strengthen the system in all aspects and significantly contributes towards sustainable livelihoods. Skills for developing creative solutions to complex problems are increasingly essential, the Institution is following all the required criteria to achieve this aim and building up the ability of the student to observe, identify and find solutions for real life situations and problems. The faculty make sure to get the ultimate learning outcomes of their teaching by providing appropriate holistic knowledge (to create a good human being) along with their subjective and skill upgradation. The institution is ensuring quality education by 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 create curriculum frameworks which outline specific knowledge or skills, an emphasis on criterion-referenced assessments, and the imposition of some high-stakes tests. Faculty have used their pedagogical innovations to achieve and improve upon defined learning outcomes. The policy aimed for broad-based, multi-disciplinary, holistic education with flexible

	<p>curricula, utilization of technology, and development of multiple entries and exit points. The Institution is following the guidelines as the need of the hour, managing well organized virtual classes on MOODLE, and encouraging students to register in various online courses provided by the institution and from SWAYAM PORTAL to make successful future. Following these regulations in future, most of the students will be able to get jobs or work on their own start-ups.</p>
<p>6. Distance education/online education:</p>	<p>The vocational education system is divided into two terms: vocational education and other vocational training. The institution started managing vocational education specifically to vocational courses offered in the course curriculum under the NEP scheme. Vocational training is broadly given to certificate level training and is open to students who join these courses running by a number of departments. The institution is providing vocational education and training programmes with the perception of the role of open and distance learning (ODL) system in providing effective and dynamic vocational education and training to the youth. The institution is using MOODLE and preparing to apply for online education system to provide effective and efficient services for the distance living students. MOODLE is extremely beneficial to achieve higher and more meaningful levels of learning as LMS. Blended technique help 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. It provides making learning resources and experiences repeatable, reliable and reproducible. The institution aims to focus on online education and Distance education to maximize the benefits of digital learning. Online tools and platforms like IGNOU, NPTEL, SWAYM and other MOOC courses are extremely beneficial virtual resources with new insight to training content, in-class resources, assessment aids, profiles, etc. and allow seamless interaction. After the Covid-19 pandemic, the teachers adopted and practiced the ICT enabled tools in teaching learning process and found it extremely valuable for their students to attend classes from any location. The IQAC conducted Training Programmes for the development of e-content and the use of e-resources during the year with IGNOU and</p>

Higher Education M.P. Faculty attended a number of FDPs and PDPs in relevant fields. The online education is now more accessible to the less privileged groups of students in comparison to the centralized classroom education system. 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. Various mobile phone and computer applications and technology-based programs have emerged as an alternative platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Committee _ Dr Sangeeta Jhamb (Principal) Campus officer – Dr . Maya Shukla Mr. Raphael Paraste Campus Ambassador –Ms. Nandana Tiwari ,Ms.Kashish Raikwar ,Ms. Aashi Saxena, Ms.Tanvi Umade President – Ms. Madhu Choubey Vice President – Ms. Muskan Patel Secretary – Ms. Samikhsha Raghav Join Secretary – Ms Komal Pillay , Ms. Archi Tondon Active Member – Ms. Lucky Pandey , Ms Deepti Sharma, Bhawya Vishwakarma,Ms. Usha Vishwakarma, Ms. Aashi Chakrwardi , Ms.Ritika Rajak, Ms Himanshi Shrivass, Ms Palak Rajak, Ms. Ayushi Rajput, Ms Sonali
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC CLUB ACTIVITIES FOR SESSION 2022-23 S. Name of Activity Date No. of Participate No. 1 Poster, Slogan, Drawing & 08/08/22 59 Students Painting Competition 2 Voter ID Preparation 19/10/22 260 3 Blood donation 07/09/22 40 4 Link voter ID with Adhar Card 17/08/22 619 5 Essay Competition organized Voter 19/09/22 39 – (Madhu Choubey got 1st rank) Cash price or Rupee 1000/- 6 Awareness Programme @ Dumna 15/10/22 Nodel Officer & Campus ambassador Of 27 Colleges 7 Quiz Competition 09/11/22 24 Students Final Round 12/11/22 - 8 Nukkad Natak 21-22/12/22 11 Students (College got 2nd Position in semifinal and final round 9 Roll Play 19-20/01/22 12 Students (College got 2nd Position in semifinal and final round 10

	<p>Voter awareness Camp 17/02/23 210 Students 11 Voter awareness Orth (taken various 25/01/23 98 Teachers 260 Students time at the ending of Each important programmed held in College) Note- • Dr. Maya Shukla Campus Officer of ELC Club 4 years continuously awarded by Collectors of Jabalpur. • She appointed 3 times as a member of sveep core committee form by collector. • Due to organized various activity college got first position out of 88 colleges.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC Club Organized different Competitions like essay, Quiz, Poster Slogan, Industrial visits, Roll Play, Nukkad Natak, Drawing & Painting. Aim for organizing these competitions are preparing students for Inter College level competitions oath for voter awareness was taken by teachers and students at various time. Awarded by the Collector of Jabalpur. Mrs. Chhavi Bharadwaj for the “Best work as Campus Officer” on 25January 2019, National voters’ day Awarded by the Collector of Jabalpur. Mr. Bharat Yadav for the “Best work as Campus Officer” on 25January 2020, National voters’ day Awarded by the Collector of Jabalpur. Mr. Eliyaraja on 25th January on 25January 2022, National voters’ day For mega Participation of Blood Donation camp awarded by Upper Collector Namah Shivay Arjariya on 21/09/2022. Awarded by Upper Collector Namah Shivay Arjariya on 23/11/2022 for organizing quiz competition of ELC Club Get certificate on appreciation for active contribution in organizing 3 day international conference on “Recent advances in research and innovations in Life Science” Appointed 4 times as a member of SVEEP core committee form by collector of Jabalpur 7th February 2022, 1st August 2022 , 18th August 2023.and 4March 2024. Achievements as a campus officer :- College got IInd Position in Nukkad Natak for Voter Awarness 2022. College got IInd Position in Roll Play for Awareness for Voter 2022. College got Ist Position among 88 Colleges due to organizing various ELC Club activity in 2022. Madhu Choubey (Member of ELC Club) continuously got Ist Position in state level Essay Competition on 2021-2022. Harmeet Kaur and Nandana Tiwari got IInd position in flower competition organized by collectrate Jabalpur on 6th November 2023.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>ELC Club various time organize workshop for</p>

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

preparing voter id for new coming student. from starting their admission to till years. with the help of voter helpline app active members of ELC CLIUB prepare voter id of students in all year and also trained other student to prepare voter id of their relatives and other students ELC CLUB Organized to demonstration of ELECTROL VOTING Machine various time coordinator of sweep Dr. Pramod Shrivastava

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3815	4642	6029	6915	5783
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1421	2174	2026	1835	2061
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	124	130	133	130
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 122

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11042045	10450882	7956268	865100	1286365
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

the institution is committed to providing a modern and relevant education that prepares students for success in a rapidly changing world.

1. Adoption of CBCS (Choice Based Credit System): In alignment with the National Education Policy (NEP) 2020, the institution has adopted the CBCS, which provides students with flexibility in choosing courses from a range of options, including core, elective/minor, or skill-based vocational courses. 2. Regular Revision and Upgradation: The curriculum undergoes regular revision, with both minor and major revisions done as needed. Feedback from students and teachers plays a crucial role in the revision process, ensuring continuous improvement. 3. Relevance to Local, National, and Global Needs: The curriculum is designed to address the evolving needs of society at local, national, and global levels. This ensures that students are equipped with the knowledge and skills necessary for them to contribute to the society. 4. holistic approach /Fostering Intellect, Creativity, Skills, and Character: The institution aims to nurture various aspects of students development, including intellect, creativity, skills, and character. This holistic approach to education emphasizes comprehensive learning and encourages students to become confident and self-sustainable individuals. 5. Outcome-Based Education (OBE): The curriculum and instructional strategies are aligned with the defined learning outcomes. The course content, teaching methods, and learning activities are chosen or designed to facilitate the achievement of the intended outcomes. 6. Emphasis on Transdisciplinary and Multidisciplinary Perspectives: The institution recognizes the importance of transdisciplinary and multidisciplinary perspectives enabling students from diverse streams (Arts, Science, Commerce) to acquire more than one career fields, in addressing complex real-world problems. The curriculum is designed to encourage inquiry, critical thinking, and problem-solving skills, with a focus on making students self-reliant. 7. Enhancing Employability/ Entrepreneurial Skills: Recognizing the changing industrial landscape, additional certificate courses are introduced to enhance students employability. These courses cover various fields such as Pharmaceutical Chemistry, Agricultural Chemistry, advanced instrumentation training, digital marketing, GST & taxation expertise, apiculture, fishery biology, bioinformatics, and lab techniques etc to make them self-reliant. Courses are designed to provide multidisciplinary training, to pursue challenging jobs in executive, manufacturing, marketing, and back-office fields. Certain courses, including Bioinformatics and various Lab Techniques, Fashion designing, Food processing and preservation, culinaryart, Bonsai art focus on developing students entrepreneurial skills, encouraging innovativeresearch work and topics.8. Innovative ideas/innovation in Research Opportunities: The institution encourages innovative ideas of students in various projects and fields of research work. Courses proposed for research undergo a thorough approval process involving departmental and institutional research committees (DRC & IRC), ensuring that they meet the standards

of academic excellence and relevance.9. Integration of MOOCs and Self-Study Papers: To supplement traditional learning methods, MOOCs (Massive Open Online Courses) and self-study papers with extra credits are integrated into the curriculum, offering students flexibility and additional learning opportunities. 10. Integration of: SWAYAM and NPTEL Courses : Students are explained about the beneficiaries' and value of SWAYAM and NPTEL Courses and encouraged to register under these courses. Units from SWAYAM and NPTEL courses are incorporated into the curriculum, leveraging digital resources and online learning platforms.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

The college provides a wide range of programmes with a focus on skill development, entrepreneurship, and employability and offers educational programmes that are continually updated to reflect modern standards and are made to match the demands of the labour market. The main goal of the institution is to provide its students with relevant and useful knowledge that will enable them to launch successful businesses or jobs. Understanding that industries are dynamic and that the employment landscape is always evolving, the institution takes proactive steps to make sure that course syllabi are current and in line with the most recent developments in technology and industry trends. A broad spectrum of disciplines are covered by the programme options. Every curriculum is painstakingly designed to achieve a balance between theoretical ideas and real-world applications, encouraging students to learn by doing and develop their problem-solving abilities. An important component of the institution strategy is the inclusion of employability skills in the curriculum. Along with valuing academic achievement, the college also places a strong emphasis on developing soft skills like critical thinking, effective communication, leadership, teamwork, and flexibility. The university hopes to generate graduates who can enter the workforce with ease and contribute significantly to their professions by fostering these qualities. Moreover, the institution's ideology is fundamentally based on the emphasis on entrepreneurship thus encouraging the students to think creatively, come up with original concepts, and comprehend the complexities involved in launching and running a firm. Prospective business owners are given access to tools, mentorship, and chances to take part in a range of entrepreneurial competitions, events, and incubation programs. The organization is quite proud of its commitment to skill development. Understanding the value of practical skills in today's world, the institution has worked with professionals in the field to provide specialized, skill-oriented courses that meet the needs of particular industries. This method not only increases students employability but also creates a trained workforce that supports general economic growth. Through emphasizing hands-on learning, cultivating critical employability skills, and promoting

entrepreneurship, the institution plays a pivotal role in moulding the future workforce and advancing the socio- economic development of the country.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 29.81

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

Response: 107

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

Response: 359

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

It's impressive to see how the institution is integrating cross-cutting issues into its curriculum to address the diverse needs of society. Here's a breakdown of the key points:

1. Gender Equality and Environmental Awareness: The curriculum includes content relevant to gender equality and environmental awareness, ensuring that students understand and appreciate these important issues. Various activities such as seminars, conferences, guest lectures, exhibitions, street plays, and literary activities are organized to create awareness among students and promote a cross-cultural perception.

2. Human Moral and Ethical Values: Emphasis is placed on instilling human moral and ethical values, including professional ethics and Indian values, to promote the holistic development of students, it is mandatory to incorporate in curriculum and departmental activities. Core courses such as Cultural Education, Scientific Methodology, General Knowledge and Current Affairs, Rural Development, Agricultural Operations, and Social Service focus on developing these values.

3. Environmental Consciousness and Disaster Management: Courses on Environment Studies, Wildlife, Global Warming, Environmental Policy, Waste Management and Disaster Management are incorporated in the curriculum along with Mushroom Culture and Vermicomposting, education, Community Health and healthcare. Expected learning outcomes create understanding of environmental

issues and their impact on everyday life have ability to contribute to sustainable practices and disaster preparedness and responsive efforts. **4. Skill Development and Vocational Education:** The institution pioneers skill development courses and vocational education, including core courses on Environment Studies. These courses emphasize research in interdisciplinary areas such as renewable energy, environmental pollution, agriculture, education and healthcare.

4. Professional Ethics and Values: Professional Ethics and Values is instilled and explained properly to the students to ensure that students develop a strong ethical foundation. Systems Value Education is integrated into the curriculum.

5. Outreach Programs: Regular outreach programs including programs in adopted villages organised to encourage students to understand the level of environmental concerns within the community and actively participate in finding sustainable solutions for environmental issues.

6. Code of Conduct: The institution has its own Code of Conduct to address various malpractices, ensuring a safe and ethical learning environment for all students, Faculty and non-faculty members. Overall, these initiatives demonstrate the institutions commitment to promoting holistic development, ethical values, environmental awareness, and gender equality among its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and

online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 96

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

1.3.3

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

Response: 100

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

Response: 33

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

Response: 33

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1487	1557	2157	2208

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2155	2135	2640	2805	2805

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
589	908	438	1023	802

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

2022-23	2021-22	2020-21	2019-20	2018-19
589	908	438	1023	802

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution prioritizes inclusivity and individualized support for students from diverse backgrounds and learning abilities. The institution assesses students' learning levels and organises special programmes for both slow and advanced learners. We emphasize on equity, and the holistic development

of students. ? Admissions Counselling: The college provides counselling, guidance, and orientation to incoming students to familiarize them with various aspects of Higher Education policies, rules and regulations, college life, including courses, assessment methods, rules, regulations, and available facilities right

for their assessment level. ? Assessment and Individualized Learning Plans: Teachers assess the learning levels of students at the beginning of each course. Based on this assessment, special programs are planned for both advanced learners and

slow learners to ensure that teaching methods are tailored to meet the needs of each student. The college apply various assessment methods, including repeated tests, quizzes, Continuous and Comprehensive Evaluation (CCE), Semester End Assignments, presentations, discussions, and viva-voce exams, to gauge students; understanding and progress.

? Development of Critical Thinking Skills: Focusing on the development of critical thinking skills is crucial in today's rapidly changing world. The faculty encourages students to engage critically with their studies, ask questions and prepares them to navigate complex challenges and make informed decisions in various aspects of life. ? Blended Learning Approach: The institution implements a blended learning system, incorporating both online and traditional classroom instruction. Online

classes are organized separately for advanced learners and slow learners during holidays and vacations, allowing for personalized learning experiences. ? Remedial and Extra Classes: Remedial and extra classes are provided for

slow learners to offer additional support and help them catch up with their peers. ? Students specifically advanced learners are encouraged to enroll in courses offered through Swayam, NPTEL, and Coursera. More than 50% students enroll every year.

? Student-Centred Education: Overall, the institution's approach to education is comprehensive and student-centred. By fostering an environment where every student, regardless of their learning pace, can thrive academically, socially, and personally, the institution is effectively nurturing well-rounded individuals prepared for success in the 21st century. ? The institution has countless provisions to made students groups and committees with an interest outside the curriculum for organising various events. Leadership opportunities are provided to students as office bearers of the multi-pronged participation of students in governance. ? Students are encouraged to present papers and co-author research papers with faculty. ? Students are a part of the Editorial Board of College and department magazines and journals. In conclusion, the institution commitment to inclusivity, equity, critical thinking, diverse learning styles, and student-centered education reflects a progressive and holistic approach to education that prioritizes the development and success of each individual student.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 31.27

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The NEP 2020 curriculum adopts a number of learner-centric strategies for a holistic learning experience directed by the principles of Outcome-based learning. Students are trained to verbalize questions, seek answers, solve problems, discuss, debate, and draw conclusions. The institution exercises its status of autonomy to a considerable degree and offers intra and inter-departmental electives and numerous skill-based courses, practical papers, and soft skills in the CBCS and LOCF pattern.

? Assessment for Critical Thinking: The institution places importance on assessing students' abilities to engage critically with the various experiential activities. This goes beyond mere retention of information and emphasizes the development of analytical skills and a questioning mindset. Industrial and various other organizational visits connect theories and knowledge gained in the classroom with real-world situations. ? Support for Socio-economic Diversity: Counseling, guidance, and orientation services provided to students from various socio-economic backgrounds at the time of admission demonstrate a commitment to ensuring equal opportunities for all learners. ? Tailored Programs for Different Learning Levels: Faculty assess

learning levels and design specialized programs for both advanced and slow learners. This personalized approach recognizes that students have diverse learning needs and abilities. ? Holistic Education: The institution aims to develop well-rounded

individuals with critical 21st-century capacities, including an ethic of social engagement, soft skills, and specialization. This holistic approach acknowledges the importance of nurturing not only academic excellence but also social responsibility and personal growth. ? Student-centric Methodologies: Students take up projects and internships every year. It employs student-centric methodologies such as experiential learning, participative learning, and problem-solving to develop employability skills. These methodologies emphasize hands-on experience, collaboration, and practical problem-solving, preparing students for real-world challenges. ? Integration of Practical Work: Practical work is integrated into all streams program to provide students with experiential knowledge. This hands-on approach enhances understanding and application of theoretical concepts, preparing students for careers in their respective fields. ? Extracurricular Activities: Conferences, webinars, workshops, NSS, NCC activities and various other Community Outreach Programmes along with Street Play, Educational Games etc., are organised to

foster participative learning and problem-solving skills among students. o Students are busy in with their own Wealth from Waste Projects, Nutri Fest, and Brainstorming and Group discussions. o They are getting Hands-on experience in Marketing of their own projects. o Creative learning is part of their regular activities through short films, drama, dance, painting shows, and representing Indian culture. o These activities provide opportunities for students to engage with real-world issues, collaborate with peers, and develop practical solutions. The photo and video coverage of events in the college is done by the students as Visual Communication under the mentorship of their faculty. ? Problem Solving: Problem Solving is one of the 21st century skills that actually an employer pursues. The courses offered in the departments have the scope to train the students to implement a plan, assess its effectiveness, analyze the outcome, generate a set of alternate interventions, and evaluate the best solution.

The specified way follows to access this as Case studies, Simulation Techniques, Hands on Training, Project-based learning. Postgraduate students undertake minor research projects as a part of their curriculum and dissertations. Overall, the institution comprehensive approach to education prioritizes the development of critical thinking, employability skills, and social responsibility, ensuring that students are well-prepared for success in their academic and professional endeavors.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

The institution's integration of technology into education appears to be comprehensive and forward-thinking, with a focus on providing a hybrid learning experience across all streams. The pedagogy of the institution has ICT at its core. Faculty members using e-learning resources, and platforms including social media to attract and increase the attention of our students. The institution is a local chapter in SWAYAM – NPTEL. The students and faculty members are encouraged to register for different certificate courses offered by NPTEL and access the resources. Use of MOODLE: The institution leverages MOODLE, a popular learning management system, to facilitate online learning. This platform providing a centralized hub for course materials, assignments, discussions, and other resources, enhancing accessibility for the students. ? Embrace of ICT-Enabled Tools: Recognizing the importance of technology in modern education, teachers regularly incorporate ICT- enabled tools into their instruction. This proactive approach ensures that students are equipped with the necessary digital skills and knowledge to thrive in today's rapidly evolving world. The college has subscribed to Google Suite for linking with academic\industrial communities to streamline instruction and make collaborations easier. Synchronous Remote Learning is enabled through Learning Management System, skype, Zoom, and Google Meet. Google Classroom, Class WhatsApp Groups, and LMS are used to engage learners in discussions. Google Drive used for storage and synchronization of resources. ? Combination of Technology and Offline Modes: Teachers creatively blend technology with offline modes of instruction

to engage students in long-term learning. This adaptable approach caters to different learning preferences and ensures that all students have access to high-quality education, regardless of their technological resources. The college has subscribed to Google Suite for linking with academic\industrial communities to streamline instruction and make collaborations easier. ? Professional Development Initiatives: The institution prioritizes faculty development in the use of e-content and e-resources through training programs and Faculty Development Programs (FDPs). These initiatives equip teachers with the skills and knowledge needed to effectively integrate technology into their teaching practices. ? Adding Diverse Range of ICT Tools: We utilize a variety of ICT tools, including laptops, headphones, writing pads, internet resources, e- contents, Open Educational Resources (OERs), video lectures, audio lectures, PPT presentations, virtual labs, WHO, with Coursera and various other MOOC platforms, and YouTube links. This diverse range of resources enriches the learning experience and caters to different learning styles. ? During the pandemic, the institution maintained digital online system connection with proper classes were created for each course and skype and Google Meet was used for remote proctoring. Overall, the institution's proactive approach to integrating technology into education, combined with ongoing professional development for faculty, ensures that students receive a modern and dynamic learning experience that prepares them for success in today's digital age.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.3.3

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

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

Response:

The institution approach to academic planning and curriculum design reflects a commitment to transparency, organization, and student-centeredness. Here is a breakdown of the key features: 1. Preparation of Academic Calendar: The Internal Quality Assurance Cell (IQAC) collaborates with the institutional academic council committee to prepare the academic calendar. This calendar is made available to students before classes start, providing them with essential information about working days, holidays, assessment dates, and examination schedules. 2. Comprehensive Calendar Details: The academic calendar includes a comprehensive list of all working days, holidays, dates of Continuous Comprehensive Evaluation (CCE) tests, examinations, and practical examinations. It is printed and displayed on notice boards and the college website, ensuring accessibility to all stakeholders. 3. Alignment of Departmental Activities: Departments and service units align their activities and program under the guidance with IQAC with the institutional calendar. This coordinated approach allows for micro-level planning and optimizes the use of infrastructure and ICT facilities, enhancing efficiency and resource utilization. 4. Curriculum Structure in Prospectus Handbook: The institution prospectus handbook contains detailed information about the curriculum structure for both undergraduate and

postgraduate programs. This includes languages, major and minor courses, electives, skill-based incentives, foundation courses, soft skills, bridge courses, and extensions, providing students with a clear understanding of their academic pathways. 5. Unitized Syllabus and Teaching Plan: The prospectus handbook also includes a unitized syllabus with a timeframe and teaching plan for each course. This structured approach helps faculty members effectively plan their teaching and evaluation methods, ensuring alignment with learning objectives and outcomes. 6. Encouragement for Pedagogical Innovation: Faculty members are encouraged to update their teaching and evaluation methods regularly. Periodic assessment of students' learning abilities enables both teachers and learners to actively engage in the teaching and learning process, fostering a dynamic and responsive educational environment. Overall, the institution's systematic approach to academic planning and curriculum design promotes transparency, coherence, and continuous improvement in teaching and learning practices, ultimately enhancing the overall educational experience for students

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 107

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	112	123	110	140

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

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

Response: 69.67

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

Response: 85

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

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

Response: 4.88

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

Response: 595

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

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

Response: 85.38

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

Response: 111

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 43.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	41	43	49	41

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

2.5.2

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

Response: 2.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	74	00	27	376

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

2022-23	2021-22	2020-21	2019-20	2018-19
3495	4554	5505	5519	5616

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

2.5.3

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

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

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

Response:

The institution's efforts to modernize and streamline its examination procedures demonstrate a commitment to efficiency, transparency, and student-centricity. Here's a breakdown of the key features of its examination system reform: 1. Integration of IT Software: The institution has integrated IT software into its examination procedures and processes, automating tasks such as mark entry, grading, percentage calculation, and Cumulative Grade Point Average (CGPA) calculation. This integration enhances accuracy, speed, and reliability in handling examination-related data. 2. Online Payment of Examination Fee: The upgrade to online payment for examination fees improves convenience and accessibility for students, allowing them to complete this administrative task efficiently. 3. Dual Component Examination Pattern: The examination pattern comprises Continuous Comprehensive Evaluation (CCE) and

Summative Examination (SE), providing a balanced assessment approach that evaluates both continuous progress and overall achievement. 4. Implementation of Outcome Based Education (OBE): The OBE structure has been modified to align with the curricula of different programs. This ensures that examination procedures are closely tied to learning outcomes, enhancing the relevance and effectiveness of assessments. 5. Continuous Internal Assessment (CIA): Two Continuous Internal Assessment Tests (CIA) are conducted in each semester, contributing to 40 marks each. This ongoing assessment allows for regular feedback on students' progress and performance. 6. Transparent Evaluation Process: The evaluation process involves consolidating marks from CIA tests and valuing answer scripts by course teachers, with 20% of scripts validated by the Chairperson. This ensures fairness and transparency in grading. 7. Inclusion of Veriva Voce, Project, and Internship Evaluation: The examination system incorporates various assessment methods, including oral examinations (Veriva Voce) and evaluation of projects and internships, providing a comprehensive evaluation of students' skills and competencies. 8. Supplementary Examination Option: Outgoing students are provided with the opportunity to clear a maximum of three courses through Supplementary Examinations, allowing them to complete their programs within the stipulated time frame. Overall, the institution's reformed examination system reflects a modern, transparent, and student-centric approach to assessment, aiming to accurately evaluate student performance and facilitate their academic progress effectively.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution focus on clearly stated learning outcomes and the adoption of Outcome-Based Learning (OBE) patterns across all streams demonstrate a commitment to fostering higher-order thinking skills and cognitive development among students.

1. Prospectus following OBE: To keep pace with the changes suggested by the Higher Education in the teaching learning process and to equip the students with competencies and orientations required for success in the fast-changing educational scenario, the institution decided to adopt the Outcome Based Education for all programmes. Workshops for faculty were organized by IQAC as needed to train the teachers in restructuring the syllabus by shaping, modifying and improving the outcomes of programmes offered.

2. Institutional Website: The institution's website serves as an accessible platform for students to access

information about academic courses. It is allowing prospective students to explore program details, course outcomes, and other relevant information

. 3. Meetings: Regular faculty meetings are conducted to ensure that faculty members are acquainted with the stated program and course outcomes. These meetings also serve as a platform for guidance on effective implementation strategies.

4. Personal Counselling: Personal counselling sessions are conducted based on the individual needs of students. This personalized approach allows for tailored guidance and support, ensuring that students are aware of course outcomes and equipped to work towards achieving them effectively.

5. The Programme Education Objectives(PEOs) all the programmes were made keeping in mind the vision and mission of the college and the need to implement programmes and conditions that maximize learning for all students with the focus on subject proficiency, professional growth, management skills and the need to contribute to national development.

6. The framing of Programme Outcomes and Programme Specific Outcomes: various departments came together to frame the Programme Outcomes of their fields ie Humanities, Sciences and Commerce, keeping in mind the need to adopt best practices and set national benchmarks.

The Programme Educational Objectives : Undergraduate Programme The undergraduate programme shall produce graduates who will be able to:

PEO1: Create a successful career path that provides importance to the knowledge and skills acquired

PEO2: Participate in self-directed ongoing learning, aimed at global proficiency, which will foster both professional and personal development

PEO3: Cultivate an entrepreneurial and managerial mindset while maintaining the highest ethical standards of conduct

PEO4: Adapt to the dynamic changes in technology and life-long learning

PEO5: Work towards accomplishing economic and social equality for women by applying pertinent knowledge

PEO6: Contribute to achieve environmental sustainability and social inclusivity

PEO7: Communicate effectively in a plethora of professional contexts

Postgraduate Programme On obtaining a postgraduate degree the students will be able to:

PEO1 Advance personally and professionally by accepting societal responsibilities and leadership roles

PEO2 Display higher order thinking in the knowledge domain and demonstrate professional skills

PEO3: Adhere to the highest level of professional code of ethics

PEO4: Contribute to the advancement and application of relevant knowledge by self-directed learning

PEO5: Attain and practice skills to identify, analyse and solve complex problems

PEO6: Integrate knowledge and skills to design and develop novel products and explore innovative solutions to national and international goals of development

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 94.02

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

Response: 1336

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution has a robust infrastructure and supportive environment for research activities. It provides necessary infrastructural facilities conducive to research activities. The institution is equipped with high-speed internet, smart classes, conference and seminar halls with audiovisual equipment, various laboratories, Central Research Lab, libraries with access to books, journals, and online resources of journals amid DELNET necessary for conducting research.

The institution actively promotes a research culture by signing MoUs academically with various organizations and industrial academic linkage, organizing seminars, workshops, and conferences. This facilitates collaboration and knowledge exchange among researchers.

There are different science laboratories and the latest equipment for facilitating research. The science laboratories are equipped with advanced instruments such as incubators, UV-Visible Spectrophotometer, Thermocycler, Motic Microscope, and various Centrifuge to carry out experiments in Zoology, Botany, Microbiology, Molecular Biology, Biochemistry, Phytochemistry, biotechnology and related disciplines. CURIE-sponsored Central Instrumentation Lab established at a cost of 50.6710 lakhs satisfies the research needs of scholars undertaking research programs and has the latest scientific equipments .

1. **Institutional Research Committee:** The institution is committed to outlining and updating a research agenda, which identifies preferred focus areas and priorities for research activities to be supported. This committee oversees various aspects of research, including ethical matters.

- It involves informing researchers about various research opportunities offered by academic, research, industry, or government organizations. provided Research Grants as a Seed Money to budding researchers for promotion of research projects, and cash incentives are offered for publications in high-impact journals.

1. **Interdisciplinary Research:** The institution is promoting interdisciplinary research which is a priority. This includes establishing frameworks for joint research projects covering multiple knowledge domains.

2. **Involvement of External Agencies/Experts:** there are policies for involving external agencies and experts in research projects.

3. **Institutional Ethics Committee ensures adherence to ethical standards in research.**
4. **Training and Project Work: Students are encouraged to engage in Research at the departmental level through curriculum-based undergraduate and postgraduate research projects, internship and dissertations with their innovative ideas. which enhances their practical skills and research capabilities.**
5. **Faculty Encouragement for Funding Support for Doctoral Pursuits: Faculty members are encouraged to seek funding from external agencies for their research work and are encouraged to pursue Ph.D. degrees, which can further enhance their research credentials and contribute to the institution's research output.**
6. **Managing MOUs: The institution promotes a research culture by signing Memorandums of Understanding (MoUs), facilitating academic and industrial links to promote innovative and dynamic research culture. 53 MOUs being signed in this period.**
7. **Patents: one Patent awarded and one patent Applications Filed for final approval.**
8. **Awarded PhD in this academic year: -20 PhD degrees were Awarded and 35 registered from various departments during this assessment period.**
9. **The Awards for Best innovative ideas, Research Scholar, Faculty and Best Research Paper Award is given in various discipline**
10. **many international conferences, National conferences , seminars, and webinars were organised in this period and invited global and National level achievers in the Institution to promote and motivate scholars and faculty members for research and Innovations.**
11. **Funds such as CURIE, WISE-KIRAN, DST,New Delhi , MPCST and NASI Bhopal have been expended to increase the quality of research and needful infrastructure for this.**

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 1.27**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.5	0.1207	0.65	00	00

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

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 12.3**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 15

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 83.89105

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.15

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

Response: 18

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

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

Response: 16.39

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

Response: 20

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institution's commitment to fostering innovation and entrepreneurship is evident through its comprehensive ecosystem and initiatives. The key points are:

- 1. Institution Innovation Council: Organizing activities, supporting rankings preparation, and**

establishing ecosystems for idea scouting and pre-incubation demonstrate a systematic approach to nurturing innovation.

2. **Startup Initiatives and Competitions:** Initiatives like Cell Startups, Smart India Hackathon, coding contests, and HACKTHONS provide platforms for students to showcase their entrepreneurial and problem-solving abilities.
3. **Collaborations with various organizations** for dissertation, internship, industrial exposure etc.
4. **Financial Support for Exhibitions:** Providing financial support for students to exhibit their models at competitions promotes visibility and recognition of their innovative solutions.
5. **Engagement with Local Entrepreneurs:** Inviting local entrepreneurs to address students serves as a source of inspiration and practical guidance for aspiring entrepreneurs.
6. **Overall, these initiatives collectively create a vibrant innovation ecosystem within the institution, empowering students and faculty to drive positive change through creativity, entrepreneurship, and impactful research.**
7. **Opportunities for Interaction:** Students have opportunities to interact with entrepreneurs, gaining insights and inspiration from real-world experiences.
8. **many skill oriented certificate courses have started organised in different disciplines to create vibrant innovative ecosystem in the College. Certificate courses across various disciplines enhance students' skills and knowledge, potentially fostering innovation in diverse fields.**
9. **Faculty Development:** Financial assistance for faculty members to undergo professional development programs ensures a knowledgeable and skilled faculty body capable of guiding students effectively.
10. **Seed Funding for Socially Beneficial Research:** Providing seed money for socially beneficial research projects encourages students and faculty to tackle pressing societal issues through innovative solutions.
11. **Research Labs and Incubation Center:** The development of research labs and plans to strengthen the incubation center provide students with the infrastructure and support needed to transform innovative ideas into tangible solutions.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

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

Response: 2.75

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

Response: 55

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

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 0.07**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 09

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 1.78

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 217

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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

Response: 3

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

Response: 2.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1**Revenue generated from consultancy and corporate training during the last five years****Response:** 0.64**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.235	0.024	0.22	0.06	0.1

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities**3.6.1**

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

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

Response:

The college's NSS and NCC and UBA Cell units are actively engaged in various social service activities, contributing positively to the local community and fostering holistic development among students. Here's a summary of their activities and impact:

1.NSS Activities:

- **Activities include cleanliness drives, blood donation camps, assistance to the poor and orphans, and honoring sanitation workers.**
- **Emphasis on green initiatives such as promoting clean surroundings and discouraging the use of polythene bags.**
- **Recognition by Nagar Nigam Jabalpur for cleanliness efforts, highlighting the impact of their activities on the local environment.**

2.NCC Activities:

- **Participation in sensitization programs for society and the country.**
- **Active involvement in national events like Independence Day and Republic Day Parades.**
- **Participation in awareness rallies on important issues such as water conservation and cleanliness campaigns.**
- **Recognition through prizes won in competitions organized by governmental bodies and other institutions.UBA cell organized many activities under UBA cell in the five adopted villagesl .**

3.Impact on Students:

- **Development of social awareness, leadership skills, and self-confidence among students.**
- **Opportunity for students to engage in meaningful activities that contribute to society, fostering a sense of responsibility and empathy.**
- **Cultivation of students' hidden talents and personalities through participation in diverse activities.**
- **Promotion of holistic awareness among students, emphasizing the importance of social responsibility and community engagement.**

Overall, the activities conducted by the NSS and NCC and Unnat Bharat abhiyan Cell recognized by Ministry of Education,New Delhi play a crucial role in shaping well-rounded individuals by instilling values of service, leadership, and civic responsibility among the student body. They serve as platforms for students to actively contribute to society while developing personally and academically.

all deparments have also conducted many extension activities for knowlege strengthening and awareness purposes.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 152

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	34	22	04	10

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

3.7 Collaboration**3.7.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative

research during the last five years**Response: 53**

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

the institution has prioritized the development of infrastructure and physical facilities to support teaching, learning, and research activities. We create a dynamic and supportive environment that promotes excellence in teaching and learning through the effective use of technology and innovative instructional strategies. The main focus on student centric innovative learning/blended learning, online discussion forums, and digital library resources which reflects a commitment to providing a high-quality education experience for our community. Here's a breakdown of the key points:

Adequate Infrastructure: The institution has ensured the availability of smart classrooms, laboratories, computing equipment, departmental libraries, central libraries, sports grounds, and a conference hall, all in accordance with UGC guidelines. This infrastructure benefits undergraduate, postgraduate students, and researchers alike, facilitating a conducive learning environment. The Laboratories are well-equipped with modern equipment to facilitate practical learning experiences.

1. **NPTEL Local Chapter:** The institution is registered as a local chapter in NPTEL, enabling access to online courses via the SWAYAM portal.
2. **High-End Equipment and Resources:** High-end equipment is provided in departments, including a Central Instrumentation Research Lab established under the support of CURIE, DST WISE KIRAN. Additionally, e-contents, library resources, and online resources are made available to support academic and research activities.
3. **ICT Facilities and MOODLE System:** The institution has policies and strategies in place for deploying and maintaining technology effectively. This ensures that ICT facilities are available for both academic and administrative purposes in our institution. The institution provides MOODLE system, to create a dynamic learning environment.
4. **Smart classrooms/Classrooms and Laboratories:** There are 15 smart classrooms, 38

classrooms and 18 laboratories, all equipped with ICT facilities to support conventional and blended learning approaches.

5. Hostel and Canteen Facilities: The institution has a girls' hostel and its own canteen and cafeteria within the campus, ensuring that students have access to accommodation and dining facilities, contributing to their overall well-being and convenience.

6. • Extracurricular Activities: The Institution offers a well-kept campus with ample open space for games and sports, encouraging students' physical well-being and holistic growth. A variety of outdoor sports and indoor games are available, catering to diverse interests and preferences.

Students are strongly encouraged to participate in various other activities such as athletics, cultural events, and various sports competitions. The college recognizes and rewards students' achievements in these activities appropriately, fostering a culture of participation and excellence. The college organizes and actively participates in cultural and sports activities at various levels, including intercollegiate, state, and national events. Regular cultural events such as Cultural Week, Fresher's Party, Annual Day, Welcome and Farewell, etc., provide platforms for students to showcase their talents and cultural abilities. In sports the college provides ample opportunities for students to engage in various outdoor activities like shuttle badminton, volleyball, cricket, football, and more. Indoor games such as table tennis, chess, and carom are also available, catering to different interests and preferences.

The music department offers a variety of instruments and a fully equipped audio recording room, enabling students to explore and develop their musical talents. Competitions and performances contribute to the recognition and success of the college in various cultural programs.

• **Yoga Classes:** Regular yoga classes are organized as part of the course curriculum, promoting students' physical and mental well-being.

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response: 5.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
64941	415698	136979	212530	862198

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

It's evident that the institutional Central Library plays a crucial role in supporting students' academic endeavors and facilitating their access to a wide range of resources. Here's a summary of its key features and functionalities:

- 1. Integrated Library Management System:** The library operates both offline and online, utilizing an integrated Library Management system to efficiently circulate required materials and provide access to resources across departments.
- 2. Diverse Collection:** The library boasts a comprehensive collection of resources covering various disciplines, including textbooks, research books, dictionaries, encyclopedias, general books, magazines, and yearbooks. This collection supports both academic studies and research endeavors.
- 3. Book Inventory:** The library boasts a substantial collection of over 18,000 titles and 34,000+ books, each identified by a unique accession number. The books are classified by subject for easy organization and retrieval.
- 4. Internet Services and Online Resources:** In addition to physical resources, the library provides internet services with DELNET and ERP facilities, enabling students to access the latest information on any topic. It offers WiFi connectivity and computer access for browsing online content.

5. **Access to Digital Resources:** The college subscribes to DELNET services, providing students with access to e-books, e-journals, and other digital resources. Desktops with internet and DELNET access are available in the library, offering students a convenient way to access and download study materials.
6. **Facilities and Spaces:** The library offers various facilities such as discussion rooms, collaborative learning spaces, compact shelves, and tutorial rooms, providing conducive environments for studying, research, and group work.
7. **Departmental Libraries:** Each PG department maintains its updated library with e-journals and internet facilities, catering to the specific needs of students and faculty members in their respective disciplines.
8. **MOODLE Platform:** The MOODLE platform plays a crucial role in supporting virtual and blended learning initiatives, offering a secure and integrated system for creating personalized online learning environments. It facilitates blended learning approaches and e-learning projects, enhancing content availability and finally the overall learning experience for students.
9. **Flipped Classrooms:** Teachers adopt the practice of flipped classrooms, utilizing class time for activities that involve higher-order thinking, while leveraging online resources and platforms for delivering content and engaging students outside of traditional classroom settings.

Overall, the institutional Central Library serves as a valuable resource hub, providing students and faculty with access to a wealth of information and supporting their academic and research endeavors through innovative technologies and learning approaches.

File Description	Document
Upload any additional information	View Document

4.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.58	11.93	14.02	9.56	55.56

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

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.

Institution has an IT facility with 1 GBPS running MOODLE with Zoom platform 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	Document
Upload any additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 22.44**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 170

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

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

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management: Classroom being the most primary and important work space, it is managed with proper systems and procedures as recommended by the Management and the college council. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with all modern technology like connections for managing virtual classes, MOODLE, many of them with the smart boards, mike systems, and other technologies for better and effective teaching. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment's. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance Contract (AMC)of all the modern teaching technology, proper reporting system about repairs and replacements are the basic attributes of classroom management. This also includes the asset management that forms the core in the working of the college. Laboratory As the College has seven Science departments, the Laboratory policy forms the core in the working of the institution. While the Laboratory has several instruments and equipment, the same is maintained through various scientific firms and suppliers. 1. Locations of laboratory safety showers, eyewash stations, and

fire extinguishers help to assure protective measures to minimize any accidents. 2. General Instructions to students regarding the safe and secure usage while in the laboratory are displayed in each lab. Library For overall smooth functioning of the library, it is divided into separate sections (Processing Section and circulation Section with reference Section and ICT and Digital Section) and each section has its unique identity and with defined standard procedures the library works effectively and serves its patrons for information requirements. PG Departments are separately maintaining their own departmental libraries. Sports Sports officer looks after maintaining the sports ground and sports equipment, organizes various indoor and outdoor sports competitions for students at intra and intercollegiate level. For holistic development, students are encouraged to participate in the competitions. The celebration of the International Yoga Day has become a regular affair and many students and staff participate in the same. While the IQAC defines policies related to all required activities for students and staff across faculties, the website acquaints the users with the working system of the college and also invites suggestions on better working methods. Computers Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure are done on regular basis. Annual maintenance contracts for computers, copier machines, software, CCTV, Fire extinguisher, garden, security are in place. Institution maintained a balanced student and computer ratio, so that all students will be benefited for academic purposes. Fourth grade workers look after cleanliness on the campus. Website is maintained and updated with the help of external professionals. Parents informed about student's attendance via mobile messages assuring safety of the students. The well-defined purchase policy developed by the finance Committee looks after all the purchases in the college. Institution follows all safety and security norms as required for an educational institution and makes optimal use of all security mechanisms. Safety of girls is specially handled and appropriate measures are taken to make the campus safe for students.

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
604945	344617	1421884	212530	317492

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

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

Response:

It's evident that the institution has well-established policies and committees in place to ensure the optimal maintenance and utilization of its physical, academic, and support facilities. Here's a summary of the key points mentioned:

- 1. Maintenance and Utilization Policies:** The institution has defined policies and committees responsible for overseeing the maintenance and utilization of various facilities. This includes the Principal, Academic Head, Administrative Head, Financial Incharge, and the society's Management team, who collaborate to ensure infrastructural augmentation and maintenance.
- 2. Departmental Responsibility:** At the start of each session, Heads of Departments are entrusted with the responsibility of maintaining and utilizing classrooms, smart classrooms, departmental labs, libraries, seminar and lecture halls, equipment, computers, projectors, furniture, and fixtures. Records are maintained by the respective departments and committees to ensure proper facilities and system upkeep.
- 3. Submission of Requirements:** At the beginning of each session, all streams are required to submit their facility requirements to the concerned committee. Once the requirements are fulfilled, the amount to be paid for new development or maintenance, including wear and tear or damage, is determined.
- 4. Departmental Responsibility:** Maintenance of physical facilities such as classrooms, laboratories, libraries, computers, and projectors are overseen by the heads of respective departments. They ensure that proper facilities are always available to maintain the system up to standard. Minor maintenance work is covered by the office contingency fund.

5. **Contingency Funds:** The institution provides various contingency funds to departments for the maintenance of laboratories and computers. Larger-scale maintenance work and expenditures related to the sports complex are managed at the institutional level.
6. **Committee Oversight:** The Academic Committee, Research Committee, and the college core committee are responsible for overseeing the maintenance of academic facilities. These committees work together to ensure that the facilities meet the institution's standards and support academic activities effectively.
7. **Facilities Maintenance:** Facilities such as lifts, ramps, air conditioners, UPS systems, CCTV cameras, and generators are maintained under Annual Maintenance Contracts (AMC). The Administrative Head oversees the continuous supply of water and a clean environment with the assistance of housekeeping staff and other college employees.
8. **Sports Facilities Maintenance:** The Department of Sports maintains all sports equipment in good condition for regular use by students. Additionally, gym and indoor games facilities are maintained by the sports officer. An Annual Stock Verification is conducted by the Sports Committee to ensure the proper upkeep of sports equipment.

Overall, these policies and practices demonstrate the institution's commitment to ensuring that its facilities are well-maintained and utilized to provide an optimal learning environment for students and staff alike.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
994	1368	979	2335	1957

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

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

Response:

Our Institutions, being educational, recognize the importance of career counselling and guidance, including e-counselling, to support students and individuals in navigating their career paths effectively. Here are some common efforts taken by institutions in providing career counselling and guidance, including e-counselling, as well as support for competitive examinations:

Workshops and Seminars: Institutions often organize workshops, seminars, and guest lectures by industry professionals and experts to provide insights into various career paths and competitive exams.

Online Resources and E-Counselling: With the increasing use of technology, institutions have started offering online resources such as career assessment tools, webinars, and e-counselling sessions to reach a wider audience and provide personalized guidance.

Mock Tests and Practice Sessions: Institutions conduct mock tests and practice sessions for competitive exams to help students familiarize themselves with the exam pattern and improve their performance.

Collaboration with External Agencies: Many institutions collaborate with external agencies, coaching institutes, or organizations specializing in career counselling and competitive exam preparation to enhance the quality of guidance provided to students.

One-on-One Counselling Sessions: Institutions offer one-on-one counselling sessions where students can discuss their career aspirations, strengths, and weaknesses with trained counsellors to receive personalized guidance and support.

Career Development Workshops: Institutions organize career development workshops focusing on resume building, interview skills, communication skills, and other essential competencies required for successful career progression.

Regular Updates and Information: Institutions keep students informed about various career opportunities, competitive exams, scholarship programs, and job vacancies through re

gular updates on notice boards, newsletters, emails, and social media platforms.

Alumni Network: Institutions leverage their alumni network to connect current students with alumni who can provide valuable insights, mentorship, and guidance regarding career choices and competitive exams.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**4. Awareness of trends in technology****Response:** A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 32.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
733	450	330	151	1429

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.2

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

graduated students during the last five years

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

Response: 0.85**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	5	71

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

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 44**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	14	02	00	03

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

5.3.2

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

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

Response:

The Students Council: The Students Council of MGMM College is the representative body of students to hone their leadership qualities. Student's involvement in every sphere of activity within the college enables the students to develop their personality and leadership qualities resulting in their overall development. They act as a bridge between the students' community and the college administration and play a vital role in the smooth functioning of the college.

The Responsibility:

- Throughout the year, students involve themselves in association, club and extension activities which moulds them into socially responsible individuals.
- It organizes the celebration of various important days like Independence Day, Republic Day, Teachers Day, College Annual Day and Farewell Party. Noble values like patriotism, equality and respect to the teachers are nourished through these programmes.
- Students Feedback on teaching, knowledge about the subject and the use of Information & Communication Technology (ICT) tools in imparting knowledge and evaluation about the faculty plays an important role in raising the standard of learning process.
- Student's involvement in the activities of the departments in organizing various Curricular, co – curricular and extracurricular events, increases their ability to organize and enrich their holistic development.

The Representation:

- Functioning of various committees in the college are the platforms for the students representatives to contribute ideas and solve the grievances of the student community.
- In the Internal Complaints Committee, two students from UG and PG are included to represent their grievances.
- Anti-Ragging Committee has two students' representations for better franchising and enabling it

to spread the spirit of harmony among senior and junior students.

- Hostel Committee, constituted by the students, manages the internal affairs of the hostel and assist the residential warden and warden.

Student Representations in Academic & Administrative bodies/ Committees of the institution
Representation of Students in various important bodies is ensured to make sure the voice and participation in the affairs and activities of the college.

1. Internal Complaints Committee
2. Grievance Redressal Committee
3. Anti-Ragging Cell
4. Career Guidance and Placement Cell
5. Women Cell

The major activities of the College Union are: Translates students' ideas and interests into outcomes with the support of teachers and the management Identifies skills, talents and creativity of the students and channelizes it towards their achievements and recognition of the college at Regional, State, National and International Levels. Coordinates co-curricular, extra-curricular and outreach activities and raise funds for the same.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: B. Any three of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 308000

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

2022-23	2021-22	2020-21	2019-20	2018-19
50000	50000	168000	20000	20000

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

5.4.2

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

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

Response:

Alumni contribute to the development of institutions in various ways, leveraging their experiences, expertise, and networks to support their own institute for academic and overall growth. Here are some common forms of alumni contributions and engagements:

- **Financial Support:** Alumni often contribute financially through donations, endowments, and fundraising efforts. These funds may be directed towards scholarships, infrastructure development, research initiatives, or other specific projects identified by the institution.
- **Mentorship and Career Guidance:** Alumni can serve as mentors to current students, offering guidance, advice, and industry insights. They may participate in career fairs, networking events, or mentorship programs designed to help students navigate their career paths.
- **Guest Lectures and Workshops:** Many alumni return to campus to deliver guest lectures, conduct workshops, or participate in panel discussions. Sharing their expertise and real-world experiences enhances the academic experience for students and provides valuable insights into various industries and professions.
- **Recruitment and Internship Opportunities:** Alumni often play a crucial role in connecting students with job opportunities, internships, and experiential learning opportunities. They may facilitate recruitment drives, provide internship placements, or serve as liaisons between their organizations and the institution.

- **Alumni Associations and Networks:** Alumni associations serve as platforms for networking, professional development, and social engagement. Alumni may volunteer to serve on association boards, organize events, or participate in alumni chapters both locally and globally, strengthening the bond among alumni and between alumni and the institution.

- **Research Collaboration:** Alumni who are actively engaged in research and innovation may collaborate with faculty and students on research projects, publications, and grant applications. Their expertise and resources can enhance the quality and impact of research conducted within the institution.

- **Community Outreach and Service:** Alumni often participate in community service initiatives and outreach programs organized by the institution. They may volunteer their time, expertise, or resources to support various social causes, contributing to the institution's broader impact and mission.

- **Advocacy and Promotion:** Alumni serve as ambassadors for their alma mater, advocating for its interests, promoting its achievements, and enhancing its reputation within their professional and social circles. Positive word-of-mouth and advocacy from alumni can attract prospective students, faculty, donors, and partners to the institution.

Overall, alumni contributions and engagements are essential for the sustained growth, reputation, and impact of educational institutions, fostering a sense of belonging, pride, and collective responsibility within the alumni community and beyond.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Mata Gujri Mahila Mahavidyalaya, founded by the Guru Gobind Singh Educational Society, Jabalpur, embodies a visionary approach to women's education within the broader context of national higher education policies. The institution's mission and vision statements reflect its aim to prioritize the development of social, ethical, and emotional capacities for success in today's interconnected world while also cultivating cognitive capacities such as critical thinking and problem-solving, fostering holistic development and empowerment among young women and creating an academic atmosphere conducive to knowledge, research, skill development and humanitarianism.

MGMM leadership acknowledges that sustaining institutional growth is essential to accomplishing the organization's goal. This growth may occur in several forms, including increased enrollment, program expansion, excellent faculty, and enhanced facilities.

The organization's commitment to growth is evident from its progressive philosophy. A crucial component of MGMM's approach is decentralization in institutional governance. By allocating decision making power among several tiers, the institute guarantees a more adaptable and effective governance framework. The active participation of all levels of employees in institutional governance is a hallmark of the Institute's leadership approach. Involvement from various stakeholders, including faculty, staff, and students, ensures a collaborative decision-making process. This inclusive governance structure reflects a commitment to transparency, fairness, and collective responsibility.

The leadership at MGMM understands the value of strategic planning. The institution advances gradually towards its vision through the creation and observance of Short and long-term institutional perspective plans. These dynamic plans remain consistent to the broader objective even as they adjust to the demands of the industry and changes in the educational environment. The institution plans to meet these commitments through:

- **Outstanding Academic Programs:** The institution offers academic programs of exceptional quality, designed to meet the evolving needs of society and industry while providing students with comprehensive education that prepares them for success in their chosen fields.
- **Curriculum Design for Well-being:** We design our curricula to not only enhance academic knowledge but also to promote the well-being of our learners and others in the community.
- **Interdisciplinary Course Selection:** We offer students the freedom to select interdisciplinary courses, encouraging them to explore diverse fields of knowledge and perspectives.

- **Inclusive Governance:** The execution of various policies is supervised by the governing body, which includes members of the teaching and non-teaching staff, ensuring inclusivity in decision-making processes.
- **Research Excellence:** The institution is committed to promoting a culture of research and innovation among faculty and students. Through research initiatives and collaborations, the institution seeks to contribute to the advancement of knowledge and address contemporary challenges facing society.
- **Active Student Participation:** Mata Gujri Mahila Mahavidyalaya believes in fostering active student participation through applied learning opportunities. Students are encouraged to engage in hands-on industrial experiences, internships, and research projects that allow them to apply theoretical knowledge to real-world situations, thereby enhancing their learning outcomes and practical skills.

By aligning its goals with the India Vision 2020 and through its governance structure, quality initiatives, and focus on women's empowerment, the institution aims to make a meaningful impact on the lives of its students and the community at large.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our institute has diligently developed and executed an institutional strategy plan that demonstrates a commitment to efficacy and efficiency in many areas of its operations-all for academic excellence. This strategic plan demonstrates a comprehensive approach to education because it is intricately linked to the teaching and learning process. The smooth integration of policies, appointments, administrative structures, service norms, and processes is positive proof that this approach is effective. The Academic Committee, Student Welfare and Disciplinary Committee, Grievance Redressal Committee, Career Guidance Committee, Sports Committee, Cultural Committee, and Other Monitoring Committees oversee and implement the strategic plan.

A meticulously planned academic strategy constitutes the foundation of our institutional strategic plan. Every year at the commencement of a new session, the IQAC provides a detailed academic calendar. This calendar, which lays down the schedule for lessons, Internal Assessment, workshops, meetings with parents, college-level events, and semester-end assessments, acts as a guiding framework for the entire institute. This strategy is further refined by each department to conform to its own set of academic criteria.

The curriculum development and application process at Mata Gujri Mahila Mahavidyalaya is comprehensive and student-centric, ensuring alignment with regulatory standards and incorporating inputs from various stakeholders. It's commendable that the institution has strategically planned and upgraded its educational system by adopting the Outcome-Based Education (OBE) approach which aligns with the evolving needs of education and empowers students to become lifelong learners, adaptable professionals, and responsible global citizens.

Throughout the semester, a number of seminars and expert lectures are organized to promote student development. Furthermore, through regular workshops, faculty members actively participate in ongoing professional development programmes. The college prioritizes the use of digital resources, offering students a variety of learning resources including online access to e-books and e-journals via the digital library.

The institute promotes interactive learning activities in line with contemporary teaching methods in the form of Regular student seminars, technical paper presentations, research projects, internships, and necessary student projects in association with business professionals. Numerous project outcomes are published in national and international publications and conferences, and the quality of these initiatives is evaluated by academic teams within the organization as well as by outside experts. The institute uses a number of tools to keep an eye on and improve the process of teaching and learning. A student feedback system, frequent departmental academic committee meetings, and self-evaluation by faculty are a few of them. These systems support continual development, enabling a steady improvement in educational quality.

Our teachers use a range of instructional strategies, from conventional chalk-and-board methods to modern technology like LCD projectors and Smart Panels Faculty members prepare lecture plans at the start of each semester/session, incorporating innovative teaching methods such as PowerPoint presentations and video lectures. In order to promote an in-depth understanding of the subject matter, instructors actively direct students toward other sources of information and emphasize the connection between theoretical knowledge and practical applications. The faculty of the institute has embraced outcome-based education, coordinating their pedagogical approaches with the goals and outcomes of their programs. An Internal Quality Assurance Cell (IQAC) has been developed to monitor and report on many variables affecting student performance.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution places significant emphasis on the welfare of both teaching and non-teaching staff,

implementing various measures to ensure their well-being and satisfaction. It demonstrates a strong commitment to the welfare and development of its employees by providing a range of statutory benefits and additional support measures.

Every year, faculty members participate in a self-evaluation procedure. Through self-evaluation, goal-setting, and identification of areas for growth, teachers are encouraged to engage in this process of introspection. The Head of the Department and the Principal conduct a thorough evaluation of each faculty member's performance. Their observations and interactions over the course of the academic year provide valuable insights that help create a comprehensive evaluation of the strengths and areas for improvement of each faculty member.

Faculty members are encouraged to publish at least two research papers per semester as part of the assessment system. This enhances the faculty's professional development and academic standing in addition to encouraging a culture of creativity and research. Examining the results of the performance evaluation is a task that the management does proactively. This entails pointing out areas of excellence, making suggestions for enhancements, and, if required, implementing corrective action. Merit recognition and reward are the main considerations in decisions concerning regularization of the staff following the probationary period, setting regular increments, and contemplating promotions.

Our institute has implemented following welfare measures for all eligible staff:

1. **Health Insurance:** The institution provides counseling services, regular medical check-ups by government medical teams, and health insurance coverage through the Employee's State Insurance Corporation (ESIC) for both teaching and non-teaching staff
2. **Medical and Maternity Leave:** Eligible staff members are entitled to medical leave for addressing health-related issues and child care/maternity leave for expecting mothers
3. **Casual Leave for Faculty Members:** Faculty members are entitled to avail casual leaves, and paid leaves in accordance with the provisions of the Parent University and the norms set by the Patron Guru Gobind Singh Educational Society.
4. **Provident Fund Scheme:** To secure the financial future of our employees, a Provident Fund scheme is provided for all eligible staff members.
5. **Fee Concession for Ward:** Employees are provided with fee concessions for their children's education, easing the financial burden of education expenses and promoting employee satisfaction.
6. **Internet and Wi-Fi Facilities:** Access to internet and free Wi-Fi facilities are available on campus for both teaching and non-teaching staff, enabling staff members to stay connected and utilize online resources for professional and personal purposes. I
7. **Research Program and Faculty Development Programs (FDPs):** Regular FDPs are organized for faculty members, enhancing their teaching skills, professional skills, pedagogical techniques, and subject knowledge. The institution recognizes and rewards excellence among its employees through awards and promotions. Financial support is provided to teaching staff to attend conferences, workshops, and other professional development opportunities.

8. Attendance Automation: Automation of attendance and leave using a biometric system streamlines administrative processes, ensuring accuracy and efficiency.
9. Skill Development Courses for Non-teaching Staff: Skill development courses are offered to non-teaching staff also, empowering them with new skills and competencies to excel in their roles.
10. Vacation Policies: Providing regular summer and winter vacations for faculty members allows them to recharge, engage in personal pursuits, and maintain a healthy work-life balance allowing them time for rest, rejuvenation, and personal pursuits.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 4.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	14	0	0

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 51.02

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
62	97	97	29	41

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The institution works to secure funding from both public and private sectors in order to enhance its facilities and intellectual resources. It drafts and presents ideas to the relevant authorities in order to accomplish this. It works in collaboration with colleges and other educational institutions to mutually promote intellectual exchanges.

By using its own funds and a range of college courses, MGMM is able to raise funds. The college's financial authorities, the principal, and management eventually approve any contingent expenses before they can be paid from this fund. The following are some examples of institutional approaches for raising money beyond salaries and fees:

- Utilizing internal resources to raise finances
- Training for short-term courses;
- Exhibitions, conventions, workshops, etc. sponsorships.

The most efficient possible use of available resources:

- As an energy-saving measure, a rooftop solar power system was installed.
- Resource sharing, such as laboratories and smart classrooms
- Using the library's resources after college hours for the benefit of staff and students

- **Training faculty and students;**
- **Using the physical infrastructure of the college as an examination centre for competitive and government exams;**
- **Using it to conduct remedial classes and co-curricular and extracurricular activities after regular college hours.**
- **Software and internet charges**
- **Faculty research grant fund facility**

The college has put in place strict budgetary controls on expenditure in compliance with the Act's regulations to make the greatest use of the resources at hand and to allow it to save enough reserves to meet both short and long term financial needs.

The finance committee decides on any additional issues that the institution's executive council brings before it in addition to monitoring compliance with the regulations controlling the administration of revenue and expenditure accounts.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 162000

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

2022-23	2021-22	2020-21	2019-20	2018-19
142000	0	20000	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institution's commitment to financial compliance and effective fund utilization demonstrates a responsible and forward-thinking approach to financial management. Mata Gujri Mahila Mahavidyalaya has implemented a robust mechanism for conducting internal and external audits to ensure financial compliance and transparency. The institution ensures financial accountability and transparency through regular internal and external audits, as well as effective utilization of funds for the benefit of students.

1. Internal Audit: The College conducts an initial stage of internal audit after every financial transaction to ensure internal controls are in place, financial transactions are accurately recorded, and compliance with policies and procedures is maintained. This involves scrutiny and verification of financial data by the Accounts Officer, Administrative Officer, and the Principal. An internal auditing team, appointed by the Management Committee, conducts annual audits to review financial records, processes, and compliance with internal policies and procedures. In addition to continuous internal audit, MGMM also conducts an annual internal audit. This audit is carried out by the internal auditing team appointed by the Internal Quality Assurance Cell (IQAC).
2. External Audit: The external audit provides an independent assessment of the institution's financial practices and ensures adherence to regulatory requirements. It focuses on auditing financial statements and ensuring compliance with statutory regulations and accounting standards. The institution's accounts are audited annually by Statutory Auditors appointed by the college and duly approved by the Governing Body. The Statutory Auditors review the financial statements and ensure compliance with statutory requirements, providing an independent assessment of the institution's financial health and adherence to regulations. These auditors are

responsible for auditing the financial and statutory compliance aspects of the college.

3. Special Audits: Conducted periodically by the college to address specific financial concerns or areas of interest special audits have helped in identifying potential risks, improving financial processes, and ensuring transparency and accountability. In addition to annual internal and external audits, MGMM has also been conducting special audits from time to time as deemed necessary.

4. Effective Fund Utilization: Funds received, including those obtained during the pandemic year, were effectively utilized for the benefit of students. Setting up E-net services indicated investment in technological infrastructure, facilitating remote learning and communication during the pandemic. The institution demonstrates effective mobilization of funds by investing in the development and up gradation of various streams and facilities within the college. This strategic allocation of funds ensures the overall upliftment and enhancement of student learning experiences. Strong administration ensures effective management and allocation of resources for the upliftment and development of students across all academic disciplines. The institution's approach to financial management reflects a commitment to transparency, accountability, and the welfare of its students. By conducting regular audits and investing in initiatives that enhance the learning environment, the institution demonstrates a dedication to continuous improvement and excellence in education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

words

Response:

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality-related initiatives and fostering continuous improvement across various aspects of the institution through organizing workshops and training programs to enhance the teaching-learning process, particularly focusing on the development of e-content and utilization of digital resources. It ensures the effective functioning of the institution in alignment with its vision and mission, as well as the objectives outlined in the new education policy.

Institutionalization of Practices:

- **Two significant practices that institutionalized as a result of IQAC initiatives included the adoption and up gradation of the Choice Based Credit System (CBCS) and the implementation of a comprehensive feedback system involving feedback from multiple stakeholder students.**
- **The implementation of Learning Outcome-based Curriculum Framework (LOCF) in the academic 2020-2021 which aimed to ensure quality in various aspects of the institution's functioning.**

Workshops and Training Programs:

- **IQAC periodically organizes workshops and training programs for faculty members to upgrade their skills and knowledge. These programs focus on various aspects of teaching and learning, including the development of e-content, utilization of e-resources, and modern teaching methodologies.**
- **IQAC have always fostered professional development among faculty and staff through workshops, Faculty Development Programs (FDPs), orientations, seminars, and conferences. These initiatives aim to enhance the skills and competencies of the academic workforce, ultimately improving the quality of education imparted to students.**
- **Faculty members participated in a training program organized by the National Institute of Educational Planning and Administration (NIEPA), New Delhi. The program provided insights into planning, designing, and delivering online courses, as well as the adoption of platforms like Google Classroom and Moodle for effective online teaching and learning.**
- **IQAC also promotes cohesive and mutually beneficial networking between all streams within the institution. It facilitates collaborative activities aimed at improving the teaching-learning process, such as skill development certificate courses, educational trips, and industrial visits for students.**

Involvement in Course Design and Introduction of New Courses:

- Some faculty members who enriched their skills through these programs are now involved in designing course contents aligned with the objectives of the National Education Policy (NEP).
- As a result of continuous improvement efforts, the institution opened new courses, such as BA Psychology, in the academic session 2022-2023. This decision was taken based on recommendations from the Governing Body Meeting, demonstrating the institution's commitment to quality enhancement and meeting evolving educational demands.

Establishment of Committees/Cells:

- IQAC encourages the establishment and functioning of various committees/cells such as NSS, NCC, and women cell to organize awareness camps, extension activities, and service-oriented initiatives.
- These initiatives contribute to community engagement and social responsibility while instilling values of citizenship and leadership among students.

Feedback System Enhancement:

- IQAC focused on the up gradation of the feedback system to gather valuable insights from UG and PG students.
- Periodic assessments by IQAC maintain an institutional database and analyse feedback from academic and industrial experts, employers, alumni, parents, teachers, and students regarding quality-related processes.
- This feedback is instrumental in forming policy decisions within the institution and is used to improve and upgrade various aspects of the institution's functioning, ensuring continuous quality enhancement of staff members and the quality of teaching.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

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

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

Response:

The Institutional Quality Assurance Cell (IQAC) at MGMM, constituted as per NAAC guidelines plays a crucial role in promoting continuous improvement in the teaching-learning process and fostering an environment conducive to holistic development and academic excellence. The IQAC's role in continuously improving the quality of the teaching-learning process is essential for the institution's overall development and effectiveness. The initiatives of monitoring the teaching-learning process, collecting feedback from students and faculty, and implementing improvements based on the findings, underscore the institution's commitment to providing students with practical, experiential learning opportunities and preparing them for successful careers in their chosen fields.

- The IQAC ensures that the academic calendar is prepared well in advance, following the guidelines of the Higher Education body. The calendar is displayed and circulated within the institute, and adherence to it is strictly enforced to maintain the smooth functioning of academic activities.**
- Teaching-learning processes are regularly reviewed by IQAC, and based on its recommendations, improvements are implemented which helps in SWOC analysis and the adoption of corrective measures.**
- The institution employs a case-based approach to teaching and learning, which offers students a unique and experiential learning experience.**
- Through case studies, students gain insights into solving real-time situations, fostering critical thinking, discussion, and practical application of managerial skills.**
- IQAC envisions the integration of teaching, technology, infrastructure, and support services to provide a seamless teaching and learning experience. This includes providing training on ICT utilization and exploring new pedagogical approaches.**
- As part of the institution's initiatives suggested by the Internal Quality Assurance Cell (IQAC), a student training program has been implemented. Various activities are incorporated into the program, including aptitude tests, group discussions, personal interviews, role-playing exercises, current awareness quizzes, and subject/domain-specific quizzes.**
- Newly admitted students are required to attend an induction program where they are**

briefed about the institute's philosophy, the evolving education system, teaching-learning methodologies, evaluation system, course structure, time table and co-curricular activities.

- The IQAC facilitates the collection of feedback from students through various channels, including individual feedback sessions with teachers and the provision for students to approach the Principal with feedback and suggestions.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

1. Curriculum Integration: The institution is taking a comprehensive and multi-disciplinary approach towards embedding gender equity into its curriculum. By integrating Humanities and gender studies into various streams such as Arts, Science and Commerce the college is fostering a broader understanding of gender issues among its students, which is crucial for creating informed and sensitive future leaders.

2. Support Mechanisms and Facilities: The establishment of an Internal Complaint Committee or Women's Cell, along with a Grievance Cell, is crucial for addressing any instances of harassment or atrocities promptly and effectively. By organizing various experiential activities, visits, discussions, talks, seminars, and capacity-building programs, the Women's Cell actively engages students in practical aspects of gender equity, providing them with opportunities to apply their theoretical knowledge in real-world contexts.

- **Safety and Security Measures:** Institution has 24/7 security services, providing specific facilities for women, such as safety and security measures, counselling services, common rooms, and a daycare center, shows a proactive approach to meeting the diverse needs of female students.
- **The installation of CCTV cameras in campus and department corridors enhances security and helps deter potential incidents.**
- **Counseling Services** is providing to the student supporting their mental health and wellbeing.
- **Common Rooms and Daycare Center:** These facilities cater specifically to the needs of women, facilitating their full participation in academic and professional activities.
- **Hostel for students:** The hostel inmates relish a thoroughly inclusive life forming lasting friendship surpassing religion and region.

3. Empowerment through Engagement:

The separate NSS unit dedicated to encouraging girl students and engaging them in community

service activities is a commendable initiative, promoting empowerment and leadership among young women.

Having a health center on campus staffed with a qualified physician ensures that students have access to essential healthcare services conveniently. Celebrating International Women's Day and offering yoga sessions further contribute to fostering a supportive and inclusive campus culture that values the well-being and empowerment of women.

To enhance these initiatives, the institution considers a few additional strategies:

1. **Interdisciplinary Projects:** To encourage students from different departments to collaborate on projects that address gender issues, promoting an exchange of perspectives and fostering a holistic understanding.
2. **Partnerships with Local Communities:** Engage with local organizations working on gender equity to provide students with experiential learning opportunities through internships or community service.
3. **Integration with Technology and Business:** For students in Science, Commerce, and related fields, incorporate case studies and projects that explore how technology and business can be leveraged to promote gender equity.
4. **Alumni Engagement:** Involve alumni who are active in gender advocacy in mentoring current students or providing guest lectures to share real-life experiences and professional insights.
5. **Evaluation and Feedback:** Regularly assess the impact of these curricular and co-curricular initiatives through feedback from students and faculty, and adjust the programs accordingly to maximize their effectiveness.

By continuing to build on these robust academic and co-curricular foundations, the institution is well-positioned to make significant contributions to the cause of gender equity, educating students who are not only academically proficient but also socially responsible and ethically engaged.

File Description	Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation

5. Use of LED bulbs/ power efficient equipment**6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

The institutional approach to waste management is commendable for its comprehensive and environmentally conscious strategy. The system not only adheres to proper segregation practices but also promotes recycling and composting, which are crucial for sustainable management.

- **The use of different dustbins for solid/dry and wet waste at both the college and departmental levels is a foundational step towards effective waste management. Ensuring that all members in the campus are educated about the importance of proper segregation and the function of each bin can further improve compliance and efficiency.**
- **Three R's & "No Plastic Zone": emphasizing the three R's—Reduce, Recycle, Reuse—within its operations aligns well with global environmental conservation efforts. Establishing a "No Plastic Zone" is particularly to create forward-thinking and set a strong example for environmental stewardship. Banning disposable plastic cups in the canteen and replacing them with steel and glass utensils is a strong stance against single-use plastics.**
- **Using eco-friendly materials for posters, banners, and flex printing further solidifies the institution's commitment to reducing its environmental footprint.**

- **Transitioning to online management systems to reduce paper use is another smart move of the institution that both minimizes environmental impact and enhances operational efficiency. This shift not only conserves resources but also modernizes administrative workflows.**
- **The initiative to process and treat biodegradable waste through vermicomposting within the premises is highly beneficial. This not only reduces the volume of waste sent to landfills but also provides useful compost that can be used to enrich the soil in campus gardens or even offered to local community gardens, enhancing sustainability efforts.**
- **Collaborating with local bodies like Nagar Nigam Jabalpur for the recycling of waste collected ensures that waste management efforts are integrated with city-wide systems, which can enhance the effectiveness of recycling processes and ensure proper handling of recyclable materials.**
- **Regular maintenance of the liquid drainage system is crucial to prevent blockages and environmental contamination. The use of standard methods to dispose of liquid waste safely helps in maintaining a clean and healthy campus environment.**
- **The adoption of microscale techniques in laboratories is a significant step towards minimizing chemical waste. By using smaller quantities of chemicals for educational and research purposes, the institution reduces the risk of hazardous waste generation. The neutralization process to dilute solutions before disposal further ensures that the chemical waste poses minimal harm to the environment.**
- **E-WASTE MANAGEMENT The disposable and non-disposable e wastes such as batteries, electrical and electronic equipment's are categorized and they are sold according to buy back system at the least quotations by the disposable committee. The non-saleable balances are carried out in the proper outlets.**
- **Regular workshops for students, faculty, and maintenance staff on waste management practices could improve segregation accuracy and participation in recycling programs.**
- **Periodic assessments of waste management practices and green campus, environmental and energy audits help to identify areas for improvement and encourage ongoing commitment to environmental responsibility.**
- **Partnering with NGOs or other institutions focused on sustainability could provide additional resources and expertise in advanced waste management technologies and practices.**

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

The institution has always taken a green agenda for developing a green campus. Despite being primarily in the centre of the city, it has shown remarkable awareness in maintaining an eco-friendly campus. On visiting the Campus, one can experience the aesthetic and elegant buildings, spacious sports grounds and lush green environment conducive for teaching-learning process.

- **Restricted entry of automobiles**
- **Optimize sustainable resource use**
- **Pedestrian Friendly pathways**
- **Ban on use of Plastic**
- **Establishment of goals, vision, and mission for green practices within the campus**
- **Landscaping with trees and plants**

1. RESTRICTED ENTRY OF AUTOMOBILES

To prevent huge vehicles from accidentally entering the campus, our institution established a restriction on automobile admission. College has a group of buses to transport many students and their visits to different places. This initiative helps in reducing pollution and consumption of petrol.

2. Optimize sustainable resource use

Students, faculty and all members are following so many of tiny methods to minimize their resource footprint, and simplify their life. Few of the routine work includes switch off lights and fans, unplug small appliances, check the labels of new appliances, avoid water waste, reuse and recycle etc

3. Pedestrian Friendly pathways

Campus has sufficient space for parking vehicles, entry of vehicles is restricted in specific area. The pathway inside the campus is well maintained.

4. Ban on use of Plastic

The ban covers all the disposable plastic goods that are generally used and thrown away after a single use, such as:

Plastic cups, plates, Spoons, plastic bottles in canteen and campus along with Decorative thermocol, Wrapping or packaging film used to cover the gifts, Plastic cutlery, Plastic sticks for balloons, Plastic flags.

5. Landscaping with trees and plants

The cultural connotation of plant landscape has the importance influence to teachers and students in the campus. Therefore, the cultural connotation of planting arrangement in the campus, not only a simple infrastructure work that concerned about working, study and living environment, but also concerned about the cultural and spirit construction, development and heritage.

6. Establishment of goals, vision, and mission for green practices within the campus

As clear in all above points the vision for green practices on a college campus is to protect and conserve the campus's ecological systems and resources. The goals is to ensure the judicious use of environmental resources to meet the needs of current and future generations, and to integrate environmental concerns into policies, plans, and programs.

Additionally, the college has adopted several green practices to enhance the environment, including:

1. **Hydroponics gardening: Growing plants without soil, promoting efficient absorption conservation.**
2. **Mushroom cultivation on college terraces, serving as both a green initiative and a skill development opportunity for students.**
3. **Establishment of a medicinal garden with plants like kalmegh, giloy, brahmi, tulsi, and mulathi, offering medicinal benefits.**
4. **Installation of solar lights across various areas of the college premises, including grounds and terraces, to conserve energy.**
5. **Implementation of water management strategies to conserve and use water resources, recognizing its crucial role in campus.**

These initiatives collectively contribute to the college's commitment to sustainability and environmental stewardship, fostering a greener and more resilient campus environment.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

Students with disabilities can move around in a barrier-free environment and use the amenities within the infrastructure at Mata Gujri Mahila Mahavidyalaya (Autonomous), Jabalpur. This differently abled friendly setting facilitates the individuals the ability to function independently so they can take part in regular campus activities without help. The college provides the following facilities:

RAMPS

In addition to staircases, ramp-rails are constructed that have been carefully designed in accordance with criteria to be utilized by those with disabilities

ELEVATOR

The Priyadarshni Block of the college building which accommodates classes of Commerce department as well as the college Library has an elevator available for barrier-free access for employees, students, visitors and individuals with disabilities.

DIFFERENTLY ABLED FRIENDLY RESTROOM

Disabled people (Divyangjan) have access to separate restrooms in Main Block and Priyadarshni Block. The fixtures and fittings in these accessible restrooms are convenient and comfortable for such individuals. It is made in accordance with the requirements specified to make accommodations for those who are differently abled.

DIFFERENTLY ABLED FRIENDLY EQUIPMENTS

The college has the provision of a Wheelchair to provide access to different classrooms/restrooms in the main block and the Priyadarshni block.

The college library accommodates the Brailles for different subjects for the differently abled students (Divyangjan) to ensure a learning friendly environment in the college.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

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

Response:

The initiatives the institution has undertaken to foster an inclusive environment are critical in today's diverse educational landscape. By actively promoting empathy, communal harmony, and the economic upliftment of the needy, the institution not only educates but also plays a pivotal role in shaping responsible citizens.

Celebrating cultural and youth festival along with national days, as well as various festivals, serves as a powerful educational tool to expose students to various traditions and promote understanding among different ethnic and cultural groups. This helps in building a cohesive community that respects and appreciates diversity.

The decision to conduct visits and lectures in villages to boost environmental, ethical, and technical awareness is particularly impactful. These outreach programs not only spread knowledge but also connect the institution with the surrounding community, fostering mutual growth and

development.

Extension activities aimed at creating a holistic environment for student development are essential. They extend learning beyond the classroom and help students apply their knowledge in real-world settings, thus preparing them for future challenges.

The curriculum revisions across departments to include topics related to human rights, peace, tolerance, love, compassion, and harmony are also notable. By integrating these topics into the educational framework, students are equipped with not just academic knowledge but also with the values needed to navigate and contribute positively to today's complex, interconnected world.

Overall, these efforts show a proactive approach to education that goes beyond academic excellence to include moral and ethical values, preparing students to make meaningful contributions to society. This approach not only enhances the educational experience but also solidifies the institution's role as a transformative force in the community and beyond.

File Description	Document
Any other relevant information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

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

Response:

The institution takes good efforts to instilling constitutional values and civic responsibilities among its students and staff by organizing various extension activities and events focused on compassion, human values, and societal responsibility. The college creates an environment conducive to the development of well-rounded individuals with high moral values.

- Civic and Constitutional Awareness

By celebrating important days such as Independence Day, Republic Day, Gandhi Jayanti, Netaji Jayanti, Constitution Day, Human Rights Day and all other listed days of national importance the college does an excellent job of educating students and staff about India's rich historical legacy and the foundational principles of the constitution. This not only enhances understanding of civic

responsibilities but also reinforces the values of liberty, equality, justice, and fraternity among the college community.

- **Social and Community Service**

Organizing blood donation camps is a profound way to engage students in life-saving activities, promoting altruism and the importance of community health. Such activities likely increase students' awareness of broader societal needs and encourage them to be active participants in addressing these needs.

- **Gender Equality and Women's Achievements**

Celebrating International Women's Day helps highlight the significant contributions of women throughout history and across fields. This initiative can boost awareness of gender equality issues, inspire female students, and support an educational environment that values and promotes women's empowerment.

- **Environmental Consciousness**

Through the celebration of Wildlife Day and World Environment Day in collaboration with organizations like the Zoological Survey of India (ZSI), your college underscores its commitment to environmental sustainability. These events educate students on the importance of biodiversity and environmental stewardship, preparing them to be environmentally conscious citizens.

- **Promotion of Cleanliness and Hygiene**

Participation in initiatives like Swachh Bharat Abhiyan not only promotes cleanliness and hygiene but also instills a sense of responsibility towards maintaining a clean and healthy environment. This aligns well with national efforts to improve public health standards through improved sanitation.

Broad Impacts:

- **Educational Enhancement:** These activities enrich the educational experience, providing students with practical knowledge and skills that complement their academic learning.
- **Community Engagement:** By involving students in these initiatives, the college fosters a strong sense of community and engagement, making them more attuned to societal needs and issues.
- **Character Development:** These initiatives help in building character, enhancing students' empathy, ethical values, and civic responsibility.

By continuing to integrate these values and activities in institution's culture, we ensure that students not only excel academically but also grow as conscientious and responsible citizens, equipped to contribute positively to society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – I

TITLE OF THE PRACTICE: SHE?????: Empower & Inspire

In an effort to liberate and empower female students in the socio economic arenas, MGMM through its SHE?????: Empower & Inspire, strives to raise awareness among young girls about gender reality. The college believes that proactive scholarly intervention is needed to instil an entrepreneurial mind-set in young females, enabling them to become "job providers rather than job seekers."

OBJECTIVES OF THE PRACTICE

- Nurturing of entrepreneurial talent by the Entrepreneurship Development Cell of the college
- Elevation of Underprivileged Sections of the Society
- Encouraging and Facilitating Innovation among girl students

- Skill based self-help creative activities to help students to stand economically strong
- Outreach Activities Outcome : Institutional Social Responsibility
- Environmental Awareness Process
- Developing Leaders through Volunteerism
- Regular Conduction of Student Centric Activities

CONTEXT

The objective fundamentally aspires towards a holistic education by focusing on the women empowerment initiatives to inculcate among students' gender sensitivity and moral responsibility for each citizen without any gender bias. Its aim is to allow women to achieve independent self-made status with higher standards of living, Creating a Positive and Inclusive Culture.

THE PRACTICE

1. Mata Gujri Mahila Mahavidyalaya offers a number of creative activities for students which is a proof of our commitment in providing students with the opportunity to carry a Quality Education with assurance to become self-reliant.
2. Understand our socio-economic realities so as to solve vital questions and make a meaningful intervention.
3. The motivation of students to explore innovate and engage with the work of their line of interest.
4. Offering Autonomy with Ownership of Work.
5. Our institution also provides **Live Lab**: Scientific training programmes for participants from nearby institutions amid life skills sessions
6. Outreach Activities: availability of varied information to students beyond the campus in the form of Sharing Intellectual and Cultural Learning
7. Extension Service for Rural Transformation(**UBA**); Fostering Community Responsibility & implementation of Swachh Bharat Abhiyan
8. Developing Leaders through Volunteerism
9. The Institution supports students from unstable economic backgrounds with affordable fees.

EVIDENCE OF SUCCESS

- The success of the practice is in the wide range of activities conducted -
- 'Understanding the concept of self-dependence using their innovative ideas, creating various products.
- The plan to resolve the problems encountered was then put into action by pushing the given targets
- Fund raising by students for their own initiatives
- Organising **Open Haat** to help students understand the consumer demand and marketing strategies for the self-made products
- This practice effectively communicates crucial information about the community Responsibilities empowering to students, thereby enabling them to retain key concepts.
- Large number of students involvement, connectedness towards society, breeding of values and ethics in students laying foundations for the formation Better Society.

PROBLEMS ENCOUNTERED

Along with academic autonomy a large number of the courses offered in the Programme integrated in the regular syllabus. But this constraint in fact turned out to be an advantage as the experiential learning system came in. The other challenge at times is not to compromise on the quality of the curriculum in the attempt to take the learning beyond the classroom.

Best Practice II

TITLE OF THE PRACTICE – MGMM Digitalization & MOODLE

The College Campus is managing a Digitalized Governance framework that provides the foundational transparency and visibility to effectively accomplish the delivery of academic as well as administrative services to the stakeholders, primarily to the students.

Moodle is a multi-faceted tool with a plethora of options extremely beneficial in today's time period.

OBJECTIVES OF THE PRACTICE

- To best support the governance of the institution.
- To make administration of the institution more transparent and enable effective interaction among the Students and stakeholder.
- To guarantee timely and effective administration services and information.
- To provide facility for giving assignments to the students followed by giving text resources, external links and activities and teaching materials and files using Moodle.
- To make learning effective and to give the privilege of accessing content anytime, anywhere.
- Trained students with the latest advanced version of technology and its beneficiaries.
- To provide a user-friendly and economically feasible environment.
- To customize the learning sessions.

THE CONTEXT

Digital India launched by honourable Prime Minister of India, Shri Narendra Modi has a real impact on our college's digitized systems, and the college performs its best on achieving digitalization in governance of administration as well as academics using MOODLE. As the number of programs in multidisciplinary approach and variations in sanctioned seats were increasing considerably in this period of time, manual processing of admission had to be replaced with a system-based or digital processing.

THE PRACTICE

1. Digital Governance Framework at MGMM is constituted by the College ERP following a completely automated evaluation system
2. Online Event Management system is employed in the college for the conduct of various meets and events
3. Comprehensive implementation of MOODLE LMS has been employed for teaching learning
4. Smart and ICT-enabled classrooms and seminar halls
5. Faculty YouTube Channels hoisting more than 800 video lectures by faculties
6. Automated Library Management System: Library is completely digitized with access controls.

EVIDENCE OF SUCCESS

- Faster, transparent and user-friendly Admission Process, Students from all districts applied for various programmes increasing Regional Diversity.
- Conduct of examinations and all processes of evaluations including results-declaration gained momentum with the Digitization process.
- Digital Framework enabled the institution to overcome the constraints/delay in academics and evaluations despite unprecedented natural calamities like pandemic years.
- More transparency and proficiency experienced in financial transactions, evaluation system and monitoring mechanism resulting in less-paperwork.
- Online availability of text and lectures are key to success for the students of remote areas.
- Students are up skilled and reskilled by using personalized learning paths, blended learning and micro learning on MOODLE.
- This practice effectively communicates vital information to students, thereby enabling them to retain the key concepts.

PROBLEM ENCOUNTERED

One of the important challenges was to deal with the transition to new processes or technologies in the education system, addressing human resistance and helping students to adapt to change through training and communications.

Network Connectivity problem in remote areas.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

In conformity with the purpose of our organization, women's education has always been prioritized at Mata Gujri College in order to empower them. The college places a strong emphasis on outreach initiatives and instils in its students a sense of the importance of a comprehensive education as well as compassion for the less fortunate members of society. All UG and PG students receive value education throughout the academic year to help them distinguish and make wise decisions for their futures. These classes also cover soft skills.

The potential of its human resources is an organization's fundamental strength. The three main aspects Productivity, Quality and Value are measured by a blend of knowledge, skill, and attitude.

Training is the means by which these three components are obtained and improved. As far as our Mission and Vision is concerned, college always tries to implement the distinctiveness in the work.

The college's top priority is to offer high-quality higher education with the goal of improving the necessary knowledge and abilities. This college was founded in 1994 with the primary goal of giving local girls the chance to pursue higher education for their own economic advancement. Our fundamental aim as an institution has been to integrate first generation students into the mainstream of education and increase their employability and therefore while staying true to our vision and mission, the college made the decision to provide them soft skill training and help them become relatively employable. With the goal of enhancing students' employability and soft skills, the institute started offering short-term courses in 2017, offering over 40 certificate programs over the years. Some of them are as follows:

1. Certificate Course in Taxation Management (Filling & Filing of ITR and GST)
2. Certificate Course in Digital Marketing
3. Certificate Course in Photography & Warli Paintings
4. Certificate Course in Tally
5. Certificate Programme in Banking, Finance & Insurance
6. Certificate Course in Hydroponics
7. Certificate Course in Mushroom Cultivation
8. Certificate Course in Zoonoses
9. Certificate Course in Web Designing and Development
10. Diploma in Fashion Designing
11. Certificate Course in Community Health, Physical Activity, Nutrition, Social Behaviour and Naturopathy
12. Certificate Course in Computer Typing
13. Certificate Course in Networking
14. Fundamentals of Stenography
15. Computerized Accounting
16. Certificate Course in Bioinstrumentation
17. Certificate Course in Culinary Art
18. Certificate Course in Vigyapan Lekhan

Placement Readiness & Academia-Industry Linkages

Students that are bright, enthusiastic, willing to take on challenges, focused,

Quick learners, open to learning and most significantly with a strong academic foundation and effective communication abilities are highly sought after by the industry.

Through its interactions with business firms and industries, the Training & Placement Cell with the support of all the various departments is able to identify these strategies and equip students with the necessary skills. Our Training & Placement Cell's distinctive feature is making sure that the

MGMM students have a positive experience during the recruitment process. It places a strong focus on pre-placement training, both technical and non-technical, to prepare students for success in hiring and interview processes. Curriculum is being designed and implemented in tune with industry requirements with contributions from industry and academia in Board of Studies. Students are offered a large number of electives in order to specialize in emerging specializations.

The specific goals of MGMM has been:

- To prepare students for the demands of the workforce through training and expertise.
- To equip students for on-campus interviews by scheduling aptitude training, group discussions, technical, and HR interviews with instructors.
- To foster life skills, career competency, employability skills, and industry preparedness in all students by providing the required training and so bridging the gap between industry and academia.
- MGMM strives to help students grow from a business point of view. In order to accomplish this, we provide instruction to teach each student problem-solving, communication, technical, and soft skills.

Furthermore, related departments provide value-added training for the advancement of the skills of the students. In order to give students the proper exposure, we also encourage them to tour different industries related to their fields of study. The faculty members are also encouraged to participate in Faculty Development Programs to stay up to date on emerging technologies and be better equipped to instruct students.

ENTREPRENEURIAL SKILLS IN STUDENTS

Obtaining employment is crucial for our students especially from the nearby towns, where access to basic amenities and financial support are limited, making it a distant dream for many.

The college believes that the goal of all our endeavours should be to meet the needs of our students, who are the ones who determine the quality of education. To close the curriculum gap between business and academia, professionals from both fields offer training and workshops on current management and

technical developments.

As a way forward, to promote the philosophy of *Learn and Earn* and motivates students to complete their education and become self-sufficient too the college established the MGMM Entrepreneurship Development Cell that works in collaboration with MGMM Women Cell, to identify and develop potential entrepreneurs among students, and to encourage them to start their own ventures instead of looking for jobs. The vision is to produce successful entrepreneurs with leadership qualities who use innovative and ethical business practices to make a global impact. To develop institutional mechanism to create entrepreneurial culture in academic institution to faster growth of innovation entrepreneurship among the students.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institution focuses on education and employment, both are the fundamental principles that shape people's potential and contribute to the growth and development of a nation. Employability is tied with the education having the capacity to acquire and understand the essential work, support business and access progressed business if necessary . In another words in the event that an individual is taught, the term of "employability" alludes to a bunch of accomplishments abilities, understandings and individual credits — that make graduates bound to acquire business and find success in their selected occupations, which benefits themselves, the labor force, the local area and the economy . It illustrates that a student should possess a certain set of skills, aptitudes, and traits in order to find employment in a different field and achieve genuine success in his chosen field, which will lead to overall improvement of the nation. The institution following the direction of Higher education as the employability has become a fundamental concern for both the government and Higher Education Institutions, so as to produces our graduates fullfiling the need of our requirment and there should not raise the question on the effectiveness of the Indian educational system .

Concluding Remarks :

Recommendations for quality enhancement of the Institution BY NAAC 2017 (THIRD CYCLE)

Curriculum UPGRADATION	Yes ,we have done
To introduce programs in psychology,law and nutrition	We have introduced BA in psychology
To introduce CBCS	We adopted CBCS , LOCF
ICT enabled teaching learning	We have adopted and Working on it.
Research Promotion through seed money ,quality research ,publication ,research grants and research centre	started seed money , published research papers in UGC care lis Journals ,Scopus and Web of Science
To introduce life skills training programs for students	introduced Yoga practices, Stress Management ,Disaster management and workshops on mental health and time management
infrastructure	Developed smart class room, central research laboratory,renovation work in administrative block, staff room,conference room, well maintained computer laboratory
Feedback system need to be improved	Adopted digital feedback system

IQAC activities should be functional as per the NAAC guidelines	FOLLOWING NAAC guidelines
To enter into formal MOUs for faculty and student exchange	signed 53 MOUs
Creation of posts of deans for all faculty, support services and director for R and D	We have created the post for Deans and Director for R & D
Number of books and journals in the library should be increased	DONE

The Recommendations of the NAAC Peer Team Report of third cycle NAAC Accreditation in 2017, have been well followed and addressed during the quality pursuit of the institution.

The academic laurels, excellent student talents and achievements and significant Research contributions have been instrumental for making the college in this status, as the best Women college in MP 21- 22 and presented selfie point in PM MMSKY scheme.

UGC Paramarsh for NAAC accreditation status, UBA scheme and Institutions Innovation counsel of the College status by Ministry of Education, were opportunities for the institution to transfer the quality culture to the peers.

DST CURIE WISE-KIRAN Scheme, MPCST and organising and managing departmental festive haat/open exhibitions Projects are indicative of the excellent Research endeavours in the college.

The institution is planning itself to be a multidisciplinary Teaching-intensive institution conducting interdisciplinary projects and Research, as envisioned in the National Education Policy.