



# **SELF STUDY REPORT**

**FOR**

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

**GOVERNMENT COLLEGE,BARMER**

**INFRONT OF FCI SINDHARI ROAD BARMER RAJASTHAN  
344001**

**<https://hte.rajasthan.gov.in/college/gcbarmer>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Barmer is located in the western part of Rajasthan near to the border of Pakistan. It is an important base for the Airforce and Border Security Force. Barmer city is the district headquarter. Being an extension of Thar, it experiences extreme environmental conditions.

Barmer has been listed as one of the county's most backward district. Government College, Barmer is the chief centre of higher education in Barmer. The college was established during the year 1965 with a motto to provide higher education to the students from all sections of the society, particularly from the rural and backward areas. It is also aimed to ensure character building and personality development among its students. The college is, therefore, not only a centre of knowledge but also a centre of transformation for this region.

Government College, Barmer runs under the administration of the Commissionerate of College Education Rajasthan, Jaipur. It was previously affiliated to Maharshi Dayanand Saraswati University, Ajmer but from the session 2012-13, it is affiliated to Jai Narain Vyas University, Jodhpur. It is multifaculty college and comes under the 2(f) & 12(B) category of the UGC from the year 1978. The college offers programmes in arts, science & commerce faculty.

Post-graduation courses were introduced during 1977. The college presently offers post-graduate programs in 5 subjects and graduate programmes in 15 subjects. Research work is carried out through registered supervisors and Ph. D degree is offered by the affiliating University.

Government College, Barmer strives to reach the quality parameters at par with national standards & to provide an excellent learning ambience to the students. The departments are engaged in academics and co-curricular units as Women Cell, N.S.S., N.C.C., Air Rover, Yuva Kaushal Vikas Prakosth are active in developing over all personality and career of the students. The College is also a study centre of Vardhman Mahavir Open University, Kota.

The college was initially started in a small building. In 1967, it got its own infrastructure. The College building has Administrative Block, Laboratories, Computer Lab, Library, Smart classroom, ICT room, Teaching Block, Student Union Office, Sports Ground, Staff Room, Girls Common Room, Garden, Parking.

### **Vision**

An educational institute has to bear the responsibility of spreading the light of knowledge, generating the sense of humility, faithfulness and fraternity, freedom of the mind, humanity of the heart and the integrity of an individual in the younger generation, as these generation become the building blocks of a nation and that they can realize the great ideals of economic equality, social justice and political freedom and the power of human resources. Government College, Barmer is striving hard for these goals.

The college Motto/Logo “**Tamso Ma Jyotirmaya**” (to march from darkness to light means forward to knowledge) is reflected in its Vision and Mission.

## **Mission**

The mission of the college is:

- To provide quality education in accordance with the need of time and harmonizing it without disturbing and destroying the cultural shape of society.
- To bestow the students with human values such as self-control, calmness, discipline, general code of behaviour and diligence so that they can effectively counter with alarming surroundings.
- To promote the growth of sustainable interest in art and culture, science and social sciences and carrier orientation for worthwhile possibilities of employment.
- To produce self-reliant responsible citizens.

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

### **Institutional Strength**

- The college has 57 years of proud existence.
- Beneficiary of RUSA grant.
- Teachers are highly dedicated, competent, qualified and have much commitment.
- Student center educational environment.
- The college is catering to the needs of the rural students and minority.
- The institution is sensitive for environment protection. It follows practices for energy and water conservation and despite the harsh environmental condition of Thar Desert, maintains its green cover.
- The college is highly committed to develop national spirit and patriotism in its students
- The number of students admitted is increasing every year.
- Well-furnished automated library connected with INFLIBNET with online e-journal and e-book portals.
- Active unit of NCC, NSS, Air Rover, Rover to serve the society and make the students aware of significant issues.
- A vibrant Women Cell that works towards women empowerment and gender sensitization.
- Entrepreneurship is advocated through i-strat programme.
- The admission, administration, accounts and finance processes are automated.
- Collective leadership, responsibility and team work with feedback-oriented performance appraisal.
- Technical, administrative and support staff are professionally qualified.
- Teachers regularly participate in various courses and contribute in knowledge generation in the form of research publication, books and articles.
- The nurturing attitude of the institute contributes in enhancing the academic qualification of faculty members and encourages them to pursue research work.
- The college has smart room and e-classroom where online lectures are recorded and made available on college YouTube channel. The students can also organize live e-lecture classes.
- Coming from rural background and deprived of facilities yet the output of students is impressive.
- A cultural week is organized by the college. The literary and cultural programmes exhibit the culture of Rajasthan.
- The relationship between teachers and students is exceedingly cordial adding to the genial atmosphere

of the college.

- Teaching as well as non-teaching staff extend their full support for the amelioration of the institution.
- The college is greatly benefited by full co-operation extended by the Commissionerate of College Education Rajasthan. It has been declared as a nodal college of district Barmer by the Commissionerate.
- The College also has an anti-ragging cell, consumer club and is a member of district voter awareness campaign.

### **Institutional Weakness**

- Lack of infrastructure- The College lacks auditorium, language lab, gymnasium, canteen, hostels, staff quarters, health care centre.
- Inadequate laboratory infrastructure and lab staff.
- Vacant permanent posts of faculties, the post of librarian and physical instructor.
- Shortage of teaching and supportive staff.
- The building of the institution is fifty-five years old. It requires a new building.
- The college is run by the Government of Rajasthan; therefore, the building and infrastructure is retained by the district administration from time to time for various purposes.
- There is need of sports infrastructure and indoor stadium.
- The college has to follow the curriculum of the affiliating University; there is very limited option of acquiring a syllabus of the requirements pertaining to the region.
- There is limited number of consultancy & exchange programmes.
- Lack of fund for research activities.
- Weak communication skills of students.
- Absence of linkage and collaboration with industries.
- College runs primarily under-graduate courses with focus on teaching and learning rather than research.
- Only few faculty members are registered as research supervisors.
- Unavailability of resources and infrastructure for soft skill development programs.
- Entrepreneurship development activities on campus are yet to be optimized.

### **Institutional Opportunity**

- The economy of Barmer is largely agro-based. There are vast opportunities for improving the status by introducing job-oriented courses in farming and animal husbandry.
- An oil refinery is being established at Pachpadra, district Barmer. This has increased the employment opportunities in the district Barmer. Technical courses should be introduced in the college to increase the capability of the students to meet job requirement in the area.
- Coaching arrangement for competitive examination for the students.
- Development of more qualitative e-content & e-resources using available IT Tools.
- Scope to strengthen cultural and sports talent.
- Scope for complete use of campus infrastructure.
- To sign MOUs with other organisations for research and employment.
- With the increasing number of highly qualified, experienced and efficient faculty, the institution has the opportunity to organize high quality seminars, workshops and conferences. To enhance research activities the institution has the potential to launch research centre.
- Effective utilization of alumni for quality enhancement.

## Institutional Challenge

- Large scale migration of meritorious students to big towns and cities.
- Mushroom growth of low-quality private institution that mislead and attract the youth to attain degrees in low efforts without enhancing their performance and capabilities.
- Students in the college are from rural background deprived of facilities and knowledge of modern tools and technologies. The academic performance of the students is good, yet there remains further scope for improvement. The challenge is to retain and enhance quality performance.
- Teaching is incomplete without supplementing it with research and findings. Research enhances the quality of teaching and involving students in research activity is a potential method of enable them to understand the truth and reality of the subject. A significant number of teachers are actively involved in conducting research and also publishing their original research article in reputed journals and books. It is a challenge for us to create a research centre of high repute.
- The college is run by the Government of, Rajasthan, therefore, the building & infrastructure is retained by the district administration from time to time for various purposes. This hinders the teaching and performances of the college. The college building is altered by the administration which deteriorates the quality and functionality of the infrastructure.
- Teaching and non-teaching staff is bound to government policies. Regular transfers of the college staff limit their continuous engagement in research activities.
- Barmer has very hot and arid climate. To maintain green cover in the region has been a big challenge. The college makes every effort to overcome this regional climatic extreme.
- There is constrain of financial resources for specific infrastructure requirement.
- The old building structure demands a lot of maintenance.
- Prepare students for proper placement and employability with existing course structure.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Government College, Barmer is affiliated of Jai Narain Vyas University, Jodhpur and follows the curriculum designed by the affiliating University. The college shows a lot of potential in introducing innovative thoughts within these predetermined academic frame work, committed to provide equal opportunity to its all students for holistic development. The current issues relevant to professional ethics, human values, gender sensitization, environment and sustainability are integrated in post-graduate and under-graduate curricula. The curriculum includes some important compulsory courses to impart common basic knowledge to everyone and electives courses to pursue educational interests. For Arts and Science stream, “Environmental Studies” is the compulsory paper at UG Part I level and the same is compulsory for Commerce Stream at UG Part II level. One has to also opt either Hindi or English as in the first year of graduation. The students pursuing graduation choose their groups of interest from a plethora of 9+2+1 subject combinations in Arts, Science and Commerce. Presently the college offers under-graduation in 17 subjects, post-graduation in 04 and Ph.D. in 03 subjects. The College is the study center of Vardhman Mahaveer Open University (VMOU), Kota for distance learning. For conducting Continuous Internal Evaluation, teachers conduct oral class test & board test in the class room and prepare their online lectures and upload them on College YouTube channel and link is shared in WhatsApp groups of different classes of the college. Assignments are given either offline or online as Google forms.

## Teaching-learning and Evaluation

Class 12th scores are taken as the initial indicator of students learning ability at the entry level in college. The enrolment percentage of students for the last five years is above 75%. Seats earmarked for reserved category are filled 96% with reserved category students. In addition to chalk and talk methods of teaching the faculty members are using IT enabled learning tools like PPT, screen recorder, Google classroom etc. The college has 30 computers, one smart classroom and one e-lecturer podium. Faculty regularly consults and shares reading materials in WhatsApp groups, lecture videos on YouTube and other important education links like LMS to students. Search engines like Google search, Google scholar are used to encourage collaborative learning. Some faculty members have created online digital repositories for lecture on platforms like YouTube. The percentage of full time teachers against sanctioned posts during the last five years is 60.4%. The percentage of full time teachers with Ph.D/NET during the last five years is 88.97%. The college has 17 departments in all, 09 in Arts, 05 in science and 03 in commerce. The UG programmes are B.A, B.Sc, B.Ccm and PG programmes are M.A, M.Sc, and M.Com. The college is affiliated to Jai Narayan Vyas University, Jodhpur and follows the curriculum prepared by it. The evaluation process involves the analysis of feedback on curriculum, teaching, progression to higher education, skill development programmes, and updated curriculum for competitive exams. The examination process is transparent and compliant with the J N V University, Jodhpur guidelines and follows an annual examination scheme as per the University calendar. Most of the teachers are in the panel of examiners for paper setting and evaluation of answer books. Any examination related grievance is forwarded to the University. Course Outcomes are measured on the basis of performances of the students both in curricular and co-curricular activities and also on the basis of the students' performance in the class activities, laboratory work, assignments and annual examinations. The pass percentage of students during last five years is 92%.

## Research, Innovations and Extension

The main thrust of the college is on teaching still there is research ambience among faculty members. 14n research papers in Arts, Science and Commerce have been published by faculty members in journals notified in UGC Care list during last five years. The teaching faculty participates in workshops, seminars, orientation/refresher/induction/short term courses and faculty development programmes and participate in the academic programs of other colleges as invited resource persons. They had 59 publications during last five years including books & chapters in edited books and proceedings of conferences & seminar. 05 faculty members are registered as supervisor by affiliating university.

Several extension activities have been carried out for holistic development of the students. Research centre is proposed in the college. Incubation centre has been established and two faculty members have been appointed as mentor to carry out start-up activities among the students. NCC unit is engaged in a large number of varied types of activities for over-all development of students and society. Three NSS units, one Scouts & an Air Rover unit are also working in the college and serving the society. College has signed MoU with an NGO 'Ujas' dedicated towards the holistic development of the students and society.

Programs such as Swachchh Bharat, AIDS awareness, Covid-19 Awareness, Environmental Awareness and Gender issues related Programmes have been conducted by these units in collaboration with industry, community and NGOs during last five years. The college also has an active Electoral Literacy Club and a Consumer Club.

One online seminar has been conducted on Dr. B.R Ambedkar ideology.

## **Infrastructure and Learning Resources**

Government College, Barmer has a campus area of 148574 sq. mt. The building includes administrative block with Principal & Vice-principal chambers, Establishment and Account section, Examination section, Store room, Staff room, Girls common room etc.

For academic activities college has an adequate number of classroom and well-equipped laboratory facilities for the students.

There is a seminar room with e-podium, display and recording facilities. Online e-classes are recorded as well as broadcasted live to all the Government Colleges of Rajasthan. The college has been declared as the district nodal for the delivery of live online classes. A smart classroom has also been established to record, edit and upload lectures and videos and also to deliver them directly to the students.

An automated central library with reading room and more than 41000 books on different subjects has been a centre of reading and learning. Each and every books of library have a fixed barcode sticker in which all the detail about books, its purchase date, rack number, author, price, voucher number etc. are encrypted as barcode. All the actions during books transaction are carried out through the scanner help.

The college has subscription of N-LIST, which is useful for research scholars and faculty members. They can explore innumerable world-famous journals and online e-libraries.

Cultural activities are carried out on a mini stage and also in an open “Muktaakash Manch”. There is separate common room for girls with all the basic facilities. A large sports ground, a student union room, botanical garden, NCC office are also available. For green energy purpose there is 30 kilowatt solar panel installed on the roof of college. The Institute has total 180 kilo-litres rain-water harvesting tanks for water conservation purpose.

The college receives funds from government grants and utilises them as per the general finance and account rules of the State. The infrastructure is also used as study centre by VMOU, Kota as an examination centre by JNVU, PTET examination, REET examination, Police constable examination & several other competitive examinations.

## **Student Support and Progression**

All the scholarships declared by the state government are provided to the eligible students in the Government College, Barmer. The scholarships of regular students are disbursed through Pay Manager in relevant bank accounts in prescribed time.

Several programs are organized for capacity building and communication of linguistic skills among the students. Yoga-Pranayama camps and medical counselling camps are organized for their health benefits on regular basis which has benefitted a lot to students as many of them have motivated to practice yoga & pranayama regularly at their homes. Keeping in mind of self-employment, data entry course training was also organized at the college level. Self employment is necessity of recent time so such programmes proved pivotal for many students. Regular classes for the preparation of competitive examinations were organized at the college level under the Dishari scheme and Competition Efficiency schemes runned by the State Government,

so that the students can face the competitive examinations easily. These classes were boon for students as they could become familiar with competitive exams atmosphere. Endeavours were made to stress free the students so it made them psychologically strong. Along with English tutorials, special classes were organized in these programs for enhancing General Knowledge, Science and Language skills. Hundreds of students benefitted from this. They felt confidence while speaking & it was really advantageous for students.

The college has a transparent mechanism for grievance redressal including sexual harassment and ragging cases. Grievance redressal cell has been constituted at the college level. Complaints can be filed online on Sampark portal. Complaints are disposed in time.

A large number of students passed from the College get selected in Government Service and provide their services in Administration, Education, Armed Forces, Medical Departments, Accounts and other Government departments and offices or continue their studies in higher education. The college conduct several competitions & students also participate and get selected in the national level sports competitions and cultural programs and bring laurels to the college. College administration is committed for all round development of the students.

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

The leadership and governance of the College not only reflects the Vision, Mission and Goal of the College but also builds the organizational culture. The college is governed by the Commissionerate of College Education Rajasthan, Jaipur, therefore, the entire setup of the College operates under the rules and regulations of the Department of Higher Education, Government of Rajasthan. All the rules regarding appointment, posting, promotion, service matter, leave etc. are regulated through the Rajasthan Service Rules. The faculty members and other employees of the College are given all the benefits provided by the Government of Rajasthan. At College level, Principal is the head of the institution. He decentralizes various duties to the faculty members through the formation of various committees. The college development committee is the apex body of college management. The performance of every employee is appraised by the principal and reviewed by the competent authority on annual basis. The major committees like CDC, Staff Council and IQAC work in co-ordination for the overall development, planning and implementation in the College. IQAC has been working towards realizing the goal of quality improvement and sustenance and suggests measures to upgrade the quality of teaching-learning. The college has been declared as the nodal college for quality assurance of all the government colleges in the district. The funds received by the college are utilized as per the General Finance and Accounts Rules of the State. Accounts are audited by Chartered Accountant, internal auditing team and team from Commissionerate of College Education Rajasthan.

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

Situated in the region of Thar Desert, Government College, Barmer realizes the importance of water and energy conservation and follows every measure to make the environment green and clean. The institution has roof top solar plant and uses LED lights to conserve energy. Rain water is harvested from roof top as well as from surface run-off in separate tanks and used for various purposes. Water coolers, water hut, sprinklers are used for the distribution of water. To prevent water from evaporation due to hot arid climatic, "One Matki- One Plant practice has proved to be a boon. It has facilitated in the development and maintenance of green cover with minimal use of water. College has been awarded by the Ministry of Environment for its green practice. The college conducts green audit, restricts the use of automobiles, use of polythene is discouraged, discarded plastic bottles and rubber tyres are re-used in different ways. Waste generated is either decomposed or handed over to



Municipal Corporation. Students are motivated not only to keep their campus clean but also to serve beyond the campus for the development of green and clean environment.

The institution makes every effort to generate the sense of humanity, faithfulness, patriotism and equality in its students. The curricular and co-curricular activities are conducted with the aim to develop respect for the nation and sensitivity towards all human including women and divyangjan. Government college, Barmer conducts various programs and activities every year to develop patriotism and national spirit among the youth. The dedication and determination of our students towards the nation has resulted into the Saheeds of the Indian army.

As a co- educational institution, we not only make continuous efforts to develop a sense of respect & companionship in our students towards women, we are also striving to develop self-respect, dignity, self confidence in girl student. The co-curricular activities of the college are designed through women cell, NSS and NCC in such a way that the girls feel safe and cordial and can openly display their talents.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | GOVERNMENT COLLEGE,BARMER   |
| Address                         | INFRONT OF FCI SINDHARI ROAD BARMER<br>RAJASTHAN  |
| City                            | BARMER  |
| State                           | Rajasthan   |
| Pin                             | 344001  |
| Website                         | <a href="https://hte.rajasthan.gov.in/college/gcbarmer">https://hte.rajasthan.gov.in/college/gcbarmer</a> |

| Contacts for Communication |                  |                         |            |     |                                 |
|----------------------------|------------------|-------------------------|------------|-----|---------------------------------|
| Designation                | Name             | Telephone with STD Code | Mobile     | Fax | Email                           |
| Principal(in-charge)       | Manohar Lal Garg | 02982-220034            | 9413810221 | -   | principalgcbarmer1965@gmail.com |
| IQAC / CIQA coordinator    | S.k. Jain        | -                       | 8302727398 | -   | skjainrajdeep@gmail.com         |

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

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

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

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State     | University name            | Document                      |
|-----------|----------------------------|-------------------------------|
| Rajasthan | Jai Narain Vyas University | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 13-12-1979 | <a href="#">View Document</a> |
| 12B of UGC                 | 13-12-1979 | <a href="#">View Document</a> |

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

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

| Location and Area of Campus |   |           |                      |                          |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type                 | Address   | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | INFRONT OF FCI<br>SINDHARI ROAD<br>BARMER RAJASTHAN | Urban     | 36.71                | 7250                     |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                                |                            |                                |
|---|---|---------------------------|----------------------------|--------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>                             | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b>   | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BSc,Botany<br>Zoology<br>Chemistry                          | 36                        | SENIOR SECONDARY           | English + Hindi                | 526                        | 431                            |
| UG  | BSc,Physics<br>Chemistry<br>Maths                           | 36                        | SENIOR SECONDARY           | English + Hindi                | 263                        | 173                            |
| UG  | BA,English<br>Literature<br>Political<br>Science<br>History | 36                        | SENIOR SECONDARY           | English,English + Hindi        | 300                        | 213                            |
| UG  | BA,Economics<br>Political<br>Science<br>Philosophy          | 36                        | SENIOR SECONDARY           | English + Hindi                | 300                        | 226                            |
| UG  | BA,Hindi<br>Literature<br>Political<br>Science<br>History   | 36                        | SENIOR SECONDARY           | Hindi,English + Hindi          | 600                        | 532                            |
| UG  | BA,Hindi<br>Literature<br>History<br>Philosophy             | 36                        | SENIOR SECONDARY           | Hindi,English + Hindi          | 300                        | 249                            |
| UG  | BA,Hindi<br>Literature<br>Political<br>Science<br>Sanskrit  | 36                        | SENIOR SECONDARY           | Hindi,English + Hindi,Sanskrit | 300                        | 173                            |
| UG  | BA,Sanskrit<br>History<br>Philosophy                        | 36                        | SENIOR SECONDARY           | English + Hindi,Sanskrit       | 240                        | 127                            |
| UG  | BA,Urdu<br>History<br>Philosophy                            | 36                        | SENIOR SECONDARY           | Urdu,English + Hindi           | 60                         | 15                             |
| UG  | BA,Hindi  | 36                        | SENIOR SECONDARY           | Hindi,English                  | 300                        | 216                            |

|    |  |    |   |                           |     |     |
|----|--|----|---|---------------------------|-----|-----|
|    | Literature<br>History<br>Geography   |    | CONDARY   | h + Hindi                 |     |     |
| UG | BA,Hindi<br>Literature<br>Political<br>Science<br>Philosophy                               | 36 | SENIOR SE<br>CONDARY  | Hindi,Englis<br>h + Hindi | 300 | 229 |
| UG | BCom,Acco<br>unting<br>Business<br>Finance And<br>Economics<br>Business Ad<br>ministration | 36 | SENIOR SE<br>CONDARY  | English +<br>Hindi        | 600 | 363 |
| PG | MA,Political<br>Science  | 24 | GRADUATI<br>ON IN<br>ARTS<br>SCIENCE<br>AND<br>COMMERC<br>E | English +<br>Hindi        | 80  | 37  |
| PG | MA,History   | 24 | GRADUATI<br>ON IN<br>ARTS<br>SCIENCE<br>AND<br>COMMERC<br>E | English +<br>Hindi        | 80  | 41  |
| PG | MSc,Chemis<br>try  | 24 | GRADUATI<br>ON IN<br>SCIENCE                                | English                   | 40  | 32  |
| PG | MSc,Botany   | 24 | GRADUATI<br>ON IN<br>SCIENCE                                | English                   | 20  | 0   |
| PG | MCom,Eafm  | 24 | GRADUATI<br>ON IN<br>SCIENCE<br>AND<br>COMMERC<br>E         | English +<br>Hindi        | 80  | 29  |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 2                |        |        |       | 11                         |        |        |       | 32                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 8                          | 3      | 0      | 11    | 13                         | 1      | 0      | 14    |
| Yet to Recruit  | 2                |        |        |       | 0                          |        |        |       | 18                         |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 2                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 2                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 23           |
| Recruited   | 3           | 1             | 0             | 4            |
| Yet to Recruit  |             |               |               | 19           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 5                          | 2      | 0      | 7                          | 1      | 0      | 15           |
| M.Phil.                      | 0                | 0      | 0      | 2                          | 1      | 0      | 1                          | 0      | 0      | 4            |
| PG                           | 0                | 0      | 0      | 1                          | 0      | 0      | 7                          | 0      | 0      | 8            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 1                          | 0      | 0      | 0                          | 0      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 2                          | 0      | 0      | 0                          | 0      | 0      | 2            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   |             |   |               |   |              |
|   | 0           | 1 | 0             | 1 |              |

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



| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 2774  | 0                             | 0            | 0                   | 2774  |
|           | Female | 173   | 0                             | 0            | 0                   | 173   |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 91  | 0                             | 0            | 0                   | 91    |
|           | Female | 48  | 0                             | 0            | 0                   | 48    |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |

| Provide the Following Details of Students admitted to the College During the last four Academic Years |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
| Category  |        | Year 1 | Year 2 | Year 3 | Year 4 |
| SC  | Male   | 305    | 188    | 279    | 272    |
|   | Female | 25     | 14     | 13     | 18     |
|   | Others | 0      | 0      | 0      | 0      |
| ST  | Male   | 55     | 36     | 55     | 75     |
|   | Female | 2      | 0      | 0      | 1      |
|   | Others | 0      | 0      | 0      | 0      |
| OBC   | Male   | 518    | 435    | 486    | 575    |
|   | Female | 62     | 58     | 32     | 50     |
|   | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 287    | 463    | 373    | 321    |
|   | Female | 45     | 35     | 30     | 28     |
|   | Others | 0      | 0      | 0      | 0      |
| Others  | Male   | 94     | 3      | 16     | 3      |
|   | Female | 2      | 0      | 0      | 0      |
|   | Others | 0      | 0      | 0      | 0      |
| Total   |        | 1395   | 1232   | 1284   | 1343   |

### Institutional preparedness for NEP

|  |  |
|--|--|
| 1. Multidisciplinary/interdisciplinary:  | The College is having interdisciplinary/multidisciplinary approach in the core subjects as per the curriculum provided by Jai Narain Vyas University, Jodhpur. Courses like Environmental Studies, General Hindi/ English have been made mandatory for all undergraduate students. In view of the envisaged changes in the NEP, the relevant adaptation will be planned in future.   |
| 2. Academic bank of credits (ABC):   | Academic Bank of Credit (ABC) already exists in colleges affiliated with JNV University where the student can move from one college to another, but transfer of credits to another university is strictly within the purview of the university. In some special circumstances, this type of credit transfer is possible between the universities located in the state, as described in the admission policy of the state government.   |
| 3. Skill development:  | The college is keen to initiate the implementation of Learning Outcomes-based Curriculum Framework (LOCF) as suggested by university and Commissionerate College Education for all the programmes which is consistent with the objectives of NEP. College has initiated i-Start programme accordingly to Commissionerate of College Education Rajasthan, Jaipur.   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | For effective communication of the courses, the medium of instruction is bilingual, i.e., Hindi and English. Hindi, Sanskrit and Urdu languages are taught in UG programme. Hindi/English is included as a compulsory course in I year in all undergraduate programmes. Students' visit to heritage sites is also organized. Under Ek Bharat Shreshtha Bharat scheme, students are made aware of Indian culture, art and languages through association of two different states, which is Assam and Rajasthan, in our case. |
| 5. Focus on Outcome based education (OBE):   | The institute is affiliated with Jai Narain Vyas University, Jodhpur. Currently we have 188 courses which have specific topics related to value-based education, environmental awareness, gender equity, etc. which are achieved by specific lesson plans prepared by the faculty members. Evaluation system includes monthly tests. POs and COs are discussed with the students in introductory classes to enable them to understand the effectiveness and practicality of the opted programs and courses. The outcome is |

|   |   |
|---|---|
|   | measured through the performance of the students in university exams. Feedback collected from stakeholders also indicates the success of OBE.   |
| 6. Distance education/online education: | College website has been developed for making all information accessible to faculty members, enrolled and prospective students and to provide appropriate links for online teaching. Videos prepared by faculty members covering the syllabi have been uploaded on college YouTube channel CCERAJGCBARMER and personal YouTube channels of faculty members. The links of videos are shared with student WhatsApp groups and are stored on google drive of the college and Rajiv Gandhi E-Content Bank. Pdf Notes and assignments are given to students through google class and google forms. Campus is Wi-fi enabled. College has subscribed N-List (INFLIBNET) services to enable faculty members, scholars and students to access scholarly, peer reviewed electronic resources. |

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | Electoral literacy club (ELC) has been set up in the college in collaboration with district administration or district election commission office.  |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Dr. Chandra Prakash Gharu, assistant professor, Department of chemistry has been appointed as Electoral literacy club (ELC) nodal working as coordinating faculty member. Dalpat Singh student of MSc previous (Chemistry) has been appointed as ambassador of electoral literacy club and working as student coordinator. Voter awareness programs have been conducted in collaboration with district election commission office. Voter helpline app has been introduced and student are directed to download voter helpline app. This app has been demonstrated among the students and students have been trained for online registration process on this portal. Students have been directed to explain and demonstrate registration process in their neighbourhood, so that maximum number of voters can register themselves by online process. |
| 3. What innovative programmes and initiatives   | Voter awareness workshop has conducted on human   |

|   |  |
|---|--|
| <p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>right day 10th December 2021. Voter contest on theme of "My vote is my future - power of one vote" has been organized online in collaboration with district administration and electoral literacy club. Seminar has been organized by ELC club on the topic of "Role of democracy in conservation of human rights". on 10th December 2021. Debate contest has been organized on world computer literacy Day 2 December 2021, on the topic of "Contribution of computer in strengthening democracy". ELC nodal Dr. C.P. Gharu was awarded by district administration on 25th January 2022 for their sincere work in voter awareness program. Students Vandana, Madanlal, Santosh, Rekharam, Devaram, Rekharam have been awarded for work of voter awareness program in collaboration with district election commission. One day cluster camp has been organized on 29 November 2021. ELC nodal Dr. C.P. Gharu and ELC ambassador and student coordinator Dalpat Singh have been participated in ELC orientation program organized at district administration office. Hands on training program was conducted on voter portal on 11th October 2021.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>Importance of vote in environment of democracy has been explained by ELC club on national environment day. "Matdaan Karna Jaruri" a short play has been organized by ELC club and NCC cadets on 15th August 2022. Pladge of constitution and vote has been taken by the students and staff members on constitution day 26 November 2021. Voter plays has been taken by students on national voter day 25th Jan. 2022. Rally of NSS volunteers has been organized on science day for the awareness of vote cast. slogan competition on elector awareness has been conducted by ELC club. Role of electoral awareness in building up of empowered parliamentary setup has been explained on Ambedkar Jayanti on 14th April 2022. Mock Pole has been conducted.</p>  |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>More than hundred students of BSc.pt I, B.Com.pt I and B.A pt. I have been demonstrated for online registration process by voter helpline app by organizing cluster camp in collaboration with district administration office.</p>  |

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3086    | 3194    | 2819    | 2895    | 2955    |

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

### 2 Teachers

#### 2.1

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

Response: 61

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

#### 2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 25      | 25      | 19      | 23      |

### 3 Institution

#### 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 87.8    | 193.35  | 56.06   | 84.16   | 99.79   |



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

Government College, Barmer is an affiliated college of Jai Narain Vyas University, Jodhpur and follows a curriculum that is designed by the affiliating University. The college shows a lot of potential in introducing innovative thoughts within these predetermined academic frame work, committed to provide equal opportunity to its all students for holistic development. Academic processes are well planned in advance at the beginning of the academic session with timetables (class-wise and teacher-wise), workloads and other supporting administrative tasks to ensure effective curriculum. Implementation of the curriculum within the assigned time is monitored and regulated by the Head of the Institution and In-charge of the Department respectively. The In-charge of the department discusses the syllabus among their faculty members and plan a methodology for effective execution of the curriculum. Annual theoretical and practical examinations are organized by the University. Administration regularly monitors the coverage of syllabus and progress of the lab works, etc. Departmental documentation is done by student register which is provided to each faculty member. For practical classes each lab has it's own documentation in the form of student practical record of experiments conducted and completed by each batch. Some of the measures taken for effective functioning and delivery of the curriculum in the institution include:

**Class-room lectures:** Lecture materials include notes, charts and models for blackboard teaching and PDF, PowerPoint presentations, videos for online mode of teaching.

**Practical sessions and lab activities:** for this, faculty members conduct a variety of experiments based on the syllabus.

**Assigning projects to the students:** Field survey in Geography and project report on local fauna in Zoology is assigned to students of these subjects.

**Interactive sessions** inside/outside the classrooms.

**Application of theoretical knowledge** through fieldwork and practical exercises /experiments.

**Regular and extra attention** is given to **slow learners** in the class for their improvement and development. **E-lectures** are available on **you-tube channel** of the college **and LMS** for **advanced learners** to enrich their knowledge and understanding of the subjects.

Government College, Barmer follows academic calendar of Commissionerate of College Education Rajasthan (CCE) in the form of AAKASHI issued every year for Continuous Internal Evaluation. Due to COVID-19 pandemic situation during 2020-21, AAKASHI 2020-21 was not released. Instead of this, CCE issued many guidelines time to time for online mode of teaching during the year for smooth running of academic activities. For conducting Continuous Internal Evaluation, teachers conduct questionnaire and

conversation in the class-room regularly and in the pandemic situation, prepared their online lectures according to time-table and posted on YouTube channels of the college and link of video and e-content were sent in different WhatsApp groups of different classes of the college. Assignments were given through Google forms. Beside this, Rajiv Gandhi e-content bank is displayed on the web-page of institute for providing study material to all the students. Annual examination calendar for evaluation of students is released by Jai Narain Vyas University, Jodhpur. Co-curricular activities like essay writing and slogan writing etc. have been organized online for complete development of the student.

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

## 1.2 Academic Flexibility

### 1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 00

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

### 1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0

#### 1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

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

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

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum



**Response:**

The compulsory paper on **Environmental Studies** at the UG Part I level in Arts and Science stream and UG Part II level in Commerce Stream is the significant initiative that addresses and integrate Environment and Sustainability, Human Values and Professional Ethics into the curriculum. Different elective papers at both UG and PG level in the curriculum also integrate cross - cutting issues relevant to **Gender, Environment and Sustainability, Human Values and Professional Ethics** such as **Environment and Development, Sustainable economic development, Problems of environment, Human and environment, Proper use and efficient management of natural resources, National efforts to reduce pollution** in Economics, **Environmental Geography, Human Geography** in Geography at UG program, **Environmental Issues, Human Rights** in PG program of Political Science and **Environmentalism, Globalisation, Human Rights** in UG program of Political Science.

**Environment and Sustainability:** The compulsory paper on Environmental Studies for UG students has been designed with the objective of integrating environmental concerns and sensitizing students towards environmental and sustainability issues such as conservation and pollution. This course is also focused on sports for human welfare. **Ecology and Environmental Biology** in Botany and **Ecology and Behavior** in Zoology are two courses included in B.Sc. Program for students to get knowledge about Ecosystem and its abiotic & biotic components, food chain, food web, ecological pyramids, energy flow, biogeochemical cycles of carbon, nitrogen, phosphorus and Sulphur. These also take their attention to Environmental challenge like global warming and its impact on human race as well as on Prospects and strategies of **sustainable development**. Environment Day is also celebrated every year, and regular cleanliness drives are conducted under NCC and NSS camp.

**Human Values:** NSS, NCC, Scout and Air Rover Cell of the college organize various activities emphasizing Human Values such as celebration of **Human Rights Day, blood donation camps, health check-up camps, de-addiction show etc.** **Guest lectures by experts, spiritual gurus and luminaries** are initiatives towards developing social and ethical values in the students.

**Professional Ethics:** It is **mandatory for research scholars** to understand and follow ethics related to research. For this **Research Methodology** as course is included at PG program of History and Political Science. Code of conduct is followed.

**Gender: Women in Indian History** as a Special paper in History address gender issues and concerns especially of women. Customary and legal Status of Women, Role of Women in Household, Agriculture and Industry are emphasized.

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

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

**Response:** 12.12

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

Response: 374

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Upload supporting document | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 90.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1200    | 1302    | 1159    | 1211    | 1264    |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1489    | 1321    | 1321    | 1321    | 1321    |

| File Description                            | Document                      |
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| Upload supporting document                  | <a href="#">View Document</a> |
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#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:** 62.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 582     | 578     | 519     | 535     | 586     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 964     | 964     | 964     | 756     | 811     |

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

## 2.2 Student Teacher Ratio

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

**Response:** 114.3

## 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 using ICT tools

**Response:**

The college along with traditional lecture method uses various student centric pedagogical techniques for an effective teaching learning experience and improved learning outcomes for students. Student - centric education is an important feature of the college. The college enhances the learning experience of students by adopting student-centric methods like experiential learning, participative learning and problem-solving methodologies both inside and outside the classroom. That includes:

#### Experiential Learning Techniques

- Field trips conducted regularly in Botany, Zoology and Geography undertaken to understand the working of plants and animals.
- Well- equipped laboratories are helping students of the college for creative and experimental learning.
- The students are assigned group practical exercises in certain courses to enhance their various technical and soft skills they have learnt in laboratory.

#### Participative learning Techniques

- Practicals are performed in batches in laboratories where students learn from each other, encouraging participatory learning.
- Certain science courses like Botany, Zoology have project-based learning.
- Automated library gives access to UG, PG and Ph.D. students. The students across program avail library facilities and take part in group discussions.

ICT helps tremendously in developing quality education and personality of students. The college has a significant concern for providing state-of-the-art infrastructure and learning resources to enhance learning experiences. Not only mastering ICT skills but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their roles. In addition to chalk and talk methods of teaching the faculty members are using IT enabled learning tools like PPT, screen recorder, Google classroom etc. Almost all the faculty of our college use the latest ICT tools to analyse the conventional teaching learning process and to make learning more interesting and student friendly. This helps slow learners to optimize their abilities to meet the highest realistic expectations with the help of ICT.

- The college has 30 Computers, one smart classroom and one e-lecture podium.
- One Wi-Fi router and 22 access points are installed to provide easy internet access to faculty and students.
- Faculty regularly consults and shares reading materials in WhatsApp groups, lecture videos on YouTube and other important education links and apps to students.
- Search engines like Google search, Google scholar are used to encourage collaborative learning.
- Some faculty members have created online digital repositories for lecture on platforms like YouTube and Learning Management Systems (LMS).
- Faculties made a Swift transition from classroom to online teaching during the lock down due to covid-19 pandemic.
- Online modes like email, Google classrooms are used to collect assignments and conduct test as well as sharing notes and other e- resources.
- Faculties use social media platform like WhatsApp to connect with the students individually and collectively beyond the classroom for giving extra information and support to students.
- Some faculty members used e- lecture podium to deliver live e-lecture to students of all government colleges in the state of Rajasthan.
- Some faculty members are enrolled for e-Learning courses like **Swayam & NPTEL** to cope with updated technology and to make teaching more effective.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 55.35

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43      | 43      | 43      | 43      | 43      |

|                            |                               |
|----------------------------|-------------------------------|
| <b>File Description</b>    | <b>Document</b>               |
| Upload supporting document | <a href="#">View Document</a> |

#### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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:** 87.39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 23      | 23      | 15      | 18      |

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

The college is affiliated to JNVU Jodhpur and the students are accessed by the affiliating University only during the annual examinations conducted by the University. So, the internal evaluation system and program is being done at college level under the guidelines prescribed by the University. It is not possible to undertake massive reforms in the CIE system. The college does not have any direct process of continuous internal evaluation but the college has its own mode of operation for the same and implements evaluation procedures during the course of the academic session to evaluate the learning capacities of its students at various levels.

- As per the curriculum, it is mandatory for PG students to participate in the departmental seminar and students are evaluated on the basis of their presentations and marks are included in their Practical Examinations.
- In Science subjects where practical exams are part of the curriculum, it is mandatory to submit a practical record that is evaluated and marks are added during the final consolidation of results. The project report is also compulsory in some of the subject and is considered for assessment.

- All the departments conduct periodical class test on regular basis which help the student in their preparation for the final examinations.
- The students who do not perform well in the internal evaluation are given special attention by the faculty. Sometime these students are given extra classes to improve their performance.

The examination process is transparent and compliant with the Jai Narayan Vyas University, Jodhpur guidelines as the college is affiliated with it and follows an annual examination scheme as per the University calendar. The college is a center of Examination, almost 1000 students appear for their exams every day during annual examinations. Most of the teachers are in the panel of examiners for paper setting and evaluation of answer books. Any representation regarding question paper, examination related issues and evaluation is forwarded to the University. The examination procedure is completely transparent:

- The time table and seating arrangement for examination are displayed on the notice board.
- Admit cards are generated online.
- The examination process is looked after by center superintendent, additional center superintendent and assistant center superintendents.
- The question paper packets are verified to eliminate errors and kept in safe custody in strong room.
- The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators.
- After examination, the answer sheets are collected by the invigilators and submitted to room supervisor for further process. Attendance of students is maintained properly during examination.
- During the exams, unfair means case and grievance related to question paper are forwarded to the university immediately for necessary action.
- The evaluation process of answer book assessment is transparent. The marks are filled in the OMR sheets and complete secrecy is maintained.
- The answer books are evaluated fairly in time and results are declared and displayed on the University website.

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

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Though the college is not offering any technical course but all the traditional programmes and curriculum is designed to deliver the best of knowledge. College is committed to give quality education and it makes all efforts to deliver the best of education to its learners. The college has 17 departments in all, 09 in Arts, 05 in science and 03 in commerce. The UG and PG programmes are offered in all the three faculties. The

college is affiliated to Jai Narain Vyas University, Jodhpur and follows the curriculum prepared by it.

The students seeking admission in the first year get advice from teachers and discuss the COs and POs. This helps them in selecting electives and extension activities offered by the institution. The faculty members discuss the programme outcomes in their respective departments. The department-wise time table is discussed and the teaching plan is prepared keeping in mind the results of the specific programmes. The outcomes for all courses, help the teachers evaluate the objectives of the subject content. This evaluation also helps the teachers identify the learning capacities of the students and take corrective measures accordingly. The students have shown brilliant performance in the University exams and the overall result percentage is almost around 90%. Besides classroom teaching and syllabus, the subject content not covered in the curriculum is also important and all efforts are taken to accomplish the same. Attainment of program outcomes and course outcomes are duly evaluated by the institution. One of the methods that college follows while doing so is to get feedback from students during class room teaching for assessing the teaching- learning. The evaluation process involves the analysis of feedback on curriculum, teaching, and progression to higher education. Course Outcomes are measured on the basis of performances of the students both in curricular and co-curricular activities and also on the basis of the students' performance in the class activities, laboratory work, assignments, in different examinations and their role in departmental activities. Students' performance is noted continuously on their regularity, receptiveness, participation in class discussions and the overall behaviour. In case of course outcomes, each department of the college identifies the weak and bright students, and accordingly, the outcome attainment target is set by introducing improvement measures by allotting tutorial classes or extra classes. Study materials, textbooks, reference books, etc. are provided. A few PG programmes and a few UG programmes have field trip and this along with other forms of experiential learning events like seminars are used to evaluate the outcomes indirectly. As programme outcome, on successful completion of final year of study, there is a reward system for the students who have scored highest marks in each programme. To encourage the students, prizes are given during annual function of college. The department's teachers regularly track student feedback related to curriculum objectives and the learning process and make sure that course milestones are effortlessly achieved. The results of annual examinations as well as the problems and difficulties faced by the students are discussed.

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## 2.6.2 Pass percentage of Students during last five years

**Response:** 92.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 768     | 721     | 691     | 776     | 668     |



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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 817     | 816     | 736     | 819     | 734     |

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

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.64

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload database of all students on roll | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

**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)**

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

**File Description**

**Document**

Institutional data in the prescribed format

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### 3.2 Innovation Ecosystem

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

**Response:**

**Ecosystem for innovations:**

An incubation centre is being established in the College under the i-Start Rural program of Department of Information Technology and Communication, Government of Rajasthan. On 24th February 2021, The Hon'ble Chief Minister announced the launch of Program. i-start Rural Program vision is to expand the outreach and impact of the growing Start up ecosystem throughout the State, especially focusing on the rural population.

Dr Kanraj Poonia and Dr Chandra Prakash Gharu are appointed as mentors to lead the program at college level. Both the mentor professors are undergoing training through offline and online workshops. Through i-Start Rajasthan Rural Mentor Program they are being trained for Entrepreneurship (The new Career Opportunities), understanding business, i-Start Rural Registration process, business idea and work, idea validation.

Major Area of Concern are as follows

1. Waste Management
2. Food and Agriculture
3. Water and sanitation

4. Health and well-being
5. Education
6. Road safety
7. Covid-19

### Creation of knowledge:

The college has a Research Advisory Council that aims for smooth conduction of research activities in the college. A research centre has been proposed by the council. Establishment of Research centre is under process.

#### The Aims and objective of Research Centre

1. To create environment for fruitful research amongst faculty and students.
2. To enhance interdisciplinary research approaches.
3. To avail funds from national and international funding agencies like DST, CSIR etc.
4. To encounter innovative solutions of local scientific and social issues related with Thar Desert. This links with various R&D organizations and funding agencies for sponsored and contract research.
5. To provide a working link between institution, industry and society.
6. To create research environment through events like conferences, seminars, workshops, invited lectures, webinars.
7. To develop interest in faculty members and students for doctoral and post-doctoral research.
8. To create environment for good research publications.

Experimental facilities are also available in the labs in Department of Chemistry, Botany, Zoology, Physics and Geography.

**Transfer of knowledge:** 15 Research papers are published in last five years in UGC care listed and UGC approved National and International journals. 44 books and book chapters are published during last five year by faculty members of various departments.

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

**Response:** 0

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

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

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

### 3.3 Research Publications and Awards

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

**Response:** 0.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 01      | 03      | 05      |

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

**Response:** 0.72

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 13      | 02      | 02      | 02      |

| File Description                            | Document                      |
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### 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:**

Education institutions are agencies whose contribution is highly expected by the society by way of nurturing its students. Higher education has objectives such as reestablishment of human principles, character building, promotion of abilities, cultivation of self-respect to foster moral values, spiritual thoughts, creating the feeling of universal brotherhood, developing scientific attitude. Government College, Barmer takes initiatives to organize various such extension activities to gratify social responsibilities:

**Plantation:** Being located in the region of the “Great Thar Desert” plantation is of utmost ecological importance and this ‘Desert Greening’ has been effectively carried out by the students of the College as well as staff. The saplings were planted not only within the Campus but also in neighbourhood communities by NSS and NCC volunteers.

**Cleanliness drives:** Practicing on “Swachh Bharat” concept, a number of camps were organized by the College. The students not only cleaned the campus but also went to bus stand and adopted colonies. They worked with great dedication and wholehearted support was extended by the Society too.

**Yoga and meditation:** College organizes regular camps on ‘Yoga and Meditation’ and participates in the district level Yoga day celebration which helps the students to attain a deeper state of relaxation and creating ‘Mental Discipline’.

**Voter awareness:** Electoral Literacy Club is established in college. Dr. CP Gharu was appointed as ELC nodal and Dalpat Singh Chauhan student of M.Sc. chemistry was appointed as campus ambassador. This Electoral Literacy Club has conducted several voter awareness activities like Quiz, Speech, Essay writing, debate competition and Mock poll.

**Covid Awareness – During the critical time of Covid-19, 102 students of this college participated actively in covid awareness programmes conducted by NSS(34), NCC(34), SCOUT and Air Rover (34) in collaboration with CMHO, District Administration. Covid Vaccination Camp was organized in college campus. Covid Awareness Rally was conducted by NSS Volunteers and Covid Awareness play was held by NCC Cadets and Rovers in collaboration with NGO Ajim Premji Foundation. Our students were Awarded by District Administration for their active participation**

## as Covid Warriors.

**Blanket distribution** – Blanket Distribution programme was held during seven days special camp of NSS in collaboration with NGO Lions Club Malani. In this programme Blankets were distributed among poor needy persons of *Ambedkar Kachchi Basti*.

**Tour to Udaipur** – Three Days women cell educational tour was conducted to Udaipur on 06 to 09 October, 2017 in leadership of Dr. Anju Suthar, Dr. Nawal Kishore and Dr. B.L. Dhanday. This tour was organized to aware our students about the heritage and culture of Rajasthan.

**Blood Donation** – Blood donation camp were organized on 150th Birth Anniversary of Mahatma Gandhi on 02 October 2019. 100 students donated blood.

**Consumer club** – Consumer club of this college is vibrantly working to aware students and neighbourhood communities for their consumer rights.

**Drive against plastic** – Plog & Run Activity was carried out by NCC Cadets from college campus to Mahaveer Nagar City centre to aware citizens to avoid to use plastic.

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

#### Response:

1. Dr. Adarsh Kishore Assistant Professor and Associate NCC Officer was awarded ‘Appreciation plate’ by DG, NCC in 2017 and in 2021 he was again awarded ‘DG Commendation’ by DG, NCC.

2. Government college, Barmer was awarded the ‘One District One Green Champion’ award for implementation of the best practices in Swachta Mahatma Gandhi National Council of Rural Education.

3. Dr. Chandra Prakash Gharu, Assistant professor and ELC, Nodal was recognized by District Magistrate for voter awareness programme.

4. Dr. Anju Suthar, Associate professor was awarded state level ‘higher education teacher award – 2020’

5. Corona Awareness – 05 students of NCC, NSS and Scouts were recognized as Covid Warrior by district administration.

6. Voter Awareness- 05 students of NSS were recognized for Voter awareness campaign by district administration.

| File Description                        | Document                      |
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**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 45

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 08      | 11      | 06      | 09      | 11      |

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

### 3.5 Collaboration

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

**Response:** 02

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

Knowledge is immaterial, any place can be good enough to learn for those who love to do so, as displayed by our old 'GURUKUL SHIKSHA'. However, in current education system, infrastructural and physical facilities directly impact the performance of the institute.

Here are the infrastructural and physical facilities of Government College, Barmer:

|   |  |                    |
|---|--|--------------------|
| Total area 148574 sq m                      |  |                    |
| Total constructed area <b>7250</b> sq. mts. |  |                    |
| 1   | Class rooms                                      | 28                 |
| 2   | Practical labs for UG and PG                     | 7                  |
| 3   | COMMON STAFF ROOM                                | 1                  |
| 4   | Girls common room                                | 1                  |
| 5   | Student Union Office                             | 1                  |
| 6   | Central Library                                  | 1                  |
| 7   | Zoological Museum                                | 1                  |
| 8   | Botanical Garden                                 | 1                  |
| 9   | ICT Lab  | 1 With 30 Computer |
| 10  | Rain water harvesting tank                       | 2 (12+60 K.Ltr)    |
| 11  | e-lecture room / Seminar room                    | 1                  |
| 12  | "Muktaakash manch"                               | 1                  |
| 13  | NCC hall with K-YAN                              | 1                  |
| 14  | Smart classrooms                                 | 1                  |
| 15  | Computers  | 45                 |
| 16  | Solar light panel                                | 30KWH              |
| 17  | covered central corridor for multiple activities | 1                  |
| 18  | water coolers                                    | 7                  |
| 19  | Admin Block                                      | 1                  |

The institute optimally utilizes its building and other available facilities. Everyday about 85 theory or



practical classes are taken in 28 rooms and 7 Laboratories.

### **Provision for online education:**

There is provision for online education in the Institute. For this purpose, there is a smart classroom, a e-lecture room and a NCC hall with K-YAN.

- Smart room is facilitated with smart board, high definition camera, a computer set to record and process videos, upload files online and an LED TV to interact with students during online class. Its walls are soundproof and reductive for sound-echoing. It has proved helpful during COVID pandemic and Post-COVID period.
- Another e-lecture room facilitated with an e-Podium, projector, LED TV, high quality camera connected to internet facility is used to broadcast live interactive e-classes in the entire state under the orders of Commissionerate of College Education, Rajasthan.
- A K-YAN, technology-led academic support system is also being used for teaching learning especially in NCC Hall to train NCC cadets.

Through Institute's YouTube channel as well as individual teachers' YouTube channels, online study during Covid and post Covid time, were kept going very well. These channels are also connected and made available at the State Government's Rajeev Gandhi e-content bank.

The institute's ICT lab is equipped with 30 computer sets for direct benefit of the students. There is a Zoological Museum. It's rare and specific specimens/Spots, makes the museum unique and extremely useful for the students.

### **Sports facilities:**

The college has adequate facilities for indoor and outdoor games. There are courts/grounds for volleyball, hand ball, football, and badminton. Other games like kho-kho, kabaddi, 'Judo' are also played. There are two tracks (400 M and 200 M) for athletics and facilities for events like Long-jump, High-jump, Javelin-throw, Shot-put, Discus-throw etc and indoor games like Table tennis, Carom, Chess etc.

### **Facilities for cultural activities:**

There is an open stage, "Muktaakash manch" and a mini stage for academic and cultural programmes. A big Covered Central Corridor, is also being utilized for various type of activities.

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### **4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 15.23

**4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6.94    | 9.26    | 0.51    | 27.27   | 35.38   |

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

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

The library is the treasure house of knowledge where inquisitive person gets energy to fuel their imagination, their inquisitiveness. Library is advantageous; by providing opportunity to compare different books, different ideologies and different type of solutions and precious books at a single place to needy members who are incapable to purchase.

**About automation-** The fully automated central library of the Government College, Barmer has physically 41486 books of various stream, authors, thinkers. Books of library are tagged with barcode. In barcode, all the details about books like authors name, publication year, books name, volume, purchased detail and voucher number etc. are saved. Books with barcode sticker are arranged in Racks.

The total arrangements of books in the Racks and each of the barcode detail are saved in computer so that through software library -members can search a particular book on some clicks on computer. All the library transactions can be done smoothly by a scanner and some mouse clicks.

Library has following software details --  
 Name of the computer software - LibSoft  
 Year of automation – 2021  
 Nature of automation – complete

### Functioning of the Library

There is a “Library Committee” to regulate and monitor various activities such as maintenance and repair work, books demand and their procurement, assist library-in charge, physical verification, automation etc.

For purchasing of books for the central library there is a specific procedure. Firstly the detailed books requirement is received from subject-teachers/departments then-after allocated budget is distributed among different stream books by Library Committee and finally Principal gives purchase order to market-firms.

After receiving the books, there is requirement to fill their complete purchase and other details in library software manually for further ease and sticking the specific barcode on every book.

The routine activities of library are regulated by library incharge. Books are issued to members and after return these books are again kept in their concerned racks (as per their barcode sticker detail). There is a large sized reading room equipped with large tables and 50 chairs. Here library members can sit and read the newspaper or books. Student movement register is also maintained to record reading room usages.

### Maintenance and others

Library is cleaned from time to time. Insect treatment is done whenever and where it is required. Binding work of torn and damaged books is also performed. It is matter of our pride that many a books, since the start of library in 1965, are still kept in good conditions.

**N-LIST Subscription-** At present the College has Subscribed N-LIST by which all of the Research scholars and faculty members are being benefitted. Through N-LIST Subscription college has an access of 6150 renowned journals and 164309 ebooks. Through N-LIST there is also access for eShooldh Sindhu, South Asia Archives (SAA), World E-Book Library (WEL) etc.

| File Description                        | Document                      |
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## 4.3 IT Infrastructure

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

#### Response:

Government College, Barmer frequently updates its IT resources. The augmentation and up-gradation of IT facilities in the college is reflected in the following;

The establishment of ICT laboratory which has 30 computers with internet facility. A seminar/ e-lecture room is established which has an e-podium, a projector, LCD display screen and high-resolution cameras together with microphone and audio set. A Smart room has been established which is facilitated with smart board, high-definition camera, a computer set to record and process videos, upload files online and an LED TV to interact with students during online class. Its walls are soundproof and reductive for sound-echoing. For internet facility many routers are installed in the campus as per requirement. College also has a lease-line facility. College library has been automatized, software is being regularly updated and has been subscribed for N-LIST for access of online journals and e-books. All the laboratories and office are facilitated with computers and accessories. During COVID and Post-COVID period teaching videos were recorded and uploaded by the teaching faculty members on Learning management system (LMS) App and

on college You-Tube channel. These lectures can also be accessed through State Government's Rajeev Gandhi e-content bank. CCTV cameras are installed in the campus for safety and security. These cameras can be monitored by the Head of the institution and displayed on LED mounted in the Principal chamber.

**Management Information System:-** College has updated its most of the administrative and management work from offline to online mode during last five years. Every member of the college, be it teaching or non-teaching staff or college student has been registered under Rajasthan Government's Single Sign On (SSO). Entire admission process from generation of seat-matrix, submission of admission form, their checking, verification, generation of admission-list, information to applicants, fee deposition etc. are all performed online through college module at Higher and Technical Education website and SSO id. Grievances can also be submitted and processed through SSO. Submission of examination forms, generation of admit-cards are performed through the University module on the University website.

College has been registered under the Finance and Accounts Department of Government of Rajasthan. This has facilitated the access of various modules like Pay-Manager, PFMS, IFMS, e-gras, RajKosh etc. Processing of various financial matters is done through these modules. Monthly salary bills, TA & DA bills, medical claims, leave encashment and other bills are all managed through Pay Manager portal. Scholarship forms are forwarded to concerned Departments through SSO module and scholarships disbursed directly into the bank account of scholarship holder. College has also been registered under the GEM Portal of Government of Rajasthan. This helps in procurement of goods, item and placing order while maintain transparency in the processes. Online tenders can be invited and processed through e-gras.

College website is regularly updated. College also performs interactions through mails and Whats-app groups that are renewed every session.

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

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

**Response:** 102.87

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

Response: 30

| File Description           | Document                      |
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| Upload supporting document | <a href="#">View Document</a> |

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 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:** 22.26

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 21.96   | 17.111  | 8.58    | 40.82   | 27.55   |

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 20.45

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 633     | 586     | 597     | 654     | 587     |

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

#### 5.1.2 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:** B. 3 of the above

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

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

**Response:** 7.69

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 00      | 00      | 490     | 220     | 440     |

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

#### 5.1.4 The Institution 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 supporting document | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 1.96

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 23      | 13      | 16      | 11      | 8       |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 768     | 721     | 691     | 776     | 668     |

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

### 5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

#### 5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

#### 5.2.2.2 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

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

## 5.3 Student Participation and Activities

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

Response: 15

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



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 5       | 1       | 5       | 1       | 3       |

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

**Response:** 4.6

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 3       | 1       | 8       | 7       | 4       |

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## 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:**

An alumni association is a great way to keep the legacy going and ensure that future generations of students have the opportunity to pursue quality higher education. When a alumnus comes back to his college as dignitary it becomes a memorable moment for college as well as for alumnus. In addition, they act as pillars to support the institution. The college has an active alumni association registered under society act from 2023 . The association has been active since 2016. There are 10 members in alumni operating committee. Government College Barmer has a quality alumni and it also provides the constructive feedback regarding functioning of the college. Alumni members include retired educationists, few working/retired faculty-members, government/private school teachers, holders of administrative posts

in government/private sector, businessmen, entrepreneurs, self-employed persons etc. It's a dignified fact that 16 alumni are presently serving as assistant & associate professors in the three faculties in Government college, Barmer itself.

A few notable contributions are :-

Good quality drinking water is a universal requirement of every institution. Located in the hot region of Rajasthan, the college has ample requirement of clean water. One of the alumni's family (mehta family) has donated a water-cooler which is fitted outside chemistry Lab. A water-cooling system with RO is fitted outside NCC room which has been donated by singhvi family.

10 fans have been donated by alumni at different times.

There is a good tradition in college that alumni working in this college present plant pots or perform plantation on their birthday or marriage anniversary. Such 80 plant pots can be seen in college premise. It also inspires students for environment conservation and celebrate their occasion in beautiful way.

We intend for future - Alumni network may be good source of public fund generation. They can avail some amenities for student's welfare.

Alumni owe a lot towards Institution as Institution played a vital role in making their career in different respective fields so they will be fueled to make their financial or intellectual contribution for college.

Many alumni of institution are today serving in apex administrative jobs like IAS, RAS etc , A large number is serving at other prestigious jobs & many more have thrived in different business, so institution intends to take their services for career guidance for future generations. It will make them mentally strong for forthcoming challenges.

Some of renowned names are Sh.Lalit k panwar former RPSC chairman & Retd IAS, sh. Murad Ali Abara Retd IPS, Sh. Devi lal Bhadu IAS, Sh. Sanjay Vasu RAS & many all cannot be mentioned here. Almost 5 IAS, 11 IPS, 16 IRS, 13RAS, 16RPS, 30RHES,40ADVOCATES, 25CA, 35 BANKERS, 19ENTREPRENEUR etc.

Regular meetings of alumni will be convened in future. A few prominent alumni are made members of the college bodies like College Development Committee in which they contribute a lot with their experienced views, ideas, and feedback. The feedback from our alumni helps us in identifying scope of all-round institutional development and welfare of students

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## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

The leadership and governance of the college is well reflected in its vision and mission. The vision of the college has been to pass/give student-centred quality education and communicate moral and ethics in its pupils. The college motto/logo “Tamsa Ma Jyotirgamaya” (to march from darkness to light means forward to knowledge) is also reflected in its Vision & Mission.

**Nature of Governance** - The college runs under the Commissionerate of College Education, Rajasthan, headed by the Commissioner who administers and manages all the colleges of the state, but at the college level the Principal is the Head of the Institution. He decentralizes various duties to senior faculty members as in-charges of establishment section, Account section and Academic section. They perform administrative responsibilities by virtue of seniority. Faculty members act with efficiency and are responsible for the functional activities of the College. The performance of teaching and non-teaching employee is appraised by the Principal and reviewed by the competent authority on annual basis based on working/behaviour and over all performances. Regular meetings of the College Development Committee, Staff Council, IQAC with faculty members play prominent role in overall governance, like, planning, monitoring and execution of agendas related to development, teaching, social responsibilities and innovative practices. The constitution of various specific committees for special purposes clearly reflects effective governance, active participation and decentralization practice of the college. At the beginning of every academic session more than 30 committees are framed for smooth working. The Staff Council-meeting and respective committee meetings are called periodically for efficient implementation of agendas related to teaching, curriculum, admission, examinations, student union elections, co-curricular activities and any other important matter related to the development of the institution. All committees are well supported by non-teaching staff and office. Their effective contribution in smooth working also lays emphasis on holistic development of students. Ample opportunity and platform is provided to the students for their personality development and growth.

College Development Committee - It works as the liaison between the society and the college, it gives big support in overall development. It also guides and helps in the effective implementation of planning by giving feedback and generating finance.

The staff Council – It is chaired by the principal and seniormost faculty member is the secretary to the staff Council. The staff Council forms the backbone of the college. Every faculty in the college is a member of three or more committees in the college. Teachers convene and participate in committees that fulfil admissions and academic workload requirement of the college and executive responsibilities in committees for development and purchase, discipline and code of conduct. Faculty members work in General Purchase committee, Anti-Ragging cell, Discipline committee and Student Advisory committee etc. Teachers are also members of the Internal Complaint committee against sexual harassment.

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## 6.2 Strategy Development and Deployment

### 6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

#### Response:

The organizational setup at the Government College, Barmer is established as model of that of any other Government College in Rajasthan. The college is under administrative control and management of the Commissionerate of College Education Rajasthan, Jaipur. Therefore, the entire administrative setup of the institution is operated under the rules and regulations of department of Higher Education, Government of Rajasthan. Major policy decisions are regulated by Commissionerate of College Education Rajasthan, Jaipur. The college is headed by the Principal and the post of Principal is filled on DPC/ transfer basis by the Higher Education of Rajasthan. Similarly, all the posts in the administrative setup are transferable within the state of Rajasthan without affecting the organizational setup. Appointment on gazetted posts like assistant professor is made through selection process of RPSC. All the rules regarding appointment, posting, promotion, service matters and leave rules are regulated through Rajasthan Service Rules. Major policy decisions like transfer, admission policy, seats per section, budget for regular salaries, promotional process, administrative chain of command and financial sections for college are taken at the level of Commissioner College Education as per the government norms.

Administrative set up – The principal as the chief administrator of the college, supervises and manages the overall functioning of the college. The Principal is also the ex-officio chairperson of the staff council. The staff council committee administer is related to academic workload, time-table, purchase and maintenance, admission, discipline, curricular and extra-curricular aspects of the college. The senior most faculty member at the college works in many capacities like secretary of staff council, Mahavidyalay Vikas Samiti (CDC), internal quality assurance cell. Similarly, the other faculty members at the college are given responsibility of library, establishment, accounts, academic, examination etc. for smooth functioning of the Institution. The teachers in-charge work in collaboration with the principal and their respective departments in completing the academic, financial and co-curricular requirements of the department. IQAC works on UGC, NAAC and CAS matters. IQAC of the college plays important role in assessing and assuring quality in teaching-learning and evaluation. Post of librarian is lying vacant so charge of library is given to assistant professor. The library in-charge works with the library committee in maintaining library and issuing books. Junior assistant and other staff deals with financial matters due to AAO and Accountant post lying vacant. Besides many are recruited on contract basis via CDC like night chokidar, Typist, Safai karmchhari.

The college has a perspective plan for the overall development and effective implementation of its objectives. The perspective plans and development is performed keeping in mind the vision and mission of the college. The long-term planning or developmental strategies are designed with the help of different institutional bodies like, College Development Committee, Staff Council, IQAC and boys fund.

Maintenance of infrastructure, teaching and learning, Human resource management, Student Welfare and participation are the strategic planning areas. Renovation and maintenance work has been executed successfully with the help of finance generated by CDC and boys fund.

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### 6.2.2 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

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## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Employees of college are given all the benefits provided to government servants by Government of Rajasthan. Various welfare provisions like general provident fund contribution, State Insurance coverage, pension benefits, gratuity benefits, Medical facilities to employee and family members', compassionate appointment to dependent family members of the government servant etc. are extended to all the employees in the college.

1. For future safety, deduction of GPF, NPS, SI is contributed from salary of employee to avail certain benefits. Moreover, a little amount is also contributed toward Group Insurance Scheme to provide an extra coverage against accidental issues.
2. In case of illness health expenses incurred to self and the family members is reimbursed under medical claims or covered under cashless medical treatment scheme of Government of Rajasthan.
3. Reimbursement of the bills of major medical procedure is done by Government. Now, it is also covered under cashless treatment under all government hospitals in Rajasthan and selected private hospitals in Rajasthan and neighbouring states.

4. All the retired employees are benefited with gratuity commutation, leave encashment and pension.
5. In case an employee expires during service then there is a provision of compassionate appointment to family member of deceased employee.
6. There is a provision of giving an extra 3% bonus marks to children of college employees and deceased government employees of college in admission.
7. Maternity leave of 180 days twice in the service period is sanctioned to female staffs.
8. Child care leave of 730 days in the tenure of the service is sanctioned to female staff.
9. Paternity leave of 15 days twice in the service is sanctioned to male staff.
10. Government issues a fix amount to fourth class for dress.
11. TA and DA is given to each employee on government tour for government work. TA, DA is sanctioned for transfer due to administrative reason.
12. Casual Leave, Privilege Leave, Half Pay Leave, Study Leave, Academic Leave are sanctioned to the employees
13. Leave encashment – 15 Day salary is sanctioned every year to each employee on 15 PL.

The performance of every employee, whether teaching or non-teaching, is appraised by the principal and reviewed by the competent authority on annual basis. Criterion of appraisal and review (ACR) is working behaviour and overall performance of employee. The appraised report is given to the employ for view and consent. The records are kept in the office of the Commissionerate to be reviewed by DPC at the time of promotions. In addition to ACR, the teaching staff has to fill one more Performa with following details.

1. Academic qualifications
2. Teaching experience
3. Teaching Performa of the session including information related to classes taken, subjects/papers thought, aids and tools used, tutorials, seminars, fieldworks undertaken, sessional etc.
4. Examination results of all the classes taken
5. Publication details
6. Research supervision
7. Participation in co-curricular and extra-curricular activities
8. Any other contribution
9. Points of satisfaction/dissatisfaction and suggestions

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

Response: 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

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

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

Response: 13.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 20      | 00      | 00      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 04      | 04      | 05      | 07      |

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## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The funds are utilized as per General Finance & Account Rules of the State. Either the principal or one of the senior faculty member is given the charge of Drawing and Disbursing Officer who looks after the financial matters including the salary of the college staff. College has a purchase committee for the purchase of various goods and articles. The ministerial staff maintains proper financial record of expenses under different heads from various agencies. The funds are received under the following heads.

State Government: - Grants for the expenses on account of salary, allowances, medical reimbursements, travelling allowances, library and laboratory expenditures, construction, repairing, maintenance of the building and office expenses are provided by the Government of Rajasthan. The proposals for requirements related to maintenance of the building are separately sent to the Department of College Education and other grant providing bodies. The budget for Chief Minister Higher Education Scholarship Scheme is allotted by the College Education Department on demand. Budget and allocation of Post Matric Scholarship is granted from Social Justice and Empowerment Department of Government of Rajasthan. All the scholarships are disbursed through the bank accounts of the candidates. Free distribution of two wheeler vehicles scooty is done under the Devnarayan Scooty Yojana for medhavi girls who got more than 75% marks in senior exam and studied in Government Schools from 9th to 12th. Scooty is also distributed to Tribal girls name as Kalibai Bheel Medhavi Scooty Yojana.

College Development Committee:- Also known as Mahavidyalaya Vikas Samiti is registered body for fund mobilization at the local level for immediate requirements and emergency needs. The administrative structure of College Development committee comprises of Principal, representative of the District Collector, representative of CCE, two educationalists and two learned citizens with local member of legislative assembly and sabhapati of Nagar parishad. The function of committee is to provide and maintain basic infrastructure and deliver feedback regarding teaching-learning and other areas. The funds received are properly allocated and distributed for the same purpose and very carefully watched that they are properly utilized. Account section of the college maintains the details and these accounts are audited by the chartered accountant hired for the purpose by the college. Every year an audit from the Commissionerate / State checks and verifies the accounts for irregularities, if any. According to rules and policies shortcomings / objections are settled up which are raised by the audit. The external audit is carried out by the auditors from the office of Accountant General Rajasthan, Jaipur. The internal audit is done by the department. The accounts related to college development committee are audited by CA hired for the purpose by the college. In addition physical audit is conducted by the auditing party.



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## 6.5 Internal Quality Assurance System

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

### Response:

The Internal Quality Assurance Cell has been working towards realizing the goals of quality improvement and sustenance.

Better management is a big challenge yet it is the most effective and exclusive feature of the college. To speculate an ideal student centric learning environment is made possible through continuous evaluation and feedback by IQAC. It is the need of time to aware the students on available opportunities to develop personality and train them to grow up with modern values to become a responsible citizen of the nation.

- Orientation meeting is organized for newly admitted students to introduce several activities and facilities available to the students at the college.
- The students are introduced to various activities of different committees and they are also told the ways to join the activities.
- To sensitize students and teachers on gender issues. IQAC and women cell of the college organize various competition and lectures.
- For achieving an objective of quality assurance feedback is collected on physical and academic facilities, curriculum and the teaching learning environment.

There has been a paradigm shift in the perception and modules of Higher Education. IQAC time to time reviews and suggest measures to upgrade the quality of the teaching learning. Suggestions made by IQAC have been executed also at the levels of developing IT infrastructure, effective teaching, proper allocation and maintenance of funds, Research and student support. Every effort is made towards the active participation of learners in the whole processes of teaching and learning.

- The proposal for establishment of smart class room was taken in IQAC meeting.
- Library Automatization was completed for proper maintenance and allotment of books for students.
- The college also promotes women-centred activities under guidance of women cell to provide an extra edge to female students.
- Besides classroom teaching and learning the college also offers activities and programs. It is mandatory for students who are admitted at the first-year level to opt. For any of the extra-curricular activities offered by the college. Extracurricular activities that fall outside the academic curriculum are regular features in the college and are conducted by women cell, NSS, NCC,

Rovers, Rangers and Air Rovers etc.

A 7-criterion committee has been established in the college that works in co-ordination with IQAC for enhancing quality in various aspects. College IQAC has been appointed as District nodal committee for quality enhancement of various government colleges in the district Barmer. The members of IQAC committee at college level are further updated and guided by a Division level committee (DLQAC) and a State level committee (SLQC) for quality enhancement through meetings and workshops.

The college is also a nodal for the establishment and development of some of the newly opened government colleges in the district Barmer and district nodal of RACE programme. IQAC of the college also works for the evaluation and promotion of teaching staff under CCE at district level. Forms for CAS are invited by CCE for evaluation. IQAC of College evaluates each form and forwards to CCE for final decision and order.

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#### 6.5.2 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)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

**Response:** B. Any 3 of the above

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## 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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

##### Promotion of Gender Equality

Barmer being situated on the western outskirts of India has been bearing external attacks due to which men had to discharge their duties in the battlefield and women in the management of household work. Gradually this system reduced the area of women and confined them to the boundary walls of the houses and with the passage of time this developed various evil practices towards women.

Due to this reason the role of Government College Barmer, being the oldest college of the region, has become very important to improve the condition of women in the society through education and public awareness. Government College Barmer is committed to fulfil this responsibility.

As a co-educational institution, we not only make continuous efforts to develop a sense of respect and companionship in our students towards women, we are also striving to develop self-respect, dignity, self-confidence in the girl students. Girls are provided with safe, secure and comfortable environment in the college. Gender sensitization action plan is developed by Women Cell in coordination with NSS and NCC. The curriculum and co-curricular activities of the college are designed in such a way that the girl students feel safe, cordial and can openly display their talents. Through the courses conducted in various programmes, the fundamental causes of gender discrimination are made aware and the students are given freedom to understand the cause of these problems at their own discretion and move forward on the path of freeing the society from them.

As a result Girl students actively participate in cultural, physical & sports activities with full enthusiasm and perform outstanding in academics. Ruchika Maaloo won gold medal at UG level in Commerce in 2018 at university level.

##### **commemorative days, events & festivals with great zeal & pride all the year round.**

- Independence Day & Republic Day are celebrated every year in the College with hosting of the National Flag, collective recitation of the National Anthem, Guard of Honor to the Principal by NCC, address by the Principal to the College followed by Award to students & staff for their outstanding performances. College also participates in District level celebration of these National festivals.
- Important days of Indian History, events of struggle for Independence, birth and death anniversary of Great Personalities, days with National and International recognition are celebrated through various activities that include cultural programs, competition like song, dance, essay writing, poetry, quiz, debates, poster making, rangoli, conducting awareness camps, running cleanliness drives, exhibitions & workshops, organizing blood donation camps, plantation, group discussions, taking pledges.

Some other important days celebrated in the college includes Quit India Movement Day, Sadbhavna Diwas, Teachers Day, National Service Scheme Day, National Cadet Corps Day, Pandit Deendayal Upadhyay Jayanti, National and International Women's Day, Ahimsa Diwas, World AIDS Day, Samvidhan Diwas, Human Rights Day, National & International Youth Day, National Voters Day, Martyrs Day, International Yoga Day, Hindi Diwas, National Consumers Day, Dr BR Ambedkar Jayanti etc.

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### 7.1.2 The Institution has facilities and initiatives for

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

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

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

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

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

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

**Response:**

Government College, Barmer makes every effort to develop tolerance, harmony and patriotism in the students.

- The education policy ensures adequate representation of students from different social categories through reservation.
- Students from all social groups including SC, ST, OBC, MBC, Minority, General etc. enjoy each and every facility in the college without any discrimination
- The college promotes several scholarships to facilitate financial assistance to students.
- Curricular and co-curricular activities are designed in a manner to develop respect for all human beings irrespective of their caste, religion, sex, color and socio-economic status.
- Teachers adopt bilingual mode of teaching and whenever required, in regional language to assist students with linguistic challenges.
- The large National flag hoisted in the campus, the preamble of Constitution displayed on separate board reminds everyone of the pride and dignity of being a citizen of an Independent Democratic Nation. College participated in the Har Ghar Tiranga Campaign.
- Slogans, Messages, Paintings, Moral Saying, Depictions on nationality and being a responsible citizen are present all around the campus.

The college celebrates days and events of national & international importance like Republic Day, Independence Day, Gandhi Jayanti, Constitution day, Jallianwala Bagh historic events Day, communal harmony week, Hindi diwas, Human Rights Day, National Consumer's Right Day, Women Day, Yoga day etc. with dedication.

- The college is an active participant of Ek Bharat Shresth Bharat campaign. Students are exposed to the culture, language, customs, traditions, art, folk dances songs etc. of the sister state. Sentences in Assamese are displayed on college website.
- NCC cadets also participated in National Integration camps and Ek Bharat Shresth Bharat camps. Om Prakash was selected in the National level EBSB camp for celebration of Independence Day, 2022 at New Delhi.
- Barahmasa, an act on celebration of various festivals in different states of India was an inspiration for students.
- College runs awareness drive under SVEEP program of Election Commission of India. The coordinator of SVEEP program in college Dr. Chandra Prakash Gharu was awarded by the District Collector for his great contribution.
- The college has a Consumer club that makes students aware of their consumer rights.
- The college organizes lectures, competitions, rallies, group discussions, cultural activities and awareness programs on national issues.
- Every year students and staff are put upon oath on Constitution Day, Voter's Day, Ahimsa Divas to respect the Constitution of India and perform their various duties as a responsible citizen.
- NCC, Air Rover and NSS units are tremendously devoted every time in raising patriotism and nationality in the students. A large number of NCC cadets participate in national and state level activities and are awarded for their performances.
- NCC cadets, Rovers and NSS volunteers devoted themselves as Corona warriors during the Covid-19 pandemic years. They distributed masks and spread awareness through workshops, plays, posters etc. District administration awarded these Corona warriors for their services.
- Blood donation camps are organized in college as a social service.
- Code of Conduct is strictly followed

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## 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:

#### Plantation by Matka Method

- **Objectives**

Increase plantation in the desert.

Save plants and conserve water.

Connect youth to old Indian tradition of plantation.

Check soil erosion.

Cultivate an affinity for plants.

Get more benefit with less resources.

- **The Context**

Barmer comes under the hot and arid region of the Thar desert. Weather conditions are extreme, temperature remains very high. Due to high temperature, water evaporates rapidly. In such conditions raising large number of plants by spending least amount of water was challenging. Especially during the hot summer season when the temperature rises beyond 45oC and hot air blows, rolling sand particles away and leaving negligible water in the soil, survival of plants was impossible. Government college, Barmer adopted **ONE MATKA - ONE PLANT** practice to overcome this challenge. This practice proved to be the most effective way and the most useful method to develop green cover to stop desertification. It is a traditional Indian method to make maximum use of available water.

- **The Practice**

In this practice, an earthen pot is buried inside the ground by the side of plant while planting it into the soil. After this, whenever the plant is watered, water is poured inside the pot buried in the vicinity of the plant, so that water remains safe for many days. Due to infiltration from the pot moisture retains in the soil for longer period. Water doesn't get wasted due to run-off, gravitational pull or evaporation and only that

much water is utilized as required for the survival of healthy green plant. It doesn't require frequent watering. With this practice, plants survive in this hot arid climatic condition by minimal use of water. This helps to maintain green cover in the region with low efforts.

- **Evidence of Success**

This method has brought revolutionary change in the minds of college students. While earlier, a person used to get frustrated that the plant planted by him does not survive even after continuous efforts, after adopting this method, he is sure about the survival of his plant. This has attracted the interest of youth towards plantation and traditional Indian methods of environmental conservation.

Most of the plants in college planted by this method are surviving very well.

- **Problem Encountered and Resources Required**

This method requires least resources to develop green cover. It requires the dedication of the person planting the plant and an earthen pot that doesn't cost much. In fact, this method creates employment for the earthen pot makers. There is a lack of awareness among the people about this method. If awareness is created in this area, revolutionary change will occur in the field of plantation. Students have started considering the plant as their own.

- **Notes**

Any plant can be grown and protected by this method. In Government college, Barmer, where the main aim of plantation was to develop green cover, Neem plants were most preferred. Our college has created an example where traditional Indian practice has proved very efficient in the field of environment protection and can be adopted by others.

## **DEVELOPMENT OF NATIONAL SPIRIT**

- **Objectives of the Practice**

Develop national spirit among the students and inculcate patriotism.

Create connection with the nation and human welfare.

To make the person accountable to the values.

To help in building the personality of youth.

To generate a sense of pride and faith in nation.

- **The Context**

Barmer is situated on the border of India. Various illegal activities are induced by neighbouring nation from time to time in the region to mislead the youth. It is therefore, very necessary to inculcate patriotism

and deep dedication among the students towards the nation and lead them on the right path. Government College, Barmer has created specific sites in the college dedicated to the shaheeds and their inspirational activities that boost the morale of the people in the border area.

- **The Practice**

Government College, Barmer has created inspirational sites like

**Prerna Sthal:** Developed in black granite, this sthal is dedicated to shaheed Prem Singh and Shaheed Piraram, former students of the college and soldiers of Indian army who sacrificed their lives for the nation. Their pictures are inscribed on the sthal along with the map of India, scene of Dandi march and a pen with inkpot which indicates that the student's life should aim towards his studies and service of the nation.

**The uniform of Param Vir Chakra recipient Subedar Major Sanjay Kumar** is displayed in the college to inspire the students.

**I Love India Point:** A selfie point is developed in the college with "I Love India" printed on it to create pride and faith for the nation.

**National flag** fluttering in the college develops respect for our Tricolour in young mind. Student bear the responsibility to clean and maintain these areas every day and are motivated to participate in programs like "Thar Ke Veer" and "Ek Deep Shahidon Ke Naam".

- **Evidence of Success**

These efforts developed national spirit and brought positive changes in the thinking of the students. A sense of respect and responsibility has awakened in their minds. They are more disciplined and have deep devotion towards the national values and respect for Indian constitution. Students, now prefer to go to the three wings of the Indian Armed Force. They work hard day and night and a large number gets selected in the Indian Army. These determined and high character students when return to their villages spread this spirit among the people of the border areas. Most of the students in the college belong to farmer community but now, many of them serve the Indian Army.

- **Problems Encountered and Resources Required**

No major challenges were faced in developing these areas. As the students were motivated in the right direction and moved on the path of nationality, their parents and guardians welcomed this positive change in their child's behaviour.

- **Notes**

Proper guidance, determination, discipline and motivation given each day can develop the youth into responsible citizens dedicated to the service of the nation. Government College, Barmer provides consistent environment.



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

### 7.3 Institutional Distinctiveness

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

**Response:**

#### **LATEST KNOWLEDGE AND ADVANCEMENT ALONG WITH RESPECT FOR TRADITIONAL CULTURE AND HERITAGE OF THE REGION**

The state of Rajasthan, located in the Western most region of India, is a land of great sand dunes. These dunes gave birth to a unique rich culture and tradition in the region that engraved it's image beyond the boundaries of nation. The song "Dharti Dhoran Ri" depicts this culture very precisely. Barmer is one such district where this unique tradition and culture is deeply rooted. With the name of Barmer, one easily imagines the large dunes with rolling sand particles, moving chains of camels, rich heritage and culture, the brave Rajput warriors dedicated towards their words, the bright colourful dresses, traditional rich jewellery, colourful footwears, joyous and lively folk dances, melodious folk songs and instruments, warm hearted welcome of guests, unique art, sculpture and painting etc.

In the highly advancing world of today, it is necessary to expose the youth to the changing world, technology and modernization. This is essential, especially for the communities of rural areas, to develop self- confidence and march forward with the rapidly advancing world. The exposure of people to modern changing world lays impact on culture, behaviour and almost on every aspect of their life. There is a great need to develop these regions in such a way where their unique tradition and culture remains protected along with the changing scenario. The new generation should not only learn modern scientific tools and techniques and update their knowledge but also have attachment with their culture and tradition and practice it in their day today life as their ancestors. They should feel pride in presenting their traditional talents to the world without any hesitation.

Government College makes efforts to bring up it's students in a way where they enrich their knowledge, personality, technology, behaviour and wisdom besides maintaing respect for traditional believes, culture, heritage, society and nation. The curriculum is enriched with scientific facts and technology to storm their brains with the basics and facts of life, on the other hand co-curricular and other activities are a mix of modern and traditional culture. Both girls and boys explicit their traditional dresses, folk dances, songs, instruments with full enthusiasm making the ceremonies as colourful as their dresses. Poshak, Ghagra-choli, Dhoti-kurta, Pagdi, Safa, Lehriya and Bandhej dresses, traditional Jewellery, Mojari, Juti are commonly worn. The voice of Mangandiyaar, the folk songs of the region can be easily heard in the college annual function. Ghoomar, Bhavai, Kalbeliya, Tehrtali, Ger, Chari, Thali and chakri dances are performed

amazingly. Students play their traditional instruments. The college staff encourages such performances. The cultural team of college also represented the state of Rajasthan in the National Integration Camp five times. Their performance was highly appreciated even at National level.

Not only the stage performances but also the routine activities in the college exhibit their cultural impact. Welcome ceremony of guests and new staff members is done with shawl, safa, garlands, rangoli, shrifal and folk songs. Traditional art and skill can be seen in the form of art pieces finely carved in wood by the students, traditional mandana art-pieces displayed on the college wall and beautifully designed and painted handmade parindas for birds, colourful rangoli, fine mehendi designs, traditional recepies etc during competitions and various functions.

The environment of the college thus maintains an ambience of rich and colourful Rajasthani art, culture and tradition besides enriching the students with modern knowledge of science and technology.

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

## 5. CONCLUSION

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### Additional Information :

The Vision of the College is to spread the light of knowledge generating the sense of humility, faithfulness and fraternity, freedom of mind, humanity of the heart and the integrity of mind and individual in the younger generation, as these generations become the building blocks of the nation and that they can realize the great ideas of economic equality, social justice and political freedom and the power of human resources. Government College, Barmer is striving very hard for these goals. College is determined to provide quality education in accordance with the need of time and harmonizing it without disturbing and destroying the cultural shape of society and to bestow the students with human values such as self-control, calmness, discipline, general code of behavior and diligence so that they can effectively counter with alarming surroundings and to promote growth of sustainable interest in art and culture, science and social science and career orientation for worthwhile possibilities of employment.

The institution provides support and information that enables the students to satisfy contemporary educational needs of society. The staff assists the students in making meaningful connections between their self-concept and choice of career so that they become successful and useful citizen. The college provides a better work environment and promotes social services through higher education. It emphasizes all-round physical, mental and spiritual development of the students. The institution develops the respect for our tradition, rich culture and spiritual heritage and directs the students to be the proud citizen of a great nation that sees the whole world as a family. Concept of oneness and inculcation of human values in the students is of prime importance so that they are raised in a manner to become a citizen that not only directs and controls the weaker section but also provides a strong friendly hand for the up-liftment of the entire society.

### Concluding Remarks :

Government College, Barmer has carved its position as one of the prestigious Institutions of Higher education in the western part of Rajasthan. Since its inception in 1965 as an Under-graduate college with the faculty of Arts, Science and commerce, the college has witnessed constant development. In 1977 the institution gained the reputation of post-graduate college.

With constant efforts of increasing opportunities of Higher Education and various programs among diverse and wider section of people of this region the college is at present offering general 3-year degree course programs in 15 academic departments and 2-years postgraduate programs in 5 academic departments under Science, Arts and Commerce. At present Government College, Barmer is affiliated to Jai Narain Vyas University, Jodhpur and recognized by the UGC under 2(f) and 12(B) of UGC Act.

The main thrust of the college is on teaching, still there is cultural, social and research ambience in the college. The college is on its 57th Year. During these years, Government College, Barmer has been guided by the concept of excellence in academic and co-curricular aspects. The Institution has promoted the cause of Collegiate Education while inspiring its students to inculcate the virtues of tolerance and understanding. Mutual respects, appreciation of goodness, sensitiveness to the spiritual sense of humanity, zest for learning are the basic mantras which we try to teach our student as pre-requisites for acquiring knowledge and conducting themselves successfully in the affairs of the world. Efficient leadership and support provided by our competent dedicated faculty members, staff, proactive students and committees contribute to the development of values of

the institution. This institution provides the right environment for learning in harmony with grooming oriented education to the predominantly rural students in order to make them sharers in social progress and nation building. The students are empowered not just with education but also with moral values, social skills , feeling of nationality, oneness, dedication, patriotism and sensitivy towards environment and conservation of natural resources, which remains their prized possession forever. The college can proudly proclaim to have nurtured and created generations of competent, accomplished and empowered students.

## 6. ANNEXURE

### 1. Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.3.2     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 400<br/>           Answer after DVV Verification: 374</p>  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of students admitted year wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3086</td> <td>3194</td> <td>2819</td> <td>2895</td> <td>2955</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1302</td> <td>1159</td> <td>1211</td> <td>1264</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4369</td> <td>3824</td> <td>3824</td> <td>3824</td> <td>3824</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1489</td> <td>1321</td> <td>1321</td> <td>1321</td> <td>1321</td> </tr> </tbody> </table> <p>Remark : as per the documents</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3086 | 3194 | 2819 | 2895 | 2955 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1200 | 1302 | 1159 | 1211 | 1264 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 4369 | 3824 | 3824 | 3824 | 3824 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1489 | 1321 | 1321 | 1321 | 1321 |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3086      | 3194   | 2819    | 2895    | 2955    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1200      | 1302   | 1159    | 1211    | 1264    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 4369      | 3824   | 3824    | 3824    | 3824    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1489      | 1321   | 1321    | 1321    | 1321    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1.2     | <p><b>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>964</td> <td>964</td> <td>732</td> <td>756</td> <td>811</td> </tr> </tbody> </table>   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 964  | 964  | 732  | 756  | 811  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 964       | 964  | 732     | 756     | 811     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 582     | 578     | 519     | 535     | 586     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 964     | 964     | 964     | 756     | 811     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 964     | 964     | 964     | 756     | 811     |

Remark : as per the documents

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

**2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 45      | 45      | 45      | 45      | 45      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43      | 43      | 43      | 43      | 43      |

Remark : as per the documents

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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)**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 26      | 25      | 25      | 20      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 23      | 23      | 15      | 18      |

Remark : As per document attached

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06      | 0       | 01      | 03      | 05      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 01      | 03      | 05      |

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

Answer before DVV Verification : 02

Answer After DVV Verification :02

5.1.2 **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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : as per the documents

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |     |     |     |
|----|----|-----|-----|-----|
| 00 | 00 | 490 | 710 | 440 |
|----|----|-----|-----|-----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 00      | 00      | 490     | 220     | 440     |

Remark : as per the documents

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 00      | 00      | 21      | 00      | 00      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 00      | 00      | 20      | 00      | 00      |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 4       | 04      | 04      | 05      | 07      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 4       | 04      | 04      | 05      | 07      |

Remark : Teaching/ non-teaching staff One teacher attending more than one professional development program in a year will be counted as one only

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

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



Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
|---------|--|---------|---------|---------|---------|---------|-------|--------|-------|-------|-------|---------|---------|---------|---------|---------|------|--------|-------|-------|-------|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>           Answer before DVV Verification : 44<br/>           Answer after DVV Verification : 61</p>  |         |         |         |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>28</td> <td>27</td> <td>29</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>25</td> <td>25</td> <td>19</td> <td>23</td> </tr> </tbody> </table>  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 27    | 28     | 27    | 29    | 25    | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 27   | 25     | 25    | 19    | 23    |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 27      | 28   | 27      | 29      | 25      |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 27      | 25   | 25      | 19      | 23      |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 2.1     | <p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58.28</td> <td>194.23</td> <td>58.89</td> <td>84.68</td> <td>50.48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>87.8</td> <td>193.35</td> <td>56.06</td> <td>84.16</td> <td>99.79</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 58.28 | 194.23 | 58.89 | 84.68 | 50.48 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 87.8 | 193.35 | 56.06 | 84.16 | 99.79 |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 58.28   | 194.23   | 58.89   | 84.68   | 50.48   |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |
| 87.8    | 193.35   | 56.06   | 84.16   | 99.79   |         |         |       |        |       |       |       |         |         |         |         |         |      |        |       |       |       |