



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVT MADHAV SCIENCE COLLEGE

DEWAS ROAD IN FRONT OF POLYTECHNIC COLLEGE UJJAIN

456010

www.mvmujjain.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

DST-FIST “A” grade NAAC accredited leading college of Ujjain Region affiliated to Vikram University Ujjain, Providing quality science education to young men and women coming across the state from diverse socioeconomic backgrounds. College is committed to impart value driven quality education to young aspirants and shaping them in to human beings which are not only the science practitioners, but can also work as leaders on various platforms. College has lush green campus, which covers an area of 579000 sq.mtr. . Continuous strive towards excellence has made it possible for College to get benefits of prestigious FIST programme ("Fund for Improvement of S&T Infrastructure in Universities and Higher Educational Institutions (FIST) Program)of Department of Science and Technology. Beneficiary of RUSA1 under component 7 for development of infrastructure and selected among top beneficiaries of World Bank funded MPHEQIP initiative by department of Higher education Govt. of M.P. College has 69 full time teachers working towards the holistic development of students majority of the faculty hold Ph.D. as highest qualification, 17 Faculty are research supervisors. College is declared as Institute of excellence for higher education in 2018 by Department of Higher Education Govt. of M.P. One among top ten colleges of Madhya Pradesh selected for establishing collaborations with other Institutes of National and International repute under CEQIC.

College offers UG, PG and Ph.D. programmes in Physical Sciences, Life Sciences and Mathematical sciences through conventional and Self Financing modes. College offers 4 UG Programmes With 28 combinations in UG classes, 9 PG programmes , 2 PG Diploma and 4 Ph.D programmes for academic flexibility to students . .Despite of the presence of purely girls Colleges in the near vicinity in the same city college has succeeded in increasing the number of female students in the college and bridge the gender Gap in the college. We are also moving steadily towards decreasing the dropout rate. Average result is for UG and for PG classes, every session 14 to15 students are securing merit positions. College is offering Learning outcome based Curriculum framework to the students based upon Bloom’s Taxonomy and Revised Bloom’s Taxonomy.

Vision

To be a value-driven Institute providing quality education in science which thrives for producing scholars with concern and care for environment and society that will best serve the nation in the 21st century

Mission

MISSION

- Committed to be an institution with innovation and inclusivity by practicing value driven excellence in teaching research and social responsibility
- Pursue science and its dissemination to the community at large.
- Create, sustain and apply learning ethics in an interdisciplinary environment for scientific ethical, ecological and economic aspects of national service
- To impart widely applicable skill-sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of innovation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellence Framework strewn around the Framework of flagship programmes through Excellence Acquisition Tenure (EAT Module)
- Support of off campus eminent scholars who are Padma Vibhushan, Padma Bhushan, Padma Shri and scientists of repute or reputed social workers for various programmes on campus under the banner of various Flagship Programmes.
- Inclusion of College in RUSA and World Bank funded MPHEQIP Scheme
- Inclusion of College in CEQIC scheme to enter in MOU with National and International institutions of Repute. 7 MOU in Place, providing internship opportunities and trainings to the students
- Highly qualified ,sincere and experienced Faculty members
- Variety of UG and PG programmes in science faculty in Traditional as well as in self-financing mode
- In all 2 UG 6 PG 2 PG Diploma and 4 PhD Programmes, which provides ample of academic flexibility to science students coming to college from across the state with diverse socioeconomic background.
- Innovative learner centric teaching Learning Pedagogical approach. Most of the teachers are using Blended teaching learning through LMS.
- Academic Counselling cell to take care of advanced as well as slow Learners. Separate programmes for advanced and slow learners. Remedial Classes for slow learners.
- Student diversity.
- Research centre for 4 major subjects 16 faculty are involved in research at these research centres,
- Publication of Research Papers in Journals of Repute.
- Involvement of UG and PG students in Research Programmes and student exchange programmes under PURE (Pursuit of Research Excellence : Flagship programme)
- Holistic development of students
- Lush Green sprawling Neat & clean completely wi fi enabled campus.
- Advanced Instrumentation Research Laboratory
- Separate e library and English Language Lab to enhance spoken English skills of students.
- Well-equipped smart classrooms
- Well maintained sports complex
- Active placement cell, working relentlessly towards the placement of students.
- Healthy Eco restoration practices through Green Audit, Energy Audit and Environmental Audit in Place. College is wheeling solar Energy to Grid through 40 KW Resco Roof top Solar plant.
- Academic and Administrative audit
- Active Placement cell .
- Active Business incubation centre,
- Registered active alumni association
- college has begged National and state level NSS awards

- Active Teacher Guardian association,

Institutional Weakness

- Lack of autonomy in academic and administrative procedures is the significant obstacle. We are unable to develop and design market oriented curricula
- In the absence of entrance examinations Students with lower % of marks & weak academic background are admitted to the courses not suitable to them.
- Absence of airport at Ujjain makes it difficult for the scientists across Nation to visit Institute physically for Workshops and Seminars

Institutional Opportunity

- Presence of Institutes of National Importance in the close vicinity like IIT Indore, IIM Indore and IISER Bhopal
- College is situated in the close vicinity of Vikram University Ujjain .
- Huge job market located at Indore and Bhopal
- Substantial number of student resource, ready to be trained
- Ujjain being a city of temples, many environment related projects can be utilized for the development of students by connecting them with these projects directly
- Ujjain is a city where Simhashta is celebrated every 12 years, which is an International mythological fest .Students can be trained keeping in mind Simhashta,as preparations are a never ending process here.
- Selection of Ujjain in the smart city model.

Institutional Challenge

- To Carry on quality research due to shortage of funds for Research
- High Teacher : Student Ratio
- High Computer : Student Ratio
- Updation of teacher as per new Syllabus and pedagogy .
- Practical's are the back bone of scientific learning and teaching, accommodation of large number of students in lab is a big challenge
- Vacant positions of teaching faculty & not to have regular faculty members for subjects such as computer science & Computer Application Biotechnology ,Microbiology ,Bioinformatics Pharma. Chemistry etc. A big Challenge.
- Trainings for the technical staff and short term FDP for Teaching staff
- Bilingual Teaching in the classes
- Better collaboration with industries for collaborative research and consultancy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being affiliated Government college focus is on the effective curriculum delivery through participative learner centric methods. College has adopted Learning outcome based curriculum framework, Faculty members work hard to achieve program objectives and course objectives. IQAC has Adopted Excellence Acquisition Tenure (EAT) which is a intricate framework strewn around academic calendar. Value added and add on courses and Flagship programme calendar. Curriculum delivery is enriched through innovative Teaching learning pedagogy, making extensive use of ICT. Students are informed about the lecture plans and Teaching methodology for the particular lesson through teaching planners well in advance. Teaching planners are displayed on departmental notice boards and are shared through LMS also, Faculty are member of Vikram University Board of studies as well as members of Central Board of Studies, which provides voice to the college in the designing of curriculum too.

Internal examination schedule is prepared and notified to the students well in advance in blended modes i.e. through College & departmental notice boards and through LMS too.

Library is fully automated through SOUL 2.0 version. OPAC facility is provided to students and faculty Remote access to library is provided through NLIST. Cross cutting issues like professional ethics, gender sensitization and environmental education is incorporated in the curriculum of UG and PG Classes. College has a robust feedback mechanism where feedback is collected, analyzed, communicated to the teachers and displayed on the Institutional website for all the stakeholders. Employers Feedback is used to impart training to students to make them more employable

Teaching-learning and Evaluation

Induction programme is organized to acquaint students with the campus life and to make them familiar with all the prevalent schemes on campus. There is a robust mechanism to analyse the entry level of the students through Entry Level Behavioral Test (ELBT), executed upon every student in the classrooms or through LMS, Academic Counselling Cell of the college differentiates students into slow and advanced learners and offers customized solutions through special classes to acquaint students with the Learning Ecosystem of the college.

Mentorship is provided to students through Teacher Guardian scheme, where every student is allotted a teacher guardian who mentors them throughout the span for 3 years.

Holistic value based science education is provided to students through experiential learning achieved through Field studies, projects, Science exhibitions, Seminars , workshops, shared work spaces, peer based evaluative exercises, simulation labs etc.

Participative learning is also promoted through problem solving axercises on Whatsapp and online study groups, self-structured assignments, through social labs and Hackathons.

Awards like Urja Mitra award and Vigyan Suta are instituted for students, who are applying theoretical knowledge to practical knowledge in the field of renewable energy and eco restoration

ICT is extensively used for different teaching pedagogy. College is Local Chapter for NPTEL Swayam MOOCS.. Janabhagidari samiti of the college has declared incentives to students who completes the MOOCS Courses with high scores. Attainment of programme outcomes and course outcomes are evaluated by the institution through Merit positions, employment generation and progression to higher studies.

Research, Innovations and Extension

College has institutionalized a strong innovation ecosystem in the college. Four Departments of the college are Research centers affiliated to Vikram university extending doctoral programmes to students registered under different supervisors in the current academic session. Research papers are published by Faculty and research scholars across varied National and International Journals.

College organizes R&D workshops and Seminars, eminent scientists and Scholars has visited the campus during these events or appeared on virtual platform. Dr. Saurav Paul Director IISER Kolkata, Padmshree Dr. T. Pradeep from IIT Chennai, Dr. Rajneesh Mishra From IIT Indore, Dr. B.N. Jagtap Laser Society of India are a few to name. College assigns duty leave to faculty attending such R&D workshops off campus. Faculty have attended.

NSS & NCC Units are actively carrying out extension activities in the neighbourhood community, this includes activities ranging from swachta abhiyan, blood donation, traffic awareness, AIDS awareness, COVID awareness, Water health awareness, Food Packet distribution etc.

Ms. Mehran Jafari NSS Volunteer of the college has fetched National award for her outstanding contribution to social work. Red Ribbon Club of the college has also fetched National prize by NACO, NSS officer of the College has also honoured at State level for his outstanding Contribution to social service.

A blend of Flagship programme network helps in executing extension programmes.

College has functional academic MOUs with organizations of repute to promote student exchange and internship. Prof K Srinivasulu Chair has been established in the college by the Alumni support and has recd. Philanthropic donation of Rs. 150,000 too

Infrastructure and Learning Resources

College has a sprawling lush green campus of 5.9 hectares. Which houses state of the art modern laboratories, well equipped ICT enabled Lecture theatres, ICT enabled smart classrooms, virtual classroom, e library, Language Laboratory, Sports complex, Gymnasium, Museums and sports grounds. College has functional MOU with University which is situated in the next neighbourhood for utilization of sports grounds. College has established Advanced Instrumentation Research Facility housing modern equipments like FTIR (Brooker alpha), Double beam UV, Microwave assisted organic synthesis system, HPLC, Rotary evaporators etc. Facility extends analytical and computing support to inhouse research scholars and Faculty for free and extends support to off campus Research scholars too on minimum chargeable basis.

College has an extensive network of ICT infrastructure available to students in departments, student resource centre in Library and in computer centre. Campus is wifi enabled and wifi facilities and speed are monitored and updated periodically. College extends Remote access learning support to all students on campus through Swayamprabha channel hosted on campus. Virtual Classes telecast from resource centre at Bhopal is well received at College through SWAN commissioned for the purpose.

Library of the college is fully automated, bar coding is complete, SOUL version 2.0 is used by Library as Integrated Learning management System. Library provides indexing of books through OPAC. Remote access is provided through NLIST and NDL support. Subscription to online e journals shodh Sindhu, Shodh Ganga are

provided by the Library. Library has published links to various resources through Institutional website.

Student Support and Progression

College caters to students coming from different socioeconomic academic backgrounds, as per Govt. provisions scholarships, awards, and beneficiary schemes are offered to students. Scholarships on the basis of category and academic potential are awarded. Central sector scholarships, Inspire award, as well as ministry of culture scholarships are also provided.

Career guidance and Placement cell of the college organizes capacity building and skill enhancement initiatives by collaborating with different organizations. Career fair for providing campus placement opportunity to students is also organized every year.

Soft skill tutorials are provided by collaborating with IIT Mumbai and with University of Cambridge England.

Graduation outcome is analysed through students progressing to higher education and no of students opting for jobs and placements

As an outcome of all the sessions organized for counselling for National level exams students of the college are selected steadily in Prestigious exams like CSIR NET, State level SET EXAM, NIMCET State level Police services etc.

College has licensed alumni association working towards the development and betterment of college. Many quality initiatives in the form of value programmes are organized by the association.

Endowments worth 11,00,000 /-are provided by the alumni association during span of 5 years.

College has a business incubation centre Swavlamban and has incubated 5 startups during last 5 years, registered with MSME.

Governance, Leadership and Management

In tune with the vision and mission statement of the college governance of the college is participative with due focus on inclusivity, There are committees in the college which work towards holistic development of the college through various plans and activities. Governance is scientific, strategic plan for 5 years is prepared and uploaded on college website, Participative management is also achieved through Janabhagidari samiti framework, an outstanding example of decentralization and participative management where an outstanding academic framework is in practice at par with the conventional academic structure. College has a clear organogram with stated hierarchy organogram is displayed on college website.

College has emphasized a lot on Society connect programmes and experiential learning Flagship programmes are framed with a clear vision providing scientific temperament to the diverse number of activities. These are.

PURE (PURsuit of Research Excellence)

KALPVRIKSH: shaping Intellect

SWAVLAMBAN: Business Incubation Centre

EEHSAS: An Initiative for.....Earth Environment Health Society and Surrounding: **ViSTAR:** Vigyan for Society Transformation through Application of Research

ANANYA : Women and Gender Development Cell

DAKSH: In-house Capacity Building

VILAKSHAN. Celebrating intellect

PRIDE. Understanding Policy Representation and Implementation from Draft to Execution

UTSAV: Celebrating Culture and Heritage

SUDEEKSHA: Alumni Connect

Flagship programs have coordinators who develop and design specific activities and programmes Eminent personalities like Padma vibhushan Dr. Sonal Mansingh , Pdma shri Anil Joshi, Padma shri Dr. Shobhna Narayan Acid attack survivor smt. LAXMI Agarwal has appeared on the college platform under the aiges of Flagship programmes.

Institutional Values and Best Practices

College has stated policies in place adopted as Per UGC mandate, declared by Central or State Govt or as suitable for the betterment of the college. There is a specific code of conduct for employees and students published on institutional website. Campus is a plastic free zone and have banned single use plastic. Rainwater harvesting and Roof water harvesting mechanism is in place. College has been pro in adopting and instilling green practices, 40 kw RESCO Roof top solar system is commissioned as part of MOU practice (MOU with Azure) and generates energy which is wheeled to grid. Sensor based electric lights are installed in corridors to conserve electricity. LED Bulbs, Tube lights are also installed. Campus is barrier free and fully approachable to specially abled students with accessibility ramp, accessibility water booth, accessibility Toilets and accessibility laboratory. Accessibility Laboratory has customized facilities for specially abled students, this is an all subject

laboratory. College also extends facilities like scribes and narrator for students with disabilities. There is an MOU with organization working for the betterment and livelihood of disabled students. Adhering to the 4R policy of Rethink, Reduce, Reuse & Recycle College has defined mechanism to deal with biodegradable waste, non biodegradable waste, e waste and Chemical hazardous solid and liquid waste. College has Biocomposter, neutralization chambers, e waste workshops. College enters in MOU at the time of Purchase of electronic articles about back procurement of e waste after the completion of life span of electronic items.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT MADHAV SCIENCE COLLEGE
Address	Dewas Road in front of polytechnic college ujjain
City	Ujjain
State	Madhya Pradesh
Pin	456010
Website	www.mvmujjain.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Arpan Bhardwaj	0734-2511803	9425332158	0734-2511803	madhavsciencecollegeujjain@gmail.com
IQAC / CIQA coordinator	Kalpana Singh	0734-2511445	9713389538	-	singhkalpana297@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1969

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

State	University name	Document
Madhya Pradesh	Vikram University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-01-1969	View Document
12B of UGC	01-01-1969	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Department of Higher Education Govt of MP
Date of recognition	07-06-2014

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dewas Road in front of polytechnic college ujjain	Urban	14.31	8618

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	BCA,Bca	36	HIGHER SECONDARY	English,Hindi	80	79
UG	BSc,Bsc	36	HIGHER SECONDARY	English,Hindi	1753	1011
UG	BSc,Bsc Hon Chemistry	36	HIGHER SECONDARY	English,Hindi	58	0
UG	BSc,Bsc Hon Physics	36	HIGHER SECONDARY	English,Hindi	58	0
PG	MSc,Botany	24	BSC	English,Hindi	70	70
PG	MSc,Chemistry	24	BSC	English,Hindi	70	70
PG	MSc,Zoology	24	BSC	English,Hindi	70	70
PG	MSc,Mathematics	24	BSC	English,Hindi	140	132
PG	MSc,Physics	24	BSC	English,Hindi	58	35
PG	MSc,Microbiology	24	BSC	English,Hindi	45	43
PG	MSc,Pharmaceutical Chemistry	24	BSC	English,Hindi	70	70
PG	MSc,Comput	24	BSC	English,Hindi	58	18

	er Science			i		
PG	MSc,Statistics	24	BSC	English,Hindi	58	2
PG Diploma recognised by statutory authority including university	PGDCA,Computer Application	12	BSC	English,Hindi	69	5
PG Diploma recognised by statutory authority including university	PG Diploma, Yoga	12	BSC	English,Hindi	80	31
Doctoral (Ph.D)	PhD or DPhil,Botany	24	MSC	English	10	4
Doctoral (Ph.D)	PhD or DPhil,Chemistry	24	MSC	English	28	21
Doctoral (Ph.D)	PhD or DPhil,Zoology	24	MSC	English	24	9
Doctoral (Ph.D)	PhD or DPhil,Mathematics	24	MSC	English	6	2

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	19				0				34			
Recruited	13	6	0	19	0	0	0	0	14	11	0	25
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			51	
Recruited	8	14	0	22
Yet to Recruit			29	
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				14
Recruited	11	2	0	13
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	6	0	0	0	0	12	10	0	41
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	12		19		31

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	844	0	0	0	844
	Female	246	0	0	0	246
	Others	0	0	0	0	0
PG	Male	261	0	0	0	261
	Female	249	0	0	0	249
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	17	0	0	0	17
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	0	0	0	8
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	879	0	0	0	879
	Female	81	0	0	0	81
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	599	550	534	455
	Female	240	224	191	154
	Others	0	0	0	0
ST	Male	206	169	174	117
	Female	85	67	50	42
	Others	0	0	0	0
OBC	Male	915	830	789	675
	Female	366	311	257	218
	Others	0	0	0	0
General	Male	490	537	511	400
	Female	314	310	262	244
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3215	2998	2768	2305

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
09	09	09	09	09

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3215	2998	2768	2305	1960
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2965	2527	2339	2085	2082

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
772	754	690	562	495

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	44	45	43	43

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
76	76	75	71	66

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 66

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
130.5	91.4	71.4	61.17	65.59

4.3

Number of Computers

Response: 192

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Being an affiliated constituent college, Curriculum provided by the department of higher education Govt. of Madhya Pradesh is followed. Curriculum for undergraduate classes is designed by Central Board of Studies whereas Curriculum for P.G.Classes is designed by Board of studies of the affiliating Vikram University Ujjain, many teachers are the Chairperson / members of the board of studies of University for different subjects.

College prepares its own academic calendar merged with EAT (Excellence Acquisition Tenure) full care is taken to incorporate academic calendar provided by the department of higher education. Academic Calendar is uploaded on the college website and college strictly adheres to the academic calendar. A detailed timetable is prepared by timetable committee headed by the principal and convened by a senior faculty member. Timetable envelopes efficiently curricular activities like theory classes, practical classes, CCE, tutorials, Chamber consultation hours, ICT, library, value added courses, add-on classes and space is provided for co-curricular activities too. Head of the department takes care of the internal distribution of time table. Syllabus units are distributed to individual teachers depending upon their expertise. Individual teachers tries to achieve Program objectives (PO), Program Specific objectives (PSO) and Course Objectives (CO) of their specific discipline keeping in view the stated vision and mission of the college. Entry behavior of students is judged by individual teachers in the starting classes through quiz and interactions. Teachers prepare the lesson plan and teaching content to deliver to students. Lesson plan is notified to students through notice boards in the departments, institutional website, whatsapp groups and through LMS. IQAC has academic counselling cell which monitors effective curriculum delivery and ensures timely completion of syllabus.

Different teaching methodologies are adopted by teachers for effective curricular delivery in blended mode, this includes

1. Lecture method.
2. Use of ICT: The college is well equipped with state of the art smart class rooms, virtual class rooms, audio-visual and other ICT facilities.
3. Video lectures.
4. Simulation Classes: mainly used to implement practical Curriculum
5. Study Groups: offline on campus and online study groups through whatsapp and email are created
6. Field Projects and experiential learning: UG students in the last year of their program and PG students

are encouraged to participate and opt for field Projects.

7. Assignments Workshops & Seminars: Learner centric curriculum delivery is achieved through student's participation in workshops Seminars.

8. Value Added courses: Curriculum is enriched and strengthened through 30 hour value added courses.

A uniform time table is prepared for Internal Evaluation Exams. The daily diary maintained by teachers keep record of the syllabus covered.

For effective curriculum delivery ample of books are provided by the library, Remote access of the library through NLIST and NDL is provided to students and teachers, the digital database provided in the form of Power point presentations, MOOCS, digital Resources, e books and e content on the library page hosted on Institutional website.

Institution ensures a robust feedback system to gather inputs about curriculum from all the stake holders.

File Description	Document
Link for Additional information	View Document

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

Response:

Academic Calendar is provided by the Department of Higher Education Govt. Of M.P. prior to the beginning of Academic year. Academic calendar has provisions for conducting theory classes, CCE, practical exams, end semester exams, Sports activities, Cultural activities, youth festival Semester break and summer holidays. There is admission cell, academic council as well as examination cell in the college which takes care of the implementation of academic calendar in the college. IQAC prepares EAT incorporating all calendars issued by DHE from time to time. College strictly adheres to the EAT module which imbibes academic calendar and CCE Calendar too, all the activities are organized accordingly within the provided schedule. Teachers prepare and exhibit lesson plan on the notice board to acquaint students with the curricular plan defined in the academic calendar, a prior notification of the plan of the syllabus to be completed, teaching methodology to be adopted by the specific teacher and evaluation method to be used is notified to the students through lesson plan.

IQAC releases EAT for different activities in synchronization with the academic calendar.

EAT Module (Excellence Acquisition Tenure) is a Framework based on

Academic Calendar declared by DHE

CCE Schedule Calendar

Practical Exam Calendar

Sports Calendar

Career activities Calendar

Flagship Calendar

EAT clearly mentions the starting as well as closing date for the teaching work, CCE, Practical examination as well as probable time slot for end year/ end semester examination as per academic calendar declared by DHE.

Examination schedule is prepared and declared by the University for the Whole University Jurisdiction. University also notifies about the online entry of marks to be completed by the college viz CCE marks and practical marks. College also adheres to these dates strictly.

In case of student being absent in the first CCE because of some valid reason or if he/she fails in the first CCE, calendar for the second attempt of CCE is also declared by the academic cell/ Semester Cell of the college, a copy of the calendar is provided to IQAC for records.

Dates are also declared for the students to see their evaluated answer sheets of CCE examination, after the students has satisfied themselves with the evaluation they are advised to put their signatures, in case of any grievance students can report the issue in the declared hierarchical pattern within the stipulated time.

In case of Teachers using multiple modes for evaluating students specifically in PG Classes a separate time table not conflicting with the general time table is declared by the teacher.

Separate CCE date is declared for the students representing institution in sports, extension, and outreach and Co-curricular activities in case these students are representing college in any of the event outside the institution on the recommendation of concerned teacher in charge.

File Description	Document
Link for Additional information	View Document

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

1. Academic council/BoS of Affiliating university

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 66.67

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

Response: 6

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

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

Response: 28

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	10	1	2	2

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 26.07**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
812	792	44	653	956

File Description**Document**

Details of the students enrolled in Subjects related to certificate/Add-on programs

[View Document](#)**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Cross cutting issues relevant to Gender, Environment, sustainability, human values and professional ethics are integrated in the curriculum itself. The implementation of issues is further strengthened through curriculum delivery methods through workshops seminars and experiential learning through society connect programs.

Gender Sensitization: Issues related to the gender are integrated in to the curriculum through the syllabus of languages in foundation course. The course contains stories and poems related to gender issues and problems. The gender equality is further strengthened by organizing seminars, expert lectures and book reading sessions on the issues.

Women and Gender Development cell takes care of gender issues through Flagship program ANANYA, Some of these programs are compulsory for the students to join as some percentage of CCE marks are awarded on the basis of write-ups submitted by the students based upon curriculum based Gender equality events.

Environment and Sustainability:. Environment study is a part of the curriculum of the institution. In the syllabus there is paper on environment and sustainability to make the students aware of the theoretical aspects of environment and sustainability. This makes them aware of their responsibilities as a responsible citizen. With this particular paper students get good understanding of ecosystem, natural resources, biodiversity, biotic resources, pollution due to various factors and its management. Practical awareness about the environmental issues is brought in through workshops and seminars based on ecology and Eco restoration techniques based upon syllabus. Students are also encouraged to submit assignments based

upon environmental issues, due weightage is given to such practices in the CCE.

In PG programs like Chemistry and Botany Environmental Chemistry and Ecology are the compulsory papers.

Environmental issues are also addressed in Ph.D programs. Ph.D program in Chemistry provide options to researchers to work on Microwave assisted synthesis related research problems, photocatalytic degradation of dyes related problems.

There is a policy in the college to take care of environmental protection and ethical issues during research.

Human Values: Human values are integrated into the curriculum through Foundation course in UG program, Foundation course is a compulsory course for all students. Some specialized PG Diploma programs like yoga emphasize a lot on human values through projects completed in old help age homes, child rehabilitation centers, School for deaf and dumbs. Continuous workshops are organized by the concerned departments based upon the issues.

Professional Ethics: Professional ethics are a part of curriculum through a full paper on entrepreneurship in UG Courses which deals with entrepreneurship development , project preparation to management, goal determination problems and challenges, role of regulatory institutions, financial management of projects, challenges in financial management and their solutions. Apart from UG courses Intellectual property rights and issues related to IPR are integrated in the curriculum of PG classes of Botany, Biotechnology and Drugs and Pharmaceutical Chemistry.

For effective integration of these issues related to professional ethics regular workshops and seminars are conducted by the respective departments.

These all workshops and seminars and related teaching methodologies are well incorporated into the academic calendar.

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

Response: 36.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	23	24	25	24

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 28.09

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

Response: 903

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

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

Response: A. All of the above

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

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 66.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
3215	2998	2768	2305	1960

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4942	4211	3898	3475	3470

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 56.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
1723	1458	1345	1154	1149

File Description

Average percentage of seats filled against seats reserved

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

After the **deeksharmbha programme** which is an induction program for the new entrants, entry level behavior of the students is analyzed through well-defined quizzes and questionnaires by the individual subject teachers. While differentiating students into advanced and slow learners a balance **ELBT (Entry level Behavioral Test)** is executed upon every student. Further to acquaint students with the learning ecosystem of the college, special classes namely **zero classes and Bridge classes** are conducted.

Academic Counselling cell prepares the list of slow learners and communicate to all HODs about the list. HOD chalks out activities for slow learners and communicate about activities to IQAC. The individual progress of the students is also tracked through **Teacher Guardian Scheme** where all full-time teachers work as Mentors. Mentor mentee ratio for the college is 1:40

Activities for Slow Learners:

Slow learners can not learn at an average rate from the instructional material, text books and workbooks like the rest of the class, they have special needs to be understood need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur.

Slow learners are taught in two instructional arrangements

1. Basic Course content with the average regular class
2. Special Need base instructional arrangements which include learning material too.

SPECIAL NEED BASE INSTRUCTIONAL ARRANGEMENTS INCLUDING LEARNING MATERIAL

1. Individual counselling sessions to know about the learning gaps. 2. **Remedial Coaching** for additional teaching support which also includes special doubt clearing sessions 3. **Tutorials and special chamber consultation hours for slow learners.** 4. Extra notes. 5. Special help for preparation of internal examination process. 6. *Additional library support* 7. **Language improvement classes through communication workshops** 8. **Separate Google classrooms by individual teachers for slow learners**

Slow learners are kept actively engaged in the learning process through **simulation labs designed specially for these students, worksheets issued to them daily for practice. Special instructional material in the form of short videos and animation films is also provided to these students.**

Activities for advanced Learners:

- Advanced learners are inspired to opt and appear for National level entrance examinations like
 - JAM (Joint admission Test for M.Sc at IIT and IISC) (UG students)

- NIMCET Common *Entrance National Level Test (UG Students)*
 - CAT (UG & PG Students)
 - UPSC/ PSC Exam (UG & PG Students)
 - CSIR NET (for PG Students)
- Participation in National Level quiz and essay competitions organized by different universities / organizations
 - information about various international scholarships *like Common wealth scholarship for higher studies.*
 - Participation in UG and PG research programs.
 - Participation in NPTEL MOOCS, EDEX and Coursera courses,
 - One of the ambitious activities for advanced learners is self-structured assignments,
 -
 - In this participative learning mode advanced learners are provided with *contemporary syllabi related academic problem*, they are given ample of time to ponder upon the problem and find answer with the help of their existing knowledge, learners are prompted for advanced learning by collaborating with their teachers and researchers working on the same field.

File Description	Document
Past link for additional Information	View Document

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

Response: 69.89

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The college is committed to provide holistic value based science education to its students. Learner centric methods increase the involvement of students in the whole education process; students are shifted from the rote learning process to the application based learning. College has adopted many learner centric methods as per the need of the specific subject. Focus is more on methodologies which enhance the interest of student in the core academic values of subject with the applicatory part.

Undergraduate & Postgraduate Classes:

Experiential learning through projects is a part of curriculum of all P.G Programs, BCA and

Bioinformatics. Students are allotted projects and they have to work for stipulated hours on the project and submit a project report. Students have liberty to work on field projects in some industry or Research Laboratory or they can opt for a training based project on campus or research based on campus project. On campus projects are monitored and completion certificate is provided by the Project supervisor whereas off campus projects are certified by the host organization. In other courses of UG experiential learning in the form of projects is utilized as an evaluation mode for CCE.

Participative Learning

Every course has its own study groups and study circles to promote participative learning. **Whats app study groups, Google classroom, Group mails, Mind mapping** are used to involve students in a learning exercise. College also has **book-reading club**, here students are inspired to share interdisciplinary study material among themselves. Students are prompted to design a participative **question bank, question papers**; they are also prompted to find out answers to problems related to their syllabi, which has applicatory part too like Energy issues. **Institution has also instituted awards like Vigyan Suta and Urja Mitra** awards for outstanding contributions in the field of Energy and Environment.

Problem Solving:

The problem solving is not just about application of procedures which are already known to arrive at decisions. Problem solving is about finding the solutions with the help of innovative methods may not be known to learner before and enhance critical thinking in the learner. **A percentage of teachers are using this methodology in particular courses in PG & UG programs like Spectroscopy, Physical Chemistry and Biochemistry courses in PG Chemistry Program and Physical Chemistry in BSc program where the instructor is using Wood's Problem solving method to enhance problem solving capacity of PG Chemistry & UG students of the course.**

Some other participative Learner centric methods used in PG & UG Classes are **Seminars, workshops, presentations, Flip classes, case studies, exhibitions, role enactments, MOOCS and group presentations.**

Academics through Social labs

One of the strong point of college is organization of **exhibitions and Hackathons**. Every year a grand exhibition is conducted on **National science day** where students showcase their academic ideas and establish the societal impact of that idea. This promotes academic insight as well as enhances interest of students in core science subjects.

File Description	Document
Link for additional information	View Document

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

Response:

ICT has revolutionized higher education through customized support to teachers as well as learners. Latest innovations in ICTs (tools and cloud solutions) are a boon for teaching learning activities. College has gradually inculcated ICT tools in teaching learning exercise. Teaching faculty of the college makes optimum use of ICT tools for an effective teaching.

College has ample infrastructure available for ICT in the form of **smart classrooms, classrooms equipped with devices like multimedia Projectors & interactive board, Virtual class rooms, high speed leased line, Wifi connectivity etc.**

Slowly the teaching has shifted from traditional to blended mode, teachers are using **Google classroom as LMS**. Apart from that, a sufficient number of teachers are using **Facebook WhatsApp** and email as teaching learning platform. Almost 80% of the departments have e study groups used for ICT based teaching and learning activity. **Teaching lectures are always supplemented by video lectures by experts from National Institutes**, Students are also prompted and inspired to register for MOOCS and enroll for MOOCS exams too. Most of the students are coming from weaker sections of the society so we are continuously encountering the problem of examination fees to be given by students for MOOCS courses, so college has come forward to help these students in the form of fees support for outstanding students for MOOCS.

Teachers has incorporated e- seminars, Presentations, web based conferences e- poster presentations, e- newsletter, e- magazine, e- journals in their teaching and evaluation methodologies. PG students are encouraged to write basic research papers based upon their practical results and these papers are published online by the department and available on the website of the college for other students to read. **Chemistry department is the pioneer in such activities with their PG research Journal Cheminformatics & Chemistry triumphs.**

Peer academic activities are also carried out through use of ICT.

Institution is using ICT as an evaluation support through generation of quiz in google forms and Google docs. Academic activities are shared and participative learning is practiced through Google docs, Google sheets and Google slides. From the previous academic year some teachers are using jam board for sharing academic information. A few **Teachers are also using Mind Mapping for advanced learners.**

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 47:1

2.3.3.1 Number of mentors

Response: 69	
File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 60.83	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 104.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	49	48	45	42

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 15.43

2.4.3.1 Total experience of full-time teachers

Response: 710

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

2.5 Evaluation Process and Reforms

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

Response:

Internal evaluation is CCE Comprehensive Cumulative Evaluation, which basically is a continuous evaluation of the student during the entire course. Particular instructor has the flexibility to use any of the modes which are defined already to students as per the temperament and need of the subject for evaluation. Many teachers use multiple modes for evaluation and then take the average of best 3 or five to mark the students.

Prevalent CCE modes for UG and PG are:

- Subjective Tests
 - Objective Questionnaire
 - Semi surprise test
 - Open book Examination
 - Assignments
 - Projects
 - Presentations
 - Report Writing
 - Research Paper writing
 - Bibliography
 - Book Review
- Modes like Project Submission, Research Paper writing, Bibliography and Book Review are generally used for PG Classes
 - However, a teacher has, the flexibility to come up with new innovative ways of evaluation which some of the teachers always do.

Mechanism of internal assessment

- Schedule of CCE is given in Academic calendar which is displayed well in advance before commencement of session.
- Question bank/ MODE is displayed well in advance for CCE 1 and CCE-II which is conducted on a fixed date as per the time table for one hour as per academic Calendar.
- All the records and data related to CCE are conserved by the teacher for academic audit. This includes attendance of students, question papers, valued answer sheets/ copies/ assignments/ projects/ Research Papers / summary of marks etc.
- There is complete transparency in the internal assessment for each assessment method as described below.
 - Model answers and marking scheme is prepared by the subject teacher before valuation in case the mode is objective questionnaire or subjective test. HOD is informed about the preparation well in advance.
 - In modes like assignment, Presentation and Project Presentation mode participative evaluation and Peer evaluation methodology is used where a fraction of marks are allotted as peer judgment. Once the Instructor has submitted his marks total marks are calculated after awarding due weightage.
 - After Valuation marks are displayed on the dates mentioned in academic calendar by the Faculty members.
 - Students are given fair chance to go through their valued answer sheets, answer sheets are shown to all students and answers are also discussed in the class. In case they have any objection to raise or there is a grievance, they are given patient hearing and their issue is addressed.
 - In case of valuer awarding disproportionately less marks, valuer is advised to put remarks for that, to avoid any further confusion for the specific student
 - Once the students are satisfied with the valuation of their CCE modes, they are advised to put their signatures on the valued answer sheets.

File Description	Document
Link for additional information	View Document

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

Response:

Overall evaluation schedule in UG Comprises of Internal Evaluation 20% of marks, Theory 80% of marks, which is purely external paper setting as well as valuation, and practical examination, which has a 33% weightage of total marks.

Grievances related to internal examination are dealt at college level, whereas for external examination related grievances university has full authority and responsibility and has defined measurable mechanism.

College Level for Internal Examination

- If a student misses his/ her internal examination because of any genuine reasons personal or because of participation in some extracurricular activity special internal examination are conducted

- for such students as per norms, provided student submits application explaining cause with proper
- Improvement CCEs are conducted for students who wish to write the CCE again and improve upon their CCE scores
 - In case of any evaluation related grievances, students who submit their grievance in the written format are shown their valued sheets once again, which they already have seen during discussion tutorials. Subject teacher assesses the answer sheet in the presence of student , if there are any corrections in the total marks or assessment of answer books as identified by the student, these corrections are applied immediately
 - Student who is still not satisfied can approach the concerned HOD, who can intervene and take help from some other faculty too.
 - If still grievance persists student can approach Principal of the college for grievance redressal. Students can seek for the intervention of their teacher guardians too.

Hierarchy to deal with Grievances related to internal examination at college level

File Description	Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The programmes and courses in the curriculum are designed by the CBOS , College does not have the liberty to frame its own courses being the affiliated college, however many teachers are members of board of studies of different subjects as well as college takes full care that course outcomes are fully justified through curriculum enrichment practices during curriculum delivery.

College has adapted to outcome based education, rather than teacher centric input oriented bell shaped curve of learning. IQAC has devised a robust mechanism to communicate all the concerned stake holders like Students, Teachers and parents about the Course outcomes and programme outcomes for all programmes. The vision of the college to provide value based science education to all its students with an insight for environmental conservation is well reflected in course outcome of all programmes.

The outcomes are measurable and a soft copy of the outcomes is uploaded on the college website, which is easily accessible to teachers, students and parents. Parents are advised to go through the soft copy of course outcome of the concerned programme.

Students are advised to go through the website as well as CO and PO are also shared on whatsapp study groups and on respective classrooms in LMS.

Students are also communicated about COs and POs during induction programme. Special tutorials are organized for communicating students about COs and POs. College has a policy to devote 4 hours @

session on Outcome based tutorials in UG and 5hours @ semester in PG. Where students are thoroughly explained about outcomes as well as what it means to them in simple language. As college is providing Hindi as well as English as mode of instructions in UG Classes so despite the fact that Cos for all programmes are written in English, students are provided Hindi explanation by the respective teachers.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

College being an Affiliated college focuses on Curriculum Enrichment and Execution rather than Curriculum planning and Development. The fundamental premise underlying the learning outcomes-based approach to curriculum Enrichment and Execution is that higher education qualifications such as a Bachelor's Degree programmes and PG Programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values measurable through Internal Examination CCE modes and experiential activity modules) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

College prescribes and monitors the teaching methodologies required for the attainment of course outcome of different programmes. Teaching methods, guided by such a framework, include: lectures supported by group tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc

Progress towards achievement of learning outcomes is assessed using the following:

- Time-constrained examinations; closed-book and open-book tests (End Semester and annual examination)
- Problem based assignments (Internal examination mode)
- Team project reports (Internal examination mode)
- Oral presentations, including seminar presentation, viva voce interviews (Internal examination mode)
- Computerized adaptive testing (Internal examination mode)
- Peer and Self- assessment etc. and any other pedagogic approaches as per the context. (Internal examination mode)
- Practical assignment/ laboratory reports & observation of practical skills (Practical examination)
- Individual project reports (case-study reports) (Project experiential learning)

There is a definite weightage given to internal examination, end semester/ annual examination, practical examination and project experiential learning. Results are analyzed every year for all the axis, Results are communicated to teachers and they are suggested about the improvements if required for the attainment of Course outcome of programme

Graduation outcome in terms of Progression to higher education, placements, and self-employment is also recorded for the purpose of attainment of Course Outcome of different programmes.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 93.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
765	682	568	550	489

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

2019-20	2018-19	2017-18	2016-17	2015-16
772	754	690	562	495

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.22

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 46.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.57	8.609	3.13	0.5	31.98

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 36.96

3.1.2.1 Number of teachers recognized as research guides

Response: 17

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 4.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	1

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
19	19	19	18	18

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

3.2 Innovation Ecosystem

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

Response:

Development and strengthening of Innovation ecosystem is the college is well stated in the programme outcomes, where we emphasize on research. Development of innovation ecosystem not only encompasses research activities of teachers and research students but necessitates the activities for UG and PG students too. College has institutionalized activities which envisages all the three domains of learning

1. Cognitive domain (Bloom's Taxonomy) promoting knowledge

- The Knowledge dimension
 - 1.Factual Knowledge
 - 2 Conceptual knowledge
 - 3 Procedural knowledge
 - 4. metacognitive knowledge)
- The Cognitive Process dimension
 - Remember
 - Understand

- Apply
- Analyze
- Evaluate
- Create

1. Psychomotor domain(Dave's Taxonomy) promoting Skills

- Naturalization
- Articulation
- Precision
- Manipulation
- Imitation

1. Affective domain (Krathwohl's taxonomy)Defining Attitudes

- Receiving
- Responding
- Valuing
- Organization
- Characterization by a value or value complex

All the three domains are well blended reflected in activities embraced and promoted by the college. Some of them are

1. PROMOTING INNOVATION ECOSYSTEM THROUGH INNOVATIVE TECHNOLOGY ENABLED TEACHING

Learner centric and participative teaching methodologies based on 5E learning model of, **Engage, Explore, Explain, Elaborate & Evaluate** like experiential learning, project based learning, students seminars, assignments, mind mapping and problem solving methods based on woods method are included in the curriculum. Here the teacher has to be in the role of

- Planner
- Protector
- Resources
- Assessor
- Role Model
- Facilitator

College has adopted blended teaching methodology which has resulted into the enhanced learning ability of students clearly evident from gradual increase in the number of students opting for exams like CSIR NET, JAM etc. More and more number of students are registering for MOOCS, which has proved to be a

boon for the development of innovation ecosystem in the college. Remote access to library and reading content is provided through INFLIBNET and NDL this not only engages them but enables students with enhanced learning opportunities.

UG AND PG RESAERCH PROJECTS:

Institution is promoting Research projects for UG and PG students, project proposals are invited from eligible and interested students every session, Research and development committee of the college evaluates the projects and then the successful candidates are awarded the projects. College extends infrastructural support in the form of chemicals. Glassware, books, online resources, wifi connectivity and remote access facilities. A project supervisor is also allotted to the students undergoing project studies, in UG and PG Classes group projects are favored.

FORMAL R&D PRACTISE:

College has a Research and development policy approved in the statutory body. College has a research and development cell which receives proposals for MINOR AND MAJOR PROJECTS from the principal investigator and sends these to the funding agency for further approval. Teachers and research scholars are promoted to participate in various R&D seminars and conferences. College also organizes R&D Seminars , conferences and workshops based also on Industry academia partnership and Intellectual Property rights

BUSINESS INCUBATION CENTRE:

Swavlamban is the business incubation center to promote innovation along with startup support. BIC organizes trainings like HPLC TRAININGS, Instrumentation training, training on medicinal plants and extraction training etc.

File Description	Document
Paste link for additional information	View Document

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

Response: 41

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	24	2	4	3

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 2.78	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 50	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 18	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

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

Response: 2.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	20	26	26	34

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

national/ international conference proceedings per teacher during last five years**Response:** 1.27**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	1	8	0	42

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

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

Extension activities have been the strength of our institute since its inception in 1969. The faculty and staff have been abiding by the motto “ *Vidyayamritamashnute*”, wherein lies the journey from knowledge to eternity. Education in the campus has been integrated with NSS, NCC, sports and Eco restoration to enable the students develop a holistic personality reaching the last person standing in the last row in society. A scientific temper that imbibes into approach has been diversified and vast.

College has focused and dedicated society connect wing, working towards the successful implementation and completion of society programmes with the help of flagship programme network. Flagship programme like EEHSaS and ViSTAR are purely dedicated to extension activities in the neighbourhood along with NSS, NCC, Red Cross, EcoClub, Personality development cell and our own inhouse Prithvi club. College has continuously been working for school children also through academic and extension activities for school children.

College has constantly being involved in Swacchta Abhiyan, Blood donation camps, traffic awareness, AIDS awareness, Health awareness and Health checkups, Gender equity and equality related issues like Beti bachao abhiyan, Pocco act awareness, disaster management, ecorestoration techniques like plantation drives in campus and in neighbourhood community, Yoga camps in nearby community and Water literacy campaigns in community. College has been organizing swacchta rallies, Nukkad natak on swacchta, AIDS awareness nukkad natak on AIDS, College students has done outstanding work during pandemic period by preparing innovative videos for spreading awareness on COVID19. Students from MSc Chemistry has tracked their nearby society for COVID 19 for approximately 3 months through their phones, awareness

campaign about Arogya Setu app was successfully launched and carried out.

Evidence of Success;

College has been organizing activities related to the gender equity and equality especially for females in the community, leading to the faith generated because of these activities, We are constantly observing a rise in the enrolment of female students in the college, despite of the fact that city has two girls' colleges in the close vicinity of the college.

Average 60 units of blood is donated by college students every year. NSS district coordinator who is from the college has constituted Donars Club, Club has registered presence in the society with Donars club receiving requests for blood units.

Because of the involvement of students and staff in the eco restoration practices, College has participated in the policy draft on Shipra. The draft was laid down in 2019, in the presence of water man of India Sh. Rajendra Singh.

College has Instituted awards for students who are working in the areas of Eco restoration and for Conservation of Energy also.

File Description	Document
Paste link for additional information	View Document

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	09	2	2

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

3.4.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 65

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	12	16	18	14

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

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

Response: 27.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
425	445	719	986	760

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 12**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	1	2	1	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 16****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	2	3	3

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Govt. Madhav Science College Ujjain has a lush green campus spreading in 57900sq.meters with built in campus area of sq. meters as notified in the land allotment status as per land records of District Ujjain. College is well equipped with state of the art infrastructure housing modern laboratories, classrooms , ICT facilities and learning resources. Teaching learning Infrastructural facilities are well in accordance with the vision and mission of the college to ensure an environment of excellence in education to the stakeholders to build them into responsible citizens who have leadership qualities equipped with care for environment and society. College constantly thrives for excellence in teaching learning process through technologically advanced classrooms , laboratories and teaching pedagogical tools.

There are two categories of classrooms in the college, Lecture Theatres and levelled classrooms. College houses.....LectureTheatresand.....levelledClassrooms.AlltheclassroomshaveICTfacilitiesand are well connected through wifi. Lecture Theatres are smart classrooms. College also has a virtual classroom well equipped to telecast online virtual classes hosted by Department of Higher education Govt. of M.P and any other educational Institution established inin scheme , since then college is constantly providing the facility to in house as well as off campus students from other institutions too. College has separate remote access facility auditorium where students can access all educational channels telecasted through DISH like Swayamprabha.

All the traditional as well as self financing departments have laboratories catering to UG &PG programmes offered by the departments. Laboratories are optimally utilized through a well managed and prescheduled timetable announced in the beginning of every academic year. Laboratories are utilized for value added courses / add on courses and even for training programmes after the regular laboratory hours.

Collaborative Theory and Practical Classes to enhance Experiential Learning:

Theory classes of PG Programmes are clubbed with practical classes in the laboratories to give students hands on experiences and reflection, this makes them better equipped to connect knowledge learned in theory classroom to real world situations and in this way PG laboratories too are optimally utilized.

Advanced Instrumentation Research Laboratory Facility (AIRL):

College has a state of art advanced Research laboratory, catering to in house research scholars, Faculty as well as researchers from neighbourhood like Vikram University Ujjain and from other Institutes. AIRL has modern technologically enhanced instruments like HPLC, MOS, FTIR , MERCK Water System, UV etc.

Virtual Lab/ Simulation Lab:

Simulation laboratory offers simulative in silico experiments to students, this helps them to understand the experimental conditions in a better way before going to real time experiments.

File Description	Document
Paste link for additional information	View Document

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

Response: 75.76

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 50

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

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

Response: 28.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
55.11	31.80	2.34	18.77	20.40

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

4.2 Library as a Learning Resource

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

Response:

Library is fully automated using SOUL (Software for Universities Libraries) version 2.0, SOUL 2.0 is a

state of art integrated library management software designed and developed by the INFLIBNET centre based on the requirements of college. It's a user-friendly software developed to work under client-server environment. SOUL is Unicode based multilingual support, SOUL also supports cataloguing of e resources like e journals and e books etc. Library is wifi enabled, barcoding is complete and remote access is provided through NLIST and NDL. Library has a separate reading hall with capacity of 200 students, hall is well equipped with ICT facilities and is used for small academic conferences too. Library functions from 9.00 am to 6.00 pm on normal working days, 9.00am to 8.00pm On examination days and 11.00am to 3.00pm on Sundays, Library is closed on all festivals and days of religious importance.

There is an Open Access Catalogue for students and staff, Web OPAC facility is made available through SOUL 2.0. Web OPAC can be accessed through the secure premises of Library only, Webopac is installed on Library server, can be accessed through all PC in LAN with the host server and provides information about the bibliographic details of collections available in the library. 3 dedicated nodes are available in the central library to access OPAC. Users can export their search results in to PDF, MS Excel, and MARCXML format

There is a separate e library section of central library where students and staff can access e resources available through remote access NLIST, NDL, NPTEL SWAYAM, e PG paathshala and inhouse repository of content related to syllabus, Faculty Research Papers and books Newspapers and journals.

Academic content available through MHRD telecasts, Swayamprabha channel. E PG Pathshala and UGC Channels is made available to students and faculty in Remote access SWAYAMPBABHA hall 24x7 through dish connection on Television set.

SOUL 2.0 has following modules, further subdivided into submodules

1. Acquisition: for order processing, cancellation, reminders, receipts, payments, budgetary control, vendors, publishers, reports etc.
 2. Catalogue: Creation of templates for data entry of different library resources, different templates for leaders and fixed fields of MARC21, facilitates authority database, supports copy cataloguing in MARC21 support by using ISO-2709 standard, creation of master database of publishers, Full Bibliographic support
 3. Circulation mode: Membership, Transaction, Inter-library loan, Overdue Charges, Reminders, Search status.
 4. OPAC: Simple Search, Boolean Search. Displaying and downloading of records in MS Excel, PDF or MARCXML, search support for in house items
 - 5, Serial Control
- Administration: Module imparts functionalities like grouping of users, transactional rights over the system, Transaction level security to users, configurational settings like emails, labels and other parameters used.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 1.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.36	2.35	1.8	0.57	0

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

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

Response: 5.52

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

Response: 180	
File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently updates its. IT Facilities

IT Facilities are the backbone of the learner centric participative teaching pedagogy. Institution has an effective IT Infrastructure with internet Bandwidth of 100 mbps right now college has a policy to update its IT infrastructure regularly. IT cell asks for the requirement of each department in the beginning of every year, evaluates the technical specification and moves ahead with the best and optimised technical specification PCs are updated from old specification to i5 systems right now, Bandwidth is also updated to 100mbps from lower specifications.

Audio Visual Devices are also updated for English Language Lab. College has Switched to state of art Visualizes from overhead projectors. Licence Software are used and these softwares are regularly updated. Software used for simulation and analytical experimental work are also Updated.

Some Major updates are

- Shifting to i5 from pentium to i3 systems
- Leased Line 2mbps to 100mbps FTTH Connection.
- Updated softwares for IR,UV and MOS Systems.
- State of the art HPLC youngline software.
- Updated Softwares in Bioinformatics MVD 1.4 to 3.2,
- Updated ACD Labs

File Description	Document
Paste link for additional information	View Document

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

Response: 16.74

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 27.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
10.46	9.4	8.9	33.44	34.33

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

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

Response:

POLICY FOR PHYSICAL FACILITIES

- Physical facilities such as Building of the college and Laboratories will be maintained from the

renovation grant received from different agencies, namely Govt. of M.P., RUSA, World Bank and UGC

- As the maintenance of building comes under the purview of PWD, PWD should be informed about the status of the building annually and should be requested for the painting of building periodically
- In case of need maintenance of Physical Infrastructure of the college can be executed through Janabhagidari development fund
- Laboratories of Self finance subjects will be maintained and upgraded from the Janabhagidari Nidhi, The proposal about the maintenance or up gradation will be moved by the self- finance coordinator through Secretary Janabhagidari and approved by the General Council of Janabhagidari.
- Apart from the cleaning staff appointed by the Govt. Looking at the spread area of the college, College should outsource cleaning team from outside
- To keep campus water sources active and to manage water table of the college, it will be a binding on college and New Girls hostel taking shape to make provisions for Roof Water Harvesting
- Chemistry Laboratories of the college should comply to neutralization mechanism, No Chemical waste should be discharged directly without neutralization into the college drainage to avoid deterioration into the soil quality of the college
- College will be responsible for solid waste management inside the campus and would enter into a MOU with the Municipal corporation to maintain the solid waste of college
- All the drinking water points and ROs of the College should be maintained by the waterman engaged for the purpose

POLICY FOR MAINTENANCE OF LIBRARY FACILITIES

- Library facilities include central library , e library of the college as well as departmental libraries. college has one central library , one e library and 10 departmental libraries
- College Librarian will be responsible for all the services related to Central library and e library, whereas departmental libraries

will be maintained by the corresponding departmental heads. Departmental Heads will be free to appoint some senior staff member from the department itself as the In charge departmental Library

- There will be a Library committee in the college, the library committee will organize regular meetings and will finalise the list of books to be purchased on the request of HODs. Library committee will finalise the number of books to be weeded and will finalize the process related to the maintenance of books like termite treatment, fumigation of Library etc.
- Weeding of books and treatment of books should be carried out periodically in Library and in Departmental libraries to avoid spoilage of books from termites or other pesticides.

- There should be a register in the library to record footfall of the teachers and students daily. There should be entries showing entry as well as exit time of students and faculty in library.

- On all week days central Library as well as departmental libraries will remain open from

10.30 in the morning till 5.30 in the evening and will remain closed during Sundays and Gazetted holiday

- On Examination days Library hours will be 8.30 in the morning to 7.00pm in the evening including Sunday for central library and Departmental library, however library shall remain closed on Gazetted holidays.

- NLIST passwords will be provided to Faculty members, Research Scholars and PG Students so that they can access e library remotely whenever they want. Access to online academic resources will be provided to UG Students through Library page created on the Institutional website.

- Librarian of the college will keep track of the online data availability in the form of wifi and LAN Connectivity and will ensure high speed internet availability in the library and e

library. Leased line connectivity will be ensured. For IT related issues librarian will collaborate with IT team of the college, any decision on IT has to be routed through IT team In charge only and sanctioned by the principal of the college only.

POLICY FOR MAINTENANCE OF SPORTS FACILITIES

- *Sports facilities will include Sports Grounds in the College, In door games Stadium and Gymnasium facilities in the college*
- Sports Officer of the College will be responsible for managing the sports facilities in the college. Sports officer will chalk out sports activities in the college not for the sake of competitions only but for the general physical fitness of students and staff. This will include organizing yoga activities with the help of Yoga foundations, Judo & karate activities for female students especially.
- Sports grounds, Indoor sports stadium and Gymnasium will be available for students and staff of

the college as per time table. There will be separate hours for students and staff, so that both the stakeholders may make use of the facility for the fullest.

- Sports grounds, Indoor sports stadium and Gymnasium can be made available to the nearby schools and non-government organizations too for fixed hours in the morning and evening, if these organizations seek permission for the usage on their official letterheads. The permission process will be initiated by the Sports officer and the permission will be granted by the Principal of the college only.

File Description	Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 58.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
2083	2135	1736	1118	931

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

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

[View Document](#)

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

Response: 0.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	0	0	0	0

File Description

Document

Upload any additional information

[View Document](#)

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

[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

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

Response: 50.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
998	1809	1443	1740	671

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 19.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
209	196	79	82	88

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 46.63

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

Response: 360

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 108.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	12	13	10	3

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	12	09	10	3

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

5.3 Student Participation and Activities

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

Response: 44

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	9	6	9

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

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

Response:

Student Council is the main student organization present on the Higher Education campuses with the purpose of providing services to students and acts like a bridge between the Students and Governing body of the college. Generally Students council is an elected body having students from all fields, Since 2006 indirect method of election as per Supreme Court's order on the implementation of the Lyngdoh Committee report are franchised in the state, however due to some administrative decisions affiliated to the Department of Higher education Govt. of M.P. Student council elections are held in the state in 2017-18 after a long halt. Since 2017-18 again student elections in the state are on hold due to reasons best under the purview of department of Higher education Govt. of M.P. Students are the members of all committees and participate in decision making, being one of the most important stakeholder. Students have their say in the financial decisions also as 2 students are the members of Amalgamated fund committee. Two students are members of IQAC also. Other committees also have student representations. Students are in the steering seat for organization of Annual Function and youth festival. Every committee has a teacher coordinator as well student coordinator. Students are also in the Editorial board of the Pragya the college Magazine. Committees with active participation of students are . Internal Quality Assurance Cell

- Amalgamated Fund
- Sports
- Cultural and Literature club
- Pragya College Magazine Editorial Board
- Science Association
- Annual Function and Youth festival
- Alumni Association
- Anti-Ragging
- Discipline Committee.
- Career Guidance Cell

One of the finest decision of the college is to incorporate student voices in the Timetable committee, It makes the timetable pro student and participative. Students are also given responsibility to manage smart classroom devices, Flip classes and are given shared responsibility of laboratories to make them ready for the administrative role in their future lives.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 42.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
37	28	54	54	39

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

5.4 Alumni Engagement

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

Response:

Alumni Association

Alumni Association of the college is christened as “Sudeeksha” it works towards the development of the college hand in hand with the college administration. Association has many dignified alumni registered as members which includes hon. Minister of Higher education shri Mohan Yadav, Airmarshal Pradeep Bapat PVSM, Dr. Ram Rajesh Mishr EX VC RDVV Jabalpur, Dr. Arun Prakash VC Jagaran University and many Beuractes. Alumni association is active since long but registered recently under the Society Registration act 1973 at Ujjain with registration number 07/33/01/1659/20.

Office Bearers are —

- Dr. Mohan Yadav
- Air Marshal Pradeep Bapat PVSM, VSM
- Sh. Ravi Prakash Langer
- Sh. Manoj Sharma
- Sh. Ashutosh Misra

- i • Sh. Chandrahas Dubey
- Sh. Ram Rajesh Mishr

President —

- Sh. Vijay Ushaliya

Vice President -

- Sh. Ajay Tikku
- Smr. Ulka Yadav
- Sh. Mohammad Siddiqui

Secretary —

- Sh. Sanjay Sharma

Joint Secretary-

- Sh. Aseem Jindal
- Sh. Ranjeet Singh Arora

Treasure —

- Sh. Dr. Sanjay Sharma

OBJECTIVES OF ALUMNI ASSOCIATION :

To establish and maintain contact between past and present students through various activities To establish interaction with Industry for the benefit of students

To extend financial support in the form of donation and endowments to the needy and deserving students

To Extend counselling (career as well as personal) support to present students

CURRENT ACTIVITIES OF ALUMNI ASSOCIATION INCLUDE

1. Alumni association organizes career guidance classes, these classes are organized by alumni themselves as they are in reputed positions in Banks and administration. Alumni have also created whatsapp steady groups for career counselling. Following are the activities taken during 2015-16 to 2019-20

1. Endowments to the college

Endowments in the form of equipment's, furniture and books are provided by the Alumni to college, this includes high end equipment's, text books for UG and PG Students, Reference books for PG Students and research scholars and furniture for the departmental usage

1. Financial Support to the College

Financial support of Rs. 1,50,000/- was provided to the college in the year 2019-20

1. Financial support to the students

Financial Support in the form of fee payment is provided to the students by alumni. Applications are invited by the association and eligible candidates are awarded financial support.

1. Managing database of old students. Alumni association has taken up this very important task of managing database of old students where the focus is on fresh passout alumni as well on old students. This helps in providing career opportunities to the fresh passing out alumni
2. Arranging for placement drives and Mock interviews.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** A. ? 5 Lakhs

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

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vission: To be a value-driven Institute providing quality education in science which thrives for producing scholars with concern and care for environment and society that will best serve the nation in the 21st century.

MISSION: ? Committed to be an institution with innovation and inclusivity by practicing value driven excellence in teaching research and social responsibility

? Pursue science and its dissemination to the community at large.

? Create, sustain and apply learning ethics in an interdisciplinary environment for scientific ethical, ecological and economic aspects of national service

? To impart widely applicable skill-sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of innovation.

In tune with the vision and mission statement of the college governance of the college is participative with due focus on inclusivity, There are committees in the college which work towards holistic development of the college through various plans and activities. Governance is scientific, strategic plan for 5 years is prepared and uploaded on college website, all the committees work towards fulfillment of milestones set in the strategic plan. College has emphasized a lot on Society connect programmes and experiential learning for the holistic development of the students. Various Value driven programmes and activities like Blood donation, Swacchta Abhiyan, Gender sensitization programmes, Communal harmony, digital India, empathy based programmes, Traffic awareness are organized under the very intricate framework of Flagship programmes initiated by college. Flagship.

programmes are framed with a clear vision providing scientific temperament to the diverse number of activities. These are

PURE (PUrsuit of Research Excellence)

KALPVRIKSH: shaping Intellect among students

SWAVLAMBAN: Business Incubation Centre

EEHSAS: An Initiative for.....Earth Environment Health Society and Surrounding: preparing a student think tank for the concerned areas.

ViSTAR: Vigyan for Society Transformation through Application of Research

ANANYA : Women and Gender Development Cell

DAKSH: In-house Capacity Building

VILAKSHAN. Celebrating intellect Across the Nation

PRIDE. Understanding Policy Representation and Implementation from Draft to Execution

UTSAV: Celebrating Culture and Heritage

SUDEEKSHA: Alumni Connect Programme

IQAC has implemented EAT (Excellence Acquisition Tenure) which is a consolidated time table for the implementation of activities under these Flagship programmes. IQAC has motivated concerned Nodal officers to implement innovative activities like mapping the Biodiversity on campus, Green audit, and Energy Audit and Environmental audit in the college. Workshops and events are organized to enhance quality standards in the campus, R&D Workshops and Seminars are organized to develop innovation

ecosystem in the college. Academic Counselling cell and IQAC works relentlessly towards building up a strong teaching learning framework in college, where the focus is on participative student centric learning and development of problem solving skills in students. Incubation center on campus nurtures young budding entrepreneurs and help them acquire skill sets required for various trades through skill development workshops organized with the help from Vivekanand career guidance cell. Industry Academia partnership is nurtured through Industry academia meets. Professional values and ethics are inculcated in students through various practices like organizing IPR seminars and guest lectures apart from curriculum.

File Description	Document
Paste link for additional information	View Document

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

Response:

PREAMBLE:

Janabhagidari Samitis came into existence in Government colleges of M.P. by special gazette notification on 30th September 1996. Samitis were constituted for local governance, and are to be registered under M.P. Society Registration act 1973. College has a very effective Janabhagidari Samiti Registered under the M.P. Societies Registration act 1973.

Local Governing Council or Janabhagidari samiti as it is generally known has 3 components

General council

Managing council

Financial Committee

Chairperson of General Council and managing Council is appointed by Govt. He/She may be elected representative, distinguished citizen or district collector in absence of appointment by the Govt. Principal of the college is secretary of General Council and Managing Council. Principal appoints one of the senior teacher as incharge Janabhagidari to help in the routine janabhagidari work. Principal of the college is chairperson of the financial committee with Treasury officer one CA and two senior teachers as the members of financial committee. Governing council is the supreme body. All the proposals are prepared with financial layouts by Finance committee and put into Managing committee for discussions, Managing committee discusses and recommends the proposals to General council with amendments if any, General council then approves these proposals after discussion in the General meeting. At least 2 to 3 meetings of general council are organized in a financial year.

Janabhagidari samiti has the right to impose fees, increase fees and generate revenue through consultancy and other academic endeavors. Samiti is responsible to create academic environment on campus.

METHODOLOGY

- All the self finance programmes and courses are managed by the janabhagidari Samiti. Samiti ensures the teaching arrangement for these self finance courses through Guest Faculty arrangement, however the rules framed by Govt. for the invitation of guest faculty are followed by Janabhagidari Samiti.
- Revenue generated as a result of different fees levied is kept in a scheduled bank and the financial resource is named as Janabhagidari nidhi.
- Janabhagidari samiti utilizes Janabhagidari Nidhi for academic activities as well as for general development of the college specifically to build infrastructure for self-finance subjects which includes Books, equipments, laboratory infrastructure, Glassware as well as chemicals.
- Guest and expert lectures are organized, trainings are organized as well as self finance faculty and technical staff are motivated to participate in capacity building programme and FDP organized by the college.
- Every Self finance subject has a coordinator who plans and prepares development plans and budget for the department, which is kept in Finance committee for further action via In charge Janabhagidari. Incharge janabhagidari compiles and develops plan for the whole college and organizes Janabhagidari meetings on the behest of Secretary janabhagidari.

EVIDENCE OF SUCCESS:

- 3 Programmes one at UG and 2 at PG Level are offered in the college under the banner of Janabhagidari
- 7 Courses under UG BSc programme

Janabhagidari is an outstanding example of decentralization and participative management where an outstanding academic framework is in practice at par with the conventional academic structure.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

One of the ambitious vision of the college is to aim for excellence in Research, as Research directly impacts the quality of teaching and helps learners learn the content in participative way, however research is not merely an activity supplementary to teaching. Instructors can integrate their experience in the laboratories and classrooms and can put challenges before students to grapple them with fundamental questions.

College had infrastructural support from DST-FIST, some of the sophisticated equipments were purchased from DST-FIST grant. College also is beneficiary of RUSA 1 in component 7 where infrastructural equipment support of the value of 60, 00,000/- is provided. College also is selected in category A colleges by Department of higher education Govt. of M.P. to get financial & infrastructural support under world bank funded MPHEQIP (Madhya Pradesh Higher Education Quality Improvement Project). Equipment support worth Rs. 9, 00,000/- in the form of Endowments is extended by Sh. Ashish Tiwari from PG TECH Research Institute a proud alumnus of the college,

Clubbing all these Resources state of the art sophisticated Advanced Research computing and Analytical facility (ARCAF) is created in the college. However the facility is fondly known as Advanced Research Instrumentation Laboratory (AIRL). AIRL is taken care of by a senior professor of Chemistry working in the full-fledged capacity of Director AIRL. Right now Dr. Kalpana Singh is the director AIRL.

AIRL extends analytical and simulation support to in-house as well as external students, and promotes interdisciplinary participation in all activities. Laboratory extends full time Technician support to researchers coming for analysis in the college. Facility is totally free for in house students across the programmes, however outsider students and researchers' need to pay nominal fees for chemical support. Instrumentation trainings are also organized by AIRL for UG Final Year and PG final year students to equip them for equipment based knowledge. Following trainings were organized in the near past. AIRL is a green laboratory and works on the concept of zero waste generation, minimum chemical hazard and energy conservation rules. Laboratory has neutralization chambers to neutralize acidic and alkaline waste before discharge. Water discharged during distillation processes is recycled and used.

HPLC TRAININGS (Year 2017 to 2020)

INSTRUMENTATION AND CHEMINFORMATICS (Year 2017 to 2020)

IR & UV Training workshops (Year 2017 to 2020)

Equipment available in the Laboratory

Microwave assisted Organic Synthesis System (MOS) from CEM

HPLC (Younglin)

FTIR (Brooker Alpha)

Sophisticated Double beam UV Spectrophotometers

With computer and printer support

MERCK Water solution systems for HPLC grade water

Rotary Evaporators

Potentiometer

Conductivity meters

ph Systems

High Precision electronic weighing machines

Computer Systems for simulative and in silico studies.

Sample Evaporation Concentration System

Electrophoresis System

Computer systems for simulations

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

ORGANOGRAM OF INSTITUTION;

Higher Education in M.P. is being functioning administratively with secretariat and Ministry at Bhopal. Commissioner higher education is the supreme functional authority at Secretariat and issues orders directly to colleges in M.P. However at Ministry level Principal Secretary HE and Minister HE have the authority to disburse directions for execution. Additional directors are responsible for colleges of the specific division.

Colleges have full liberty to implement different schemes with quality initiatives as per norms. Permanent faculty are appointed by the department of Higher education as per norms. The online process is very robust and transparent starting from advertisement to appointment, Public Service Commission of M.P. is responsible for this. The qualifications for appointment are as declared by UGC for the same. Guest Faculty against vacant posts for conventional subjects are also invited through the online mechanism chalked out by the DHE.

Guest Faculty for Self finance courses under various programmes are invited by secretary Janabhadari,

Janabhagidari Samiti of the college has adopted the same procedure for preparing merit order and extending invitations to self-finance faculty as adopted by the DHE for conventional subjects.

Principal is the head of the institution with drawing and disbursing financial powers. Principal appoints Deans, Directors and many committees to help him in the administrative work related with general administration, academics, Quality issues and students' welfare issues.

Deans and directors report to the principal where as committee coordinators report to the corresponding dean or director. Deans Directors and committee coordinators are provided full autonomy within the structure to bring in participative management and decentralization of powers.

All the committees have fair participation of students, student voices are fully respected and heard.

Head clerk of the college looks into the establishment related affairs in the college, LDC and Accountants help in keeping the accounts and financial records in order in the office. Regular financial audits are executed in the college by internal finance committee, external appointed CA and by accountant General of M.P. State also. AGMP raises financial explanations as per the process, these financial explanations are answered if any with in the stipulated time.

All the procurement is as per MP GENERAL Financial Rules 2015, these rules are thoroughly followed college keeps track of any amendment in the rules. College has a purchase committee to look into procurement related processes. The committee is headed by a senior faculty not less than the rank of professor.

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

College has effective welfare measures for Teaching and Non-teaching staff as per govt. rules.

Teaching Staff:

- Financial welfare schemes
- Medical Reimbursement,
- Leave encashment,
- group insurance,
- loans from GPF,
- duty leave to attend seminars/ conferences,
- loans from GPF,
- Maternity benefits as per norms
- Child Care leaves
- Retirement benefits

Academic Benefits:

- Study leave
- Free participation in all in house academic trainings (Selection based in case of less no of seats)
- Free participation in all in house Faculty Development programmes (1 FDP @year)
- Library Support
- Free Remote access to INFLIBNET/ NLIST
- Wifi support on campus for all the academic activities.

Establishment support

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

Non teaching :

- Medical Reimbursement,
- Leave encashment,
- group insurance,

- loans from GPF,
- Maternity benefits as per norms
- Child Care leaves
- Retirement benefits
- Vehicle allowance
- Grain allowance to class iv staff
- Uniform allowance to class IV

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 6.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	6	5	4

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 45.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	42	3	2	1

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

College follows a robust performance appraisal system as approved by department of higher education for all the permanent Teaching staff and non-teaching staff members, whereas performance appraisal system approved by janabhadgadari samiti is utilized for performance appraisal of Janabhadgadari Guest faculty.

Appraisal System for permanent gazetted Teaching staff

Appraisal system is performance based online three layered mechanism, From Session 2015-16 to 2018-19 PBAS format declared by UGC was used where as in session 2018-19 PBAS format was customized by department of Higher education to incorporate academic procedures and temperament of Higher Education in M.P. Self-assessment Report has two parts

Part A for general Information

Part B is Academic Performance Indicator with 3 categories

Category 1 Teaching Learning and Evaluation based activities

Category 2. Co-curricular Extension and Professional development

Category 3. Research Publication and academic Contribution related activities

After the online submission of self-appraisal format chairperson IQAC principal of the college and IQAC constituted by the principal verifies the PBAS form and report it to the assessing officer.

Regional Additional Director Higher Education is the assessing / reviewing officer as per mandate of Department of Higher Education Govt. of M.P. After reviewing the ACR this is forwarded towards Commissioner Higher Education

Commissioner Higher Education is the approving authority and approves the ACR with final remarks.

In case of adverse remarks the ACR is communicated to the employee back for clarifications

Same process is in place for performance appraisal of Non-Teaching Sports officers and Librarians.

Appraisal System for GUEST FACULTY

After the self appraisal the ACR is reviewed by the Principal of the college , who is the Secretary Janabhadari too.

ACR is approved by the Chairperson Janabhadari , who is nominated by Govt. of M.P.

ACR is used for the inputs given for further academic improvements to guest Faculty

Appraisal System for Non-Teaching staffs

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution has established a measurable well defined achievable process for financial audits. Financial audit is a three layered mechanism in the Institute

- Internal audit (around the year)
- External Audit (Every year on the closing of financial year)
- Audit by Accountant General of M.P. (AGMP Gwalior) (Once in 3/5 years)

Internal audit (around the year):

College has a Finance committee comprising of the senior teachers of the college, Finance committee conducts the internal audit and committee verifies the income and expenditure details and submit the report to the principal.

Janabhagidari Samiti has financial committee and it carries out the internal audit of Janabhagidari Nidhi. There are different cashbooks for Janabhagidari Nidhi, RUSA, Local and Govt. funds. Cash books and account books are also thoroughly checked by the internal audit committee. Internal audit committee ensure compliance with laws and regulations and help to maintain accurate and timely financial reporting. Internal audit provide tools necessary to attain operational efficiency by identifying problems and correcting lapses before external audit. Principal of the college himself verifies all the entries while putting his signatures on the financial books.

External Audit. (Every year on the closing of financial year):

External audit is conducted once in every year after the completion of financial year by the independent Chartered accountant appointed by the Principal.. External audits are conducted separately for Janabhagidari Nidhi, Local Fund, Govt.funds and other grants like RUSA and grants received for specific purposes. An audit report certifying the financial status of the college duly signed by the CA and Principal is received once the audit is completed.The main objectives of external audit are:

- To determine the accuracy and completeness of accounting records of the Institute
- To assess that financial records are prepared in accordance with the applicable accounting framework
- The accounting statement presents the financial status of the Institute

Audit by Accountant General of M.P. (AGMP Gwalior) (Once in 3/5 years):

This audit is scheduled once in 3 years or latest by once in 5 years by the Accountant General of M.P. based at Gwalior. A team constituted by AGMP Gwalior works on behalf of AGMP and generate audit

reports. The audit is conducted as per audit mandate laid down in the constitution of India, DPC act and specific legislations enacted over time by the parliament and State Legislature. The Prerequisites for functioning are:

- Independence
- Accountability and Transparency
- Ethics
- Quality Assurance

After audit financial recommendations are made and corrective measures are sought. Institute is given appropriate time to reply to these recommendations and submit corrections. Which we have done. Right now no objection is pending on behalf of College towards AGMP audit

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 2.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.6	0.705	0	0	0

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

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

Response:

College being an affiliated govt. college has set procedures for mobilization of funds and optimal utilization of resources. All the guidelines issued by The department of Higher education as well as state and central govt are strictly followed.

Mobilization of Funds: College receives funds under different Govt. Schemes. During the span of 5 years College has received funds from..

RUSA under component 7 for infra structural support and development

Department of Higher education for e Resource management in Library

Department of Higher education for development of smart classroom facility

Department of Higher education for organizing career fair & Career based trainings

Department of Higher education for Book support to SC ST Students

Research grant to principal investigators from UGC

Research grant to Principal Investigators from MPCST

Grant to organize Science popularization programme from MPCST

Grant to organize Science popularization programme from NASI

Apart from that Funds have been sanctioned under World bank funded MPHEQIP scheme for creating state of the art infrastructure like auditorium. College has also received matching grant from District planning committee for development of various infrastructure in the college.

College has active Janabhagidari committee “ Sthaniya prabandhan samiti”. The committee levies development fees on the students and utilizes this for the development of the college as per the set rules and procedures of janabhagidari samiti. Self finance subjects levy selffinance fees on students taking admission under this scheme. The fees collected is utilized to maintain academic standards in these courses.

Funds are utilized as per the financial Rules and store purchase rules stated by DHE GoMP. Resources created are optimally utilized by interdepartmental borrowing and lending mechanism in place for equipments and facilities. Purchase of similar articles by different departments is discouraged.

Advanced Instrumentation Research Laboratory has been developed in the college with grant received from RUSA and equipment support from world Bank funded MPHEQIP which not only takes care of academic and Research needs of students across disciplines but also provides analytical and computational support to Researchers from outside the campus. College has a purchase committee to sphere head purchase process. Purchase committee is headed by one of the senior most professors of the college.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

IQAC has focused mainly on institutionalizing the processes for the holistic development of the most important stakeholders of education system i.e students. Focus has been on bringing the paradigm shift in teaching learning pedagogy to make it robust and measurable, Concerted efforts of IQAC has taken teaching from teacher centric individualistic unorganized mode to learner centric, participative organized mode. The best of the efforts are in knowing the Entry level of the students through execution of Entry Level Behavioural Test (ELBT) on all the students, without even mentioning them so as to know actual level of students while coming to classes on the very initial days, test is based on simple subject questions as well as on some analytical questions. Academic counselling cell then prepares an initial list distinguishing them into slow and advanced learners, the list is further updated after the conduction of first CCE, however once kept in the purview of ACB teacher guardian of the concerned student is informed about it to keep track of the academic development of the student in the future academic span in the college. Special customized teaching methodology and programmes are offered to these students to help them improve their academic records. Special teaching pedagogy like flipped classrooms, problem solving methodologies, seminars, Field projects, Self structured assignments as well as Research projects are offered to advanced learners.

The second most important contribution of IQAC is to organize and integrate all programmes academic as well as co curricular in one calendar i.e. Excellence, Acquisition Tenure (EAT). DHE issues many calendars during the years which are obeyed by different college committees working in special capacities, IQAC has come up with EAT which encompasses all the calendars and make the execution possible under the banner of Innovative Flagship programmes. In all this offers a platter of developmental activities academic as well as co curricular at one place, from where a student can choose according to his her wishes and capabilities.

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

Response:

IQAC is set up as per norms and is in the helm of quality initiatives in the college. Policy formulation and

successful execution through various imbibed activities is the primary concern of IQAC in the college. College has progressive IQAC which has customized quality initiatives for the college keeping pace with the modern technology and methodologies. IQAC has formulated and successfully implemented Teaching policy and research policy (Policy on Teaching Methodologies)(research policy).

SHIFT FROM CONVENTIONAL TO BLENDED & PARTICIPATIVE LEARNER CENTRIC TEACHING METHODOLOGY

During a span of 5 years post 2nd cycle of NAAC Accreditation College has moved from conventional methods of teaching to blended teaching methodologies. During 2nd cycle of NAAC we were focusing on lecture modes through chalk and board and PPT and on regular practical demonstrations. From 2015 to 2020 college has escalated from teacher centric to learner centric mode. IQAC has organized trainings and initiated and spearheaded the infrastructure drives for smart classrooms and capacity building programmes for teachers and students. In the present academic session most of the teachers are using Google classrooms as LMS and are using blended teaching methodology, shift is towards participative learning where internal evaluation is through seminars, assignments, case studies and projects. IQAC has shifted the evaluative mechanism from rote learning to analytical skill based. A very scientific approach is followed where the process starts from knowing the entry behavior of students through well thought off and designed ELBT (ENTRY LEVEL BEHAVIORAL TEST) , students are informed about the vision, mission, student charter, various policies, Learning outcomes of the courses in their programme and are given academic calendar and comprehensive EAT (Excellence Acquisition Tenure) module. Graduation outcome is analysed after the completion of every programme

Progress towards achievement of learning outcomes is assessed using the following:

- Time-constrained examinations; closed-book and open-book tests (End Semester and annual examination)
- Problem based assignments (Internal examination mode)
- Team project reports(Internal examination mode)
- Oral presentations, including seminar presentation, viva voce interviews(Internal examination mode)
- Computerized adaptive testing(Internal examination mode)
- Peer and Self- assessment etc. and any other pedagogic approaches as per the context. (Internal examination mode)
- Practical assignment/ laboratory reports & observation of practical skills (Practical examination)
- Individual project reports (case-study reports) (Project experiential learning)

IQAC has academic counselling cell which analyses the achievements of learning outcomes in terms of these measurable quantifiable objectives and communicate the results to concerned departmental faculty through HOD. IQAC Coordinator is also advised to attend various capacity enhancement workshops and seminars to equip themselves with the modern techniques.

Students are inspired and prompted to register themselves for MOOCs and then they are inspired to develop their own content for practical exercises as well as for subjective course modules

In the span of 5 years since second cycle of NAAC, IQAC has helped shift the conventional laboratories to a blend of simulation and state of the art conventional smart green laboratories.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

- **Annual gender sensitization action plan**

https://29e32a53-6582-4810-9c1d-bc94fcfa2cb3.filesusr.com/ugd/ccbc0_7bc9a962c51940958312b91c49b48314.pdf

In addition to the creating policies for gender sensitization and ensuring effective implementation of the policy, college has prioritized action plan for gender sensitization and implementation across campus across different stake holders like students and faculty. Plans taken up by the college on campus includes:

Definite Code of Conduct reflecting gender equity and equality is in place in college

On campus programmes (Workshops/ seminars) to inculcate respect for human dignity with special reference to dignity of women. This is a very simple practice in the college to start any programme with the worship of goddess Saraswati, Goddess of knowledge, this inculcates respect towards women in general in students

Clubs and committees are constituted in a way to give equal participation to male and female students.

College has women and gender development cell which takes care of women related issues, including grievances related to gender sensitization. Counseling sessions under the banner ship of cell are organized for female students contacting the cell. Name of the college counselors is displayed on the website and counselors are available on all working Tuesdays and Saturdays in the counseling cell.

College has launched a specific Flagship programme Ananya in the college to cater to gender equity and equality programmes. Workshops / seminars and webinars are organized under the aegis of Ananya. Eminent personalities and speakers like PadmaVibhushan Dr. Sonal Mansingh, padmashree Dr. Shovna Narayan and many other eminent professors have spoken on the gender equity and equality issues on online as well as offline platform of the college. Ananya has special programmes not for female students but also for male students too. We believe that boys need to be sensitized for gender equity and equality more importantly, so their participation is mandatory.

Interaction of students with survivor of atrocities to make them aware of the heinous crimes and helping them raise voices against any wrong incidence. Acid attack survivor Ms. Lakshmi Agarwal and others have interacted with the students.

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

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

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

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

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

Response:

College committed to 4R Policy of Review, Reduce, Reuse, Recycle for waste management. The recycling process generally is considered an efficient way to manage solid waste, but recycling itself is an energy intensive process and not so green as every product has a limited lifespan eg. Paper can only be recycled for definite 2 or 3 attempts and the same applies to plastic, so we have revisited the concept and instead adopted 4 R approach, where there is focus on review and recycle comes in the end. We focus on reviewing our needs. College has reiterated the concept of taking stock of our own consumption before making any kind of difference: we propose Review the need. A judicious approach is in place while purchasing of different articles.

SOLID WASTE MANAGEMENT:

BIOCOMPOSTER

The organic waste produced in the college is managed with the help of twin Bio composter machine installed in the college premises. Machine uses 10kg of solid waste minimum, to convert into compost. Bio composter machine is used in pair with shredder machine which converts larger particles into the desired particle size. Tank has aeration system to keep oxygen available in the tank for effective composting. Quality compost is produced through rotation of the tank. Machine is Rodent Proof with design which ensures easy harvesting of compost. Bio Clean Compost microorganisms are added into the compost tank for odourless composting. Compost is harvested after every 3 weeks, We are using this compost for in house plants and garden.

VERMICOMPOSTING. College has vermicomposting pits to convert organic waste into compost with low salinity level.

Liquid Waste Management and Hazardous Chemical waste management

We do not promote experiments which use radioactive material like acetanilide Benzene Hexachloride etc. All the effluent and eluent from chemistry labs are first tested for acidity and alkalinity and then discharged only after neutralization. lab has neutralization tanks to perform neutralization exercise, no direct discharge is practiced. College has a Chemical hazard policy in place. The dangerous chemicals like Bromine ampules and Mercury electrodes and thermometers are stored in secure separate locked Amirahs. College has a separate store for VOCs and Acids. Strict vigilance measures are taken by HOD Chemistry to keep track of the usage of VOCs and Acids to avoid wastage.

To optimise the liquid waste generation, college enforcement laws as in waste management policy. Chemistry and Pharmaceutical Laboratory are the laboratories utilising maximum water. Laboratories have shifted from routine distillation assembly to MERCK laboratory solutions and rotary evaporators to minimise water wastage

3 Washrooms have sensor based faucets.

E Waste Management:

The Computer Science and IT Department of the college has managed their stock with reassembly modification and up gradation of old systems to reduce generation of e waste. College has a learning workshop managed by Computer Science department, systems which cannot be reassembled are utilized for providing hardware based training to students. College enters into buyback and e waste policy at the time of purchase of electronic articles like computers/ printers/ Multimedia projectors.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	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 all of the above

File Description	Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

College vision has defined objective of providing value based education to science students, college has always strived hard to build an environment which has rationality with empathy and respect for ethnic diversities. IQAC has initiated two flagship programmes PRIDE, EEHSaS, ViSTAR and UTSAV.

PRIDE (Flagship programme for “Policy Representation and Implementation from Draft to Execution”) is the flagship programme designed to educate students about different constitutional directives, laws and policies, students are educated through different programmes organized on the days of National and international importance

EEHSaS: is Flagship program to celebrate Earth Environment Health Science and Society

ViSTAR: Vigyan for Society Transformation Through Application of Research

Sadbhavna diwas	20 August
Quomi ekta Saptah	19 november to 25th november
Constitution Day	26th November
Ambedkar Jayanti	14th April
Blood Donation day	14th June
MP stahpana Diwas	1st November
International human Rights day	10th December
National Unity day	31st October
Youth day	12th January
Hindi Diwas	14th September
International Earth Day	22nd April
World Environment day	5th June

College organizes Seminars/ webinars/ essay competition and quiz competition on these days.

College also inculcates these values in the students through NCC and NSS. Students are inspired to participate in NIC organized across India. College arranges for alternative internal examinations and additional practical classes to help these students. Another initiative is student exchange program to acquaint students with cultural and linguistic diversities. College student has represented M.P. to Meghalaya and Nagaland under the banner of EBSB. We are connecting students of our college to the EBSB partner college in Nagaland Zisaji Presidency College, Kiphire through Skype and whatsapp group, so that students can know about the culture and language of the far off North eastern state of India.

Student exchange programme within the state are also organized under the Cluster CEQIC Scheme.

NSS Unit of the college organizes 7 days residential camp in the adopted village where students are exposed to the problems prevalent in the local community, special sessions on the socioeconomic scenario so that they can be acquainted with the problems. Special Yoga camps are organized, this inculcates in them the sense of responsibility and empathy.

Students has displayed as this sense of responsibility many times during COVID 19 pandemic, students has voluntarily distributed Masks, Food packets and carried out Corona tracking for 4 continuous months in 2020. Before that students of the college has displayed exemplary concern towards the society during Simhashta 2016 working as volunteers on helpdesks, khoys paya centers, reception desks, Traffic signals. Students are awarded for working as interns in Swacchta mission. One student of the College MS. Mehran Jafri has begged National award in the category of NSS Volunteers for year 2018. NSS unit of the college is also awarded by NACO for outstanding work at National Level.

Festivals are celebrated under the banner of Utsav: The flagship programme to inculcate cultural harmony among students.

- Independence Day
- Republic day
- Basant Panchami
- Haryali Mahotsav

Are celebrated with enthusiasm to give message about national integration, Patriotism and environmental protection

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

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

Response:

College has initiated PRIDE: The flagship programme to acquaint students about various policies, constitutional values and responsibilities. Students are not only the followers in this college, rather they have significant rightful participation in all the important programmes and committees, and this inculcates in them the courage to raise voices in rightful manner. College has student charter and various policies in place and these are communicated to them on the very first day of their entry into the college. Students are also provided student diary where they can list activities and be alert individuals. 75% attendance is compulsory and this is communicated to the students, it brings in them the discipline to adhere to the formulated laws. Committees like Discipline committee, Anti ragging cell, Women and Gender development cell inculcate respect for law and judicious activities in students.

Different programmes are organized under PRIDE on constitutional values, rights and duties on

- Human Rights day,
- Gandhi Jayanti
- Constitution day
- Ambedkar Jayanti
- M.P. Sthapana Diwas
- World Environment Day
- Earth Day
- Independence day
- Republic day

College has also initiated awards for students under two category to inculcate and promote good citizenship values in students these are

- Urja Mitra Award: Given to a student working in the field of Energy Conservation
- Vigyan Suta Award: Given to a female student working for eco Restoration and contributing outstandingly in that field.

College has also initiated awards for staff members in the following categories, this promotes dedication towards their duty

- Acharya Sandipani best teacher Award in the Senior teachers category
- Sir APJ Kalam best Teacher Award in the junior techers Category

Students are also guided to take

- Pledge for cleanliness in the form of Swacchta Shapath
- Pledge for Unity on Unity day
- Pledge for Water conservation
- Participate in RUN for Unity campaigns
- Participation in Social rallies
- Participation in SWEEP activities during election time.

Constitutional obligations: values, rights, duties and responsibilities of citizens are also inculcated in the students during NSS AND NCC residential Camps and activities organized in the adopted villages and in the neighborhood communities.

College has society connect programme and every student is required to participate in some segment of SCP depending upon their interest area, Society connect Programme is organized under the banner of various flagship programmes like Ananya, EEHSaS and ViSTAR, these programmes inculcate in them love for society, love for nature, responsibility towards the general wellbeing of the society, being the educated young component of society

Students of the college has demonstrated these values during Simhastha 2016, Swacchta mission, and during COVID Pandemic time. Students has tracked COVID patients during 2020, they have made awareness videos on COVID. Apart from this students of this college has taken out Traffic awareness campaigns, protect the girl Child campaign and POCSO ACT awareness campaign.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	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 Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators**

and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

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

Response:

Institutional vision is to produce enlightened science scholars with concern and care for environment and society and every activity of the college complements the vision of the college. College has institutionalized the practice of celebrating the National and International commemorative days, events and festivals through a well knit framework of Flagship programmes. Following days events and festivals are celebrated

- 12th January National Youth Day
- 14th/ 15th January maker sankranti
- 26th January Republic day
- 30th January Martyr's day
- 28th February National Science Day
- 8th March International Women's day
- 22nd April Earth day
- 31st May Anti tobacco Day
- 5Th June World Environment Day
- 14th June World Blood donar day
- 21st June International Day of Yoga
- 9th August Quit India Day
- 15th August Independence Day
- 5th September Teachers Day
- 14th September Hindi Diwas
- 16th September World Ozone day
- 2nd October Gandhi Jayanti
- 31st October National Unity Day
- 01ST November Madhya Pradesh Sthapna Diwas
- 10th November World Science Day for Peace and Development
- 14th November Children's Day
- November 26 National Constitution Day
- 1st December World AIDS day
- 10th December Human Rights Day
- 22nd December Mathematics Day

WEEKS AND PAKHWADAS

- Quomi ekta Saptah 18th Nvember to 25th November
- Road Safety Week from 11th January 2020 to 17th January 2020
- Swacchta pakhwada 2nd October to 8th October

CELEBRATION OF YEARS:

- **2015:** International Year of Light and Light-based Technologies (A/RES/68/221)
- **2016:** International Year of Pulses (A/RES/68/231)
- **2017:** International Year of Sustainable Tourism for Development (A/RES/70/193)
- **2019:** International Year of the Periodic Table of Chemical Elements (A/RES/72/228)
- **2020:** International Year of Plant Health (A/RES/73/252)

FESTIVALS:

Vasant Panchami:

“ DHARA EK UTSAVA” to celebrate festival of Earth under Flagship programme Utsav

Youth Festival: Festival to celebrate Student life in the college through different programmes and activities, Youth festival is celebrated at different levels like College Level, District level, University level, Zonal level.

Annual Day Celebrations: For three days, on campus co-curricular activities

There are Flagship programmes with specified theme and motive integrated nicely to acquire excellence through EAT (Excellence Acquisition Tenure). EAT caters to the exhaustive calendar prepared for the organization of all these days and weeks under the aegis of Flagship programmes.

PURE: Pursuit of Research Excellence

Vilakshan: Programme to celebrate Outstanding among the best through lecture series

EEHSaS: Programme for Earth, Environment, Health, Society and Science

ViSTAR: Vigyan for Society Transformation Through Application of Research

ANANYA: Programme for gender equity and equality

SWAVLAMBAN: Business Incubation Centre

DAKSH: Capacity Building Programme

UTSAV: Programme to celebrate different colors of academic journey of students

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

College has adopted practices with focus on excellence, excellence is in the genesis of every programme and activity offered by the college. While on one platform we are bringing in holistic development of students through Society connect programmes, the diversity and vibrancy of the student population on campus is channelized towards achieving best for them through experiential learning. Experiential learning is a compulsory part of the curricula, delivered by experienced faculty through innovative ICT based activities in blended mode which promote participative learning. Flagship

programmes provide a well-knit network to launch experiential learning, where exercises are not stand alone but communicate to each other to bring about a healthy impact.

OBJECTIVES.

- Better understanding of complicated scientific laws
- Creating young individuals with scientific temperament and robust analytical thoughtful persona.
- Providing important impetus for society, through industry interactions brought in by UG and PG Research programmes
- Promoting useful innovation ecosystem on campus.

The practice has resulted into the better understanding of academic content, as is evident from the results and merit positions secured every year by the college students. Students have better insight into their own skills, interests, passions and values. With the help of the practice students have skill sets which helps in boosting their moral, confidence and bring in leadership skill naturally.

CONTEXT.

There is a pan India consensus, which recognises the criticality of education as the most important driver for socioeconomic and political transformations. The catalytic role played by higher education in National Development can never be ignored and has a very important say in the knowledge society.

Post-secondary education needs to prepare graduates with new measurable skill sets and a wide range of competencies to enter a more complex and interdependent world.

Experiential Learning is the process of learning by doing , the practice aims at engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations. College is practicing experiential learning in

- Curricula (Practicals in UG and PG classes)
- CCE Modes Projects individual as well as group projects
- UG and PG Research programme R&D based
- Society connect programmes and outreach activities

When students participate in experiential education opportunities, they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs
- Self-confidence and leadership skills

PRACTICE:

Different activities for experiential learning are designed and nested under fine network of Flagship programmes, with a purpose and meaning. College has launched specific flagship programmes to promote scientific temperament through experiential learning which includes

- PURE (Pursuit for Research Excellence: Programme to promote R&D activities)
- Vilakshan (Flagship programme to celebrate best among the outstanding through organising academic lectures)
- EEHSaS (Programme for Earth, Environment, Health, Society and Science through projects and activities)
- ViSTAR (Vigyan for Society Transformation through Application of Research)
- SWAVLAMBAN (Business Incubation Centre)
- PRIDE (Programme for Policy planning and implementation from Development to Execution)

Flagship programmes provide direction and organization to the whole practice. EAT module allows smooth organization with time management for all activities without overlap. With Flagship programme it becomes exciting for the student to relate to the activity

•EXPERIENTIAL LEARNING THROUGH CURRICULA: (PURE)

Every subject has practical as an important part of their syllabus. Practical has weightage of about 30% in the total scheme of marks. Whatever a student studies in the theory paper is learnt in the laboratories through practical. Instructors present the alternative methods to perform experiments to get the students acquainted to the concept. Students are also informed about the industrial applications of the practical they are doing. Research papers related to the practical are also collected by the students which develops curiosity among students

CASE STUDY 1. CHEMISTRY

FIRST ORDER ACID HYDROLYSIS OF METHYL ACETATE:

After the student has done the experiment volumetrically, students are instructed to ponder over the experimental situation, search the webspace and come over next day with alternative solutions. This participative exercise has resulted into collection of very good authentic research papers from eminent scientists with collection of alternative methods like spectroscopic, potentiometric, colourimetric etc. Students are also instructed to submit Industrial applications of the exercise. Students also search for scope of further work.

CASE STUDY 2. CHEMISTRY

SYNTHESIS OF ASPIRIN

Once the students has synthesized Aspirin in the laboratory with traditional acetylation method, Instructor allows them to discover new green methods of synthesis with the help of MICROWAVE ASSISTED ORGANIC SYNTHESIS REACTOR. During the exercise one hand student discovers Green chemistry and environmental protection techniques, he/ she is cautiously led towards the usage of Aspirin as wonder drug used in the market for cardiology patients under the name Ecospirin. One of the identified advanced learner is inspired to present drug discovery process next day with PPT. Instructor guide the student about the new concepts in the drug discovery process.

ASSIGNMENTS AND SEMINARS:

Thought provoking assignments and seminars are allotted to students, which inculcate in them habit to construct on their own and find solutions to problems, it also inculcates in them habit to read and consult library whether physically or through remote access.

SELF STRUCTURED ASSIGNMENTS;

In this practice student himself / herself comes up with the topic of assignment, Teacher here become facilitator and provides learning environment only. This exercise has become popular in PG Classes

SAATHI HAATH BADHANA (PEER SUPPORT)

A symbiotic exercise by the Peers for the peers, advanced learners take lead and complete group assignments and projects

PARTICIPATIVE LEARNING BASED CCE MODES

Different participative learning based modes which support experiential learning are used

TRAININGS

Trainings are organized every year with MOU Partners and other training imparting exercises. Training help students to work on equipment like HPLC, UV, IR and MOS which are beyond the domain of curriculum. These sophisticated equipment provide them research insight as well as help students during their placement drive.

UG AND PG RESEARCH PROGRAMME (PURE)

This is a very ambitious programme of college taken care by the flagship programme PURE. Projects are allotted to students, Guide is also allotted as per the nature of the project. These projects are not financially funded however full infrastructure support in the form of Laboratory, ICT, Glassware Chemicals and

library is extended to students. In the recent 5 years every year 2 projects have been sanctioned by IQAC R&D Cell. Projects in following two categories are sanctioned.

- Research and Development Related Projects
- Societal Projects

STUDY TOURS

Study tours to various places of importance like Observatory, planetarium, local industrial units, Shipra yatra to understand causes of pollution levels in river Shipra are organized. Study tours present the real time problems to students and motivate them to find solutions.

SCIENCE EXHIBITION:

Science Exhibition is culmination of yearlong activities organized for experiential learning. College has rich heritage to celebrate every year on the theme declared by UNO. For the whole year different activities are organized and then on National Science Day a 28th February, exhibition is organized on the major theme.

STUDENT EXCHANGE EVIDENCE OF SUCCESS:

Increase in the merit positions Strengthened placement profile

Increase in the number of start-ups incubated on campus.

Strong student Progression, more and more students opting for higher studies

Increase in the number of students clearing state and National level exams like CSIR NET and SET

Increase in the number of students participating in national level quiz and other competitions.

Indigenous Aqua lab constructed by students in the campus which holds

.....water

Recorded Flora, Fauna , Water Quality and Rock Morphology of campus. Measurable public perception, increasing GER

Increase in the number of Female students

Enhanced environmental awareness and Eco restoration practices on campus:

College has also installed a 40 kw on grid RESCO Roof top Solar power plant, initially a MOU was signed with AZURE for 20 kw plant which later on was escalated to 40 kw. It is also worth mentioning over here that college has lush green campus with an envelope of not less than 2900 generic and exotic plants.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Though the practice in itself is a great success over the years, even then following problems are identified after a great pondering over , which should be rectified in the years to come.

- Time management
- Doubts in the mind of students about the scope and success
- Team management in case of group projects: Challenge for Student group leaders and teacher in charge
- Ambiguous contingency plans
- Financial constraints for outsourcing of trainers for trainings and experts

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- Human Resource. Students as well as dedicated Faculty
- Trainers and Experts for training and FDP
- Financial Resources
- Infrastructural Resources
- High Dedication of Faculty.

FUTURE PLANS

- MOU with Energy Swaraj Foundation to start assembly workshop on Solar Energy based products in college like Solar lanterns etc.
- Agri Research Lab and Bee Keeping in the campus to give hands on experience on Agri based projects.

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

7.3 Institutional Distinctiveness

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

Response:

Holistic development of students through Social Labs: h3 Approach

(Focus on Socioeconomically disadvantaged students)

College is one of the biggest colleges in the Ujjain region and is the only college catering specifically to science students in this region. Nurturing young minds to holistic persona, in a way that they can have an edge for environmental issues while practicing science with values and scholastic aptitude is the vision of college as stated clearly in the vision statement and tag line of IQAC " Knowledge only triumphs". Here emphasis is not only on studying and practicing science in Laboratories but focus lies on bringing research from labs into the society. An ecosystem has created with conscious efforts with focus on Learner centric experiential learning. Social labs have become an indistinguishable component of teaching, learning and evaluation mechanism. The concerted efforts culminate to the holistic development of students empowered with Intellect, values, concern for the environment and society.

Practice is carried out with a well-knit excellence framework strewn around a galaxy of flagship programme through EAT (Excellence Acquisition Tenure). EAT synchronizes various academic and co-curricular activities with in a measurable robust time bound mechanism.

There are three axes to the practice concomitant at one point, these are Teachers, students and Society, we call this approach as approach, where where H stands for head of thinker (Teacher), h for heart of Student, & h for heart of society.

All students are the genuine beneficiaries of practice, but as per the gap analysis the focus is kept on socioeconomically disadvantaged students, these students have three types of challenges

Rural background leading to decreased level of self-perception some time

Peer Pressure

Language barrier

Financial limitations

Activities are designed keeping in mind these issues

DESIGN OF ACTIVITIES (TEACHER):

Society Connect Programme is launched by Dean Society Connect Programme. NSS officer, NCC Officer and all Flagship programme coordinators are the members of SCP committee. Activities are designed and communicated to IQAC, IQAC prepares EAT and declares it to all teachers and students. Activities are carried according to EAT. Many activities are launched, students are motivated to join activities as per their interest.

In case of *society based research* projects launched by individual departments, HOD of the concerning department submits the detailed project to R& D cell, which is then analyzed and if sanctioned. College provides infrastructural support, ICT Facilities, Remote access to the library and physical library facilities. A Faculty is also appointed to guide these students.

Students are encouraged for *study tours* so that they can not only visit the nearby places of importance but they can mix with the society in general and understand their issues.

EXECUTION THROUGH DIFFERENT METHODS (STUDENT):

Students are the executors as well as moderators for the activities. They are provided trainings as and when required to hone their skill sets, necessary information by the teachers and resources required. NSS unit conducts orientation programme for the students in the beginning of every session. NSS and NCC units organize 7 days residential camp in the adopted village/ localities.

Personality Development cell of the college inculcates values and empathy in students through various innovative lecture series.

RESULT AND IMPACT (SOCIETY):

Committees at society level are also constituted to study the impact of any programme, these committees have responsible locals, who can guide students through the habitat and can introduce these students to other residents too.

The effort is measurable robust and focused

Before any activity genesis is discussed through lecture. Activities are not organized mechanically but explained eg.

Blood donation why? How many blood groups are there? Things to know about blood testing

Why is awareness important about AIDS?

Swachta mission in India

Importance of Digital India

Importance of Voters awareness

Clean Air for Blue skies

Society Project (Offline /Virtual in online mode)

Student COVID 19 Warriors

Solar Energy

Ecorestoration Practices and importance

What is Green Audit

What is the importance of reducing our carbon footprint

What is sustainable development

Complex Research based Lectures

To enhance the knowledge of students which ultimately leads them to do better for society Trainings

Students are provided trainings about various programmes they are involved these are complex

industrial trainings eg

Medicinal plants

HPLC

Instrumentation

And

IDEA HACKATHONS

Trainings like

Cooking Baking

Decorative Environmentally benign Diyas and Thali

Leadership trainings

Science Exhibition and celebration of days of national and international importance

Science exhibition is organized on 28th of February with the celebrations of National science day College has a rich heritage of celebrating science exhibition and science based programmes every year.

International days and Years declared by UNO are also celebrated . Year 2019 was celebrated as International Year of Periodic Table. Year 2020 was celebrated as International Year of Plant Health.

Concerted efforts have established college as a leader in the field of society connect programme as

College with head and heart

File Description	Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

College has registered with MOE'S INNOVATION COUNCIL OF INDIA from session 2020-21, My Council is fully constituted. Department of Higher Education Govt. of M.P. has categorized college as A grade category college with potential for development and has sanctioned Rs. 19,99,00,000/- under world bank funded MPHEQIP. Department has also sanctioned Rs. 20,00,00000/- for the construction of state of the art multipurpose hall equipped with modern audio visual aids.

Concluding Remarks :

Majority of the student population on campus is from rural catchment area situated around Ujjain. Representing college in National level examinations like UGC CSIR NET, NIMCET, State civil services and Bank PO examinations. College student Ms. Mehran Jafari has secured National award in the category of NSS Volunteers for session 2018, awards was conferred on her by the hon. President of India Sh. Ramnath Kovind in the online ceremony in year 2020.

With a patriotic spirit inculcated in these students from their NCC days on campus, many are proudly serving Mother India in defense services and police services. Faculty of the college also have made their presence felt through their dedication towards academics. Head of the Department of Chemistry Dr. Brijesh Pare is National Chairperson of Association of Chemistry Teachers,

Unique Selling proposition of the college is a homogeneous blend of education provided, holistic value based education with innovative ICT based teaching pedagogy is provided to students. Add on certificate courses and flagship programmes offer a complete platter of excellence to students,

Students not only excel in academics but the campus is buzzing aloud with cultural and sports activities too. Annual cultural Festivals, sports festivals and science fests are the lifeline of the college, where many budding artists and innovators are identified. Extension activities are not only the routine activities by NSS, scientifically inclined innovative activities like Project water health, Jalsammelan, Student COVID 19 warriors are executed along with empathy based activities like distribution of Food packets by faculty and students during COVID pandemic, awareness campaigns through videos and charts during COVID pandemic.

Student exchange programmes are organized under CEQIC and Ek Bharat Shresth Bharat activities. Students represented MP in the exchange programme with Nagaland and Meghalaya and were much appreciated by the then Governor Dr, Nazma Hepetullah and the chief minister of the state Hon. Sh. Shivraj Singh Chouhan.

Participation in other ranking frameworks like NIRF is also ensured. Green audit and academic and administrative audits along with Financial audits are in place.

Strategic plan was prepared by the college in 2017 for a span of 5 years,

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 8 Answer after DVV Verification: 6</p> <p>Remark : HEI input is edited as per given data.Diploma is not considered.</p>																																								
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	14	11	1	2	2	2019-20	2018-19	2017-18	2016-17	2015-16	13	10	1	2	2																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
14	11	1	2	2																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
13	10	1	2	2																																					
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1561</td> <td>1451</td> <td>1383</td> <td>1099</td> <td>1029</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3215</td> <td>2998</td> <td>2768</td> <td>2305</td> <td>1960</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2141</td> <td>1683</td> <td>1658</td> <td>1280</td> <td>1275</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1561	1451	1383	1099	1029	2019-20	2018-19	2017-18	2016-17	2015-16	3215	2998	2768	2305	1960	2019-20	2018-19	2017-18	2016-17	2015-16	2141	1683	1658	1280	1275	2019-20	2018-19	2017-18	2016-17	2015-16					
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2019-20	2018-19	2017-18	2016-17	2015-16																																					

4942	4211	3898	3475	3470
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Remark : HEI input is edited as per given supporting document.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2431	2119	1946	1653	1398

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1723	1458	1345	1154	1149

Remark : HEI input is edited as per given supporting document, Diploma students not consider here.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 71

Answer after DVV Verification: 710

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
800	682	568	550	489

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
765	682	568	550	489

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
808	754	690	562	495

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
772	754	690	562	495

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
257000	860900	313000	50000	3198000

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.57	8.609	3.13	0.5	31.98

Remark : HEI input is edited. converted the values into lakhs.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	5	3	13	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	09	2	2

Remark : Observation accepted and input edited accordingly .

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class,**

LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 63

Answer after DVV Verification: 50

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
130.5	91.4	71.4	61.17	65.59

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
55.11	31.80	2.34	18.77	20.40

Remark : HEI input is edited as per given supporting data.

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification : 3221

Answer after DVV Verification: 180

Remark : HEI input is edited as per given supporting data.

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS

Answer After DVV Verification: A. ?50 MBPS

4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5.9</td> <td>4.9</td> <td>4.1</td> <td>3.2</td> <td>11.1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10.46</td> <td>9.4</td> <td>8.9</td> <td>33.44</td> <td>34.33</td> </tr> </tbody> </table> <p>Remark : HEI input is edited as per given supporting document.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	5.9	4.9	4.1	3.2	11.1	2019-20	2018-19	2017-18	2016-17	2015-16	10.46	9.4	8.9	33.44	34.33
2019-20	2018-19	2017-18	2016-17	2015-16																	
5.9	4.9	4.1	3.2	11.1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
10.46	9.4	8.9	33.44	34.33																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2083</td> <td>2135</td> <td>1736</td> <td>1118</td> <td>931</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2083</td> <td>2135</td> <td>1736</td> <td>1118</td> <td>931</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	2083	2135	1736	1118	931	2019-20	2018-19	2017-18	2016-17	2015-16	2083	2135	1736	1118	931
2019-20	2018-19	2017-18	2016-17	2015-16																	
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2019-20	2018-19	2017-18	2016-17	2015-16																	
2083	2135	1736	1118	931																	
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1727 1046 1861"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>197</td> <td>80</td> <td>82</td> <td>88</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1939 1046 2074"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>196</td> <td>79</td> <td>82</td> <td>88</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	209	197	80	82	88	2019-20	2018-19	2017-18	2016-17	2015-16	209	196	79	82	88
2019-20	2018-19	2017-18	2016-17	2015-16																	
209	197	80	82	88																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
209	196	79	82	88																	

5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years Answer before DVV Verification : 525 Answer after DVV Verification: 360</p>																																								
5.2.3	<p>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 882"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>12</td> <td>13</td> <td>10</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 963 1046 1097"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>12</td> <td>13</td> <td>10</td> <td>3</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1256 1046 1391"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>12</td> <td>13</td> <td>10</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1471 1046 1606"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>12</td> <td>09</td> <td>10</td> <td>3</td> </tr> </tbody> </table> <p>Remark : HEI input is edited as per given supporting document. In 2017-18 four award letters not attached.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	54	12	13	10	3	2019-20	2018-19	2017-18	2016-17	2015-16	54	12	13	10	3	2019-20	2018-19	2017-18	2016-17	2015-16	54	12	13	10	3	2019-20	2018-19	2017-18	2016-17	2015-16	54	12	09	10	3
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
54	12	09	10	3																																					
5.4.2	<p>Alumni contribution during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification : A. ? 5 Lakhs Answer After DVV Verification: A. ? 5 Lakhs</p>																																								
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <p>1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</p>																																								

	<p>2. Collaborative quality initiatives with other institution(s)</p> <p>3. Participation in NIRF</p> <p>4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <p>1. Solar energy</p> <p>2. Biogas plant</p> <p>3. Wheeling to the Grid</p> <p>4. Sensor-based energy conservation</p> <p>5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting</p> <p>2. Borewell /Open well recharge</p> <p>3. Construction of tanks and bunds</p> <p>4. Waste water recycling</p> <p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the Code of Conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>28</td> <td>28</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	30	30	30	28	28
2019-20	2018-19	2017-18	2016-17	2015-16							
30	30	30	28	28							

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	12	12

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	09	09	09	09

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3462	2919	2661	2365	2315

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2965	2527	2339	2085	2082

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
675	641	571	452	279

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
772	754	690	562	495

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	67	66	60	56

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
46	44	45	43	43

4.3

Number of Computers

Answer before DVV Verification : 162

Answer after DVV Verification : 192

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