



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **MULTANMAL BHICKCHAND CHAJJER GOVT GIRLS' COLLEGE**

**M.B.C. GOVT. GIRLS COLLEGE, BARMER HIGH SCHOOL ROAD, LAXMIPURA,  
BARMER-344001, RAJASTHAN  
344001**

**[hte.rajasthan.gov.in/college/ggcbarmar](http://hte.rajasthan.gov.in/college/ggcbarmar)**

**SSR SUBMITTED DATE: 25-04-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The college roots can be traced back to the mid nineties when Late shri Multanmal Bhickchand Chajjer, an education activist and an unequivocal and unconditional supporter of the cause of woman, led an effort to establish a college solely for women in Barmer in order to provide them equal opportunity and facility for their baccalaureate studies so as to foster self-esteem, dignity and well being among them.

It was though his ceaseless endeavors that the college was found in the year 1997 under the public private partnership scheme of the state government with a generous contribution of Rs 50,00,000/- from the benevolent donor Late Shri Multanmal bhickchand Chajjer, after whom the college is named and a similar initial start-up amount came from the fund of the state government.

Initially the college started with a modest 62 collegiate students in the faculty of Arts in the year 1997. Affirming its status as the paramount institution of higher education for woman in Barmer, the year 2008 was characterized by building of a new science block. Thus, in 2009 the college admitted its first science batch and in the same year it welcomed its first batch of commerce students. PG in political science from 2019 Today, the college can modestly claim to be one of the district's leading institutions of higher learning that support and encourages women to achieve their full intellectual potential so that they can become eminent citizens in the decision making process as well as in building the action.

### Vision

MBC, Govt. Girls college is one of the best institution for the girls in district with vision which teammates from its motto "EducatE, Elevate, Empower women" ( Educate, Elevate, Empower women) Situated in extreme western part o f Indian Thar Desert, the college caters to the students who come from both urban and rural areas. This institution envisions a system that strives of deliverance of education with shape objective, empathetic, unprejudiced and enlightened young learns.

- The vision of the college is to spread higher education among women of all strata of society the economically backward, in particular. In many cases the students are the first generation women learners coming to higher education. Thereby we believe that we are able to spread the benefits of higher education to a large cross section of the society.
- The vision is to become the preferred destination for young one inspiring for higher education that will empower and shape their future with nationality, moral and good values. Also motivate students to non violence, wisdom, determination, elegance of speech, patience and courage to accept and remain, serene amidst success or failures.
- During important academic functions annual function "BHOR", principal highlights the vision and mission statements of the institution to the audience.
- The college aims to empowering women to become independent, self reliant, confident and enlightened, so that they could emerge as women of substance, able to create their own niche in the contemporary world. We also try to inculcate values of altruism in our students. We consider community service as a part of our curriculum. The students are encouraged to participate in NSS and NCC.
- Develop responsible women leaders for the future.

## **Mission**

An erudite, competent, dedicated and focused pool of faculties strives to equip and load the students with knowledge skills and groom them into responsible citizen. In order to be relevant to the ever evolving world of science, the institution endeavor to impact dialogic and participatory education to encourage critical temper with the help of class room lectures and modern curriculum.

### **IN BRIEF OUR MISSION IS:**

- Provide quality education with focus on moral and ethical orientation.
- To create an environment to excel in all activities.
- The core mission of the college is to promote learning according to the Indian tradition and Indian values of tolerance, breadth of vision, for attitude, citizenship, national unity and disinterested action that is with focus on action rather than on results.
- To promote\ develop sports facilities at Inter College, Inter University and state level.
- To transform the girls students into a balanced personality through a wide variety of curricular, co-curricular and extracurricular activities.

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

### **Institutional Strength**

- Highly qualified, competent and dedicated staff.
- Well developed and Maintained Infrastructure.
- Safe and women friendly environment.
- multi disciplinary approach.
- location in the heart of the town
- Special focus on Co curricular Activities.
- Exclusive SPIC MACAY concerts & Film Club

### **Institutional Weakness**

- Limited ground for expansion.
- lack of Staff due to Border Area.
- Need to implement campus wide ERP management system.
- Need to initiate exchange programmes and collaborations with other universities and institutions both at the national and international level.
- Need to fill vacant posts on priority basis.
- Need to encourage innovations and patents.
- Active Participation of Alumni Body.

Funds are not available for developmental activities as the students number are increasing day by day.

## **Institutional Opportunity**

1. Opportunities for introducing Post graduate course in more disciplines with the aim to attain greater academic excellence.
2. Sustenance of Green campus initiative and commitment towards adoption of clean campus project like installation of solar plants, plantation of trees and water and energy conservation techniques.
3. Equal opportunities are available to students from diverse background to participate in sports, cultural NCC and NSS activities. These activities inculcate the spirit of tolerance and harmony among the students.

## **Institutional Challenge**

- Improving college infrastructure despite financial constraints.
- Filling up vacant positions for both teaching & non teaching staff.
- Making the students self-reliant & grooming the learners for global competition.
- Motivating the students against early marriage and discontinuation of studies due to marriage.
- Creating a stronger alumni network as high percentage of students become home makers and lose contact with their alma mater.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

M.B.C. Government Girls College, Barmer is affiliated to Jai Narain Vyas University, Jodhpur and follows the curriculum designed by the affiliating University. The college follows academic calendar of Commissionerate of College Education, Rajasthan (CCE) in the form of AAKASHI. At the college level the implementation of curriculum within the stipulated time is monitored and regulated by the Head of institution. It is further ensured that innovative teaching practices and methodology are incorporated for effective curriculum delivery. 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 compulsory paper on Environment studies at UG part – 1 level is the significant initiative that addresses and integrates environment and sustainability. Human values and professional ethics in the curriculum is also included in various subjects. Different papers at UG and PG level in the curriculum also integrate crosscutting issues relevant to Gender, Environment and sustainability. Human values and Professional Ethics such as human rights and duties, Environmental physics, Indian epics and management, Justice, Equity etc. The curriculum includes some important compulsory courses to impart common basic knowledge to everyone and electives courses to pursue educational interests. One has to also opt either Hindi or English as in the first year of graduation. Presently the college offers under-graduation in 14 subjects, post-graduation in Political Science. Our College Faculties have made WhatsApp groups of different classes of the college to deliver all informations and Assignments. Annual examination calendar for evaluation of students is released by Jai Narain Vyas University, Jodhpur. Co-curricular activities like essay writing, slogan writing, mehendi, rangoli, speech etc. have been organized online or offline for complete

development of the student. We collect feedback form online or offline from the students and take action as per need.

### **Teaching-learning and Evaluation**

Score of Class 12th is taken as the initial indicator of students learning ability at the entry level in college in UG level. The enrolment percentage of students for the last five years is above 85%. Seats earmarked for reserved category are filled 84% with reserved category students. Holistic development and meaningful learning are the motto of M.B.C. Government Girls College and this is made possible through an atmospheric support and student teacher interaction. Every effort is made towards the active involvement and learning. The practical in laboratories is performed in batches where students learn from each other thereby encouraging participatory learning. Faculty regularly consults and shares reading materials in WhatsApp groups, lecture videos on YouTube and other important education links and apps to students. Students are given opportunities to choose co-curricular activities as NSS, NCC, RANGER etc. The percentage of full time teachers with Ph.D/NET during the last five years is 87.37%. The College is affiliated to JNVU, Jodhpur and the students are assessed during the annual examination conducted by JNVU, Jodhpur. Some 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. Most of exam related process is online with university. In subject of Science stream i.e. Chemistry, Physics, Zoology, Botany, practical examination are the part of the curriculum, it is necessary to submit a practical record that is evaluated and these marks are added during the final consolidation of results. The students have shown brilliant performance in the university exams and the overall results percentage in almost above 85%. The evaluation process involves the analysis of feedback on curriculum, teaching, progression to higher education, skill development programmes and updated curriculum for competitive examinations. The faculty is also encouraged to update their Subject knowledge and keep pace with changing trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programmes and seminars.

### **Research, Innovations and Extension**

Faculties are encouraged to go for various professional course like orientation, Induction, refresher and short term. Institution has created an ecosystem by managing bio-degradable & non-bio- degradable waste in proper marked dustbins for the purpose. Quality research is useful for discipline, society and Nation. Hence faculties are encouraged to write in different journals, books, articles. They are also evaluated through this method for their promotion purpose & acknowledgement.

Extensive activities are a must for developing sensitivities towards community issues, Gender disparities & social in justice. Lights are thrown on these are on through NSS unit and sports. Thus bonding with the society is created through different awareness programme like Blood donation, Aids Awareness programme.

College celebrates National and International days of significance, Promotes nation

integration ect.

Working with a mission like “NOT ME BUT YOU” with the purpose of help serve, reflect & learn.

### **Infrastructure and Learning Resources**

The college has adequate infrastructure and physical facilities for teaching and learning. The college has 14 classrooms, 4 practical laboratories, one central library, one botanical garden, one seminar hall, one IQAC room, one student union room, one gym one teachers staff room. The establishment of ICT laboratory which has 30 computers with internet facility. 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 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.

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 nonteaching 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.

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.

The fully automated central library of the MBC Government Girls College, Barmer has physically 9036 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.

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.

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.

### **Student Support and Progression**

The Institution provides necessary assistance to students to acquire meaningful experince for learning thus leading to holistic development and Progression.

Students of the college receive several scholarship from various scheme under the center Govt. and Government of Rajasthan like Social Justice and Empowerment Department, CM Higher education scholarship, National Scholarship Portal- centre Govt. scheme etc.

Student grievances are redressed through the ICC and Vishakha committee, Grievance Redressed and Anti-Regging cell established in accordance with the ruling of supreme court and subsequent notification of UGC.

The Institution take special efforts to improve students performance and large number of students have progressed to higher education and gainful employment.

The college take various initiatives to promote and inclusive environment by organizing cultural programmes and sports activities.

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

The college is a government run institution has its management and organisation is decided by the state government. The principal is appointee of the state government as are the other staff members.

Principal is the local head of the institution who sets internal policies and programs of the college with the association of coordinators of various departments, conveners of different committees and senior member of non teaching staff.

Institution has vision and mission which are futuristic in nature. This satisfy the need of society by providing quality education. Faculty and staff are assigned with the role and responsibility to work in a harmonious environment with complete transparency.

The budget allocation to the college is made by State Government and by student funds and Vikas samiti which is disbursed by the principal to different department/committees for the purchasing books, equipments and other necessary appenditure. The college applies different modes of audits such as academic and administrative audits, external audit, periodic audit for the enhancement of quality, financial management and infrastructure maintenance.

The college has a well stabilized IQAC which is instrumental as part of all development decision of the college including infrastructural and academic developments. The IQAC frams a schedule of meetings time to time with different departments to assess their progress. The teachers are encouraged to undergo refresher course, induction course and participate in conferences and workshops.

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

Situated in the middle of Thar Desert, MBC Government college, realizes the importance of water energy consecration and souse every measure to make the environment green and clean. College has root top solar plant Rain water is harvested from roof top as well as from surface run-off in separate tanks and used for various purposes. College conducts green audit and restricts the use of polythene 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 to increase greenery college conducted “Virکش-Mitra Yojan” and responsibility of a plant given to a girl so that plant can grow properly and convert into a tree.

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 develop respect for the nation and sensitivity towards all human including girls and divyangjan. MBC Government Girls College conducts various programs and competitions every year to develop patriotism and national spirit among the youth.

The dedication and determination of our students gave many opportunities to present themselves on national level.

As a girls educational institution, we always efforts to develop a sense of self-confidence, self-respect and companion in our students towards each other, we are also striving dignity in our college are designed through “ India Priyadarshni-UDAN Yojana”, NSS and NCC in such a way that the girls feel free and safe and can openly present their talents.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | MULTANMAL BHICKCHAND CHAJJER GOVT GIRLS' COLLEGE   |
| Address                         | M.B.C. GOVT. GIRLS COLLEGE, BARMER HIGH SCHOOL ROAD, LAXMIPURA, BARMER-344001, RAJASTHAN           |
| City                            | BARMER   |
| State                           | Rajasthan  |
| Pin                             | 344001   |
| Website                         | <a href="http://hte.rajasthan.gov.in/college/ggcbarmar">hte.rajasthan.gov.in/college/ggcbarmar</a> |

| Contacts for Communication |                 |                         |            |     |                     |
|----------------------------|-----------------|-------------------------|------------|-----|---------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax | Email               |
| Principal                  | MUKESH PACHAURI | 091-9414351832          | 9460667108 | -   | mbcggc@gmail.com    |
| IQAC / CIQA coordinator    | DAYALAL SANKHLA | -8952005232             | 8952005232 | -   | dayalalsc@gmail.com |

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

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

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

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

| 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                  | 03-12-2015 | <a href="#">View Document</a> |
| 12B of UGC                 | 03-12-2015 | <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            | M.B.C. GOVT. GIRLS COLLEGE,BARMER HIGH SCHOOL ROAD, LAXMIPURA, BARMER-344001, RAJASTHAN | Urban     | 3.3                  | 2360                     |

## 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,B Sc<br>Zoology<br>Botany<br>Chemistry<br>Mathematics<br>Physics,   | 36                        | SENIOR SE<br>CONDARY       | English +<br>Hindi           | 285                        | 214                            |
| UG  | BCom,B<br>Com Abst<br>Eafm<br>Business Ad<br>ministration,  | 36                        | SENIOR SE<br>CONDARY       | English +<br>Hindi           | 300                        | 239                            |
| UG  | BA,B A<br>Political<br>Science<br>History<br>Hindi<br>Literature<br>Philosophy<br>English<br>Literature<br>Home<br>Science, | 36                        | SENIOR SE<br>CONDARY       | English +<br>Hindi           | 1300                       | 1116                           |
| PG  | MA,Ma<br>Political<br>Science,India<br>n Administra<br>tion and<br>Local<br>Government                                      | 24                        | UG                         | English +<br>Hindi           | 80                         | 71                             |

**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                |        |        |       | 0                          |        |        |       | 15                         |        |        |       |
| Recruited   | 2                | 0      | 0      | 2     | 0                          | 0      | 0      | 0     | 9                          | 3      | 0      | 12    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 3                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 7                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 7                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |  |               |  |               |              |
|---|-------------|--|---------------|--|---------------|--------------|
|   | <b>Male</b> |  | <b>Female</b> |  | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |  |               |  |               | 15           |
| Recruited   | 4           |  | 1             |  | 0             | 5            |
| Yet to Recruit  |             |  |               |  |               | 10           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |  |               |  |               | 2            |
| Recruited   | 2           |  | 0             |  | 0             | 2            |
| 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> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 2                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 2            |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 2                          | 1             | 0             | 3            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 7                          | 2             | 0             | 9            |
| 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      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <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      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <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           | 0 | 0             | 0 | 0            |

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|           | Female | 1658                                    | 0                          | 0            | 0                | 1658  |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |
| PG        | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|           | Female | 71                                      | 0                          | 0            | 0                | 71    |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

| Provide the Following Details of Students admitted to the College During the last four Academic Years |        |        |        |        |        |  |
|---|--------|--------|--------|--------|--------|--|
| Category  |        | Year 1 | Year 2 | Year 3 | Year 4 |  |
| SC  | Male   | 0      | 0      | 0      | 0      |  |
|   | Female | 74     | 91     | 81     | 111    |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| ST  | Male   | 0      | 0      | 0      | 0      |  |
|   | Female | 7      | 5      | 5      | 18     |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| OBC   | Male   | 0      | 0      | 0      | 0      |  |
|   | Female | 165    | 177    | 184    | 281    |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| General   | Male   | 0      | 0      | 0      | 0      |  |
|   | Female | 259    | 199    | 175    | 224    |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| Others  | Male   | 0      | 0      | 0      | 0      |  |
|   | Female | 0      | 10     | 28     | 2      |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| Total   |        | 505    | 482    | 473    | 636    |  |

**Institutional preparedness for NEP**

|  |  |
|--|--|
| 1. Multidisciplinary/interdisciplinary:  | Quality higher education aims to develop good thoughtful well rounded and creative individuals. Being an affiliated college under Jay Narayan Vyas University Jodhpur, the course are designed by the University. The College strives to provide the maximum available choice of course to the students in the curriculum. MBC Government Girls College Barmer is enthusiastically working towards implementation of suggestions given in the NEP. |
| 2. Academic bank of credits (ABC):   | The institutions preparedness in implementation of academic Bank of credits( ABC) depends upon the guideline of the affiliating university. The college is affiliated to Jai Narayan Vyas University Jodhpur and course offered under the Choice Based Credit System (CBCS) are governed by the affiliating University.  |
| 3. Skill development:  | Not Applicable   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The college encourages learning of regional languages like Hindi and English.  |
| 5. Focus on Outcome based education (OBE):   | The college of offers different programmes across languages, humanities, science and commerce. All the programme are offered to impart outcome-based education. The affiliating University of the college has implemented outcome-based education with clearly stated programme outcomes and course outcomes. The course syllabus as designed by the University aim to apply the spirit of NEP.  |
| 6. Distance education/online education:  | The COVID 19 pandemic had made the educational institutions across the globe face to face with a new challenge. To counter this challenge the faculty member of MBC government girls college has been increasingly using digital platform like YouTube channel for engaging classes. This can be considerate as the new normal, which is envisaged in the NEP as well.   |

### 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 M.B.C. Govt. Girls College, Barmer in collaboration with district administration. |
|  |  |



|   |   |
|---|---|
| <p>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?</p>  | <p>The Student Cordinator as Campus ambassador is appointed from the students representative. Bhawna Goud from BA Part II and Sonal Shera from BA Part III are Campus ambassador for ELC. ELC in College in functional and Mr. Jitendra Kumar Bohra, Assistant Professor, History is ELC Incharge as ELC Cordinating Faculty and Mr. Chetan Tiwari, Assistant Professor, Philosophy is Member of ELC. Incharge of ELC . Our Principal Dr. Mukesh Pachuari played the role of ELC Incharge in College formerly and Now He is District SVEEP Cordinator. The ELC is functional since its establishment. The Members of ELC have Participated in different activities to upheld the spirit of ELC in creating awareness and strengthening the culture of electoral participation in youth.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Our College has organised “SVEEP-Snakes &amp; Ladders” Game on 25 Oct., 2018 to encourage ethical voting and made the national record. ELC organise many competitions as Mehandi, Rangoli, Essay, Speech time to time for Voter awareess. Specially the Constitution Day and the Voter Day are celebrated with the purpose to aware the girls for electoral participation. Our NSS Volunteers have been played very active role for SVEEP.ELC has organised Rally, Various types of competions like Mehandi, Rangoli, Speech, Debate etc., Pledge of Vote has been taken by the students and staff members on constitution day 26 November 2021 and 26 November, 2022 and also on the voter day 25 January, 2022 and 25 January, 2023. Our ELC IN charge Mr. Jitendra Kumar Bohra and Our ELC Member Mr. Chetan Tiwari were given Letter of Appreciation by District Election Department for the contribution for SVEEP. District Collector Mr. Arun Purohit Started District Voter Pledge E-Certificate Programme to give the certificates first to our active NSS Volunteers and Our Campus ambassadors Bhawna Goud and Sonal Shera.</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>Voter awareness programs have been conducted in collaboration with district election department. Voter helpline app has been introduced and students are directed to download VHA, SAKSHAM, CVIGIL, KYC etc. applications. through play store or QR Code. Students have been directed to explain and demonstrate registration process in their neighbourhood, so that maximum number of voters</p>   |

|  |  |
|--|--|
|  | <p>can register themselves by online process. 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.</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>The online and offline survey carried out among the college students. Approximately 5-7 percent of Students above 18 years of age are yet to be enrolled in electoral list. These students are guided for registration in electoral list. Voter Registration Workshop was Organised on 22 November, 2022 with the collaboration with District Election Department and the Process was demonstrated. ELC is very active during complete academic session for voter awareness. On the Constitution Day (26 Nov. 2022), the Voter Awareness Camp was organised in the college. The Speech and Poster Event was held on 23 January, 2022. As usual, On the Voter Day (25 January, 2022), the talkshow was held regarding Voter Awareness.</p> |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1457    | 1303    | 1294    | 1304    | 1230    |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in 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: 20

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

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 11      | 10      | 14      | 13      |

### 3 Institution

#### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17.21   | 13.77   | 35.62   | 26.62   | 207.23  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 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:**

The College is affiliated to Jai Narain Vyas University, Jodhpur and implements the curriculum prepared by the university. A structured and documented process has been developed by all the faculty members to ensure effective curriculum. At the beginning of the academic session a class wise and teacher wise time table is prepared. The time table is displayed on college notice board and departmental notice boards. Every faculty member has its own separate documentation including the student register.

At the college level the implementation of curriculum within the stipulated time is monitored and regulated by the Head of institution and in-charge of department. It is further ensured that innovative teaching practices and methodology are incorporated for effective curriculum delivery.

Some of the following measures taken for effective functioning and delivery of curriculum in the institution include:

- Class room lectures – It is ensured by the head of institution and faculty in-charges that classes should held regularly. Lecture materials including notes. PowerPoint presentation and other e-resources are provided during the regular classes.
- Practical sessions and lab activities – lab manuals are prepared as per the experiments mentioned in the syllabus.
- Interactive sessions are organized inside and outside classrooms.
- Application of theoretical knowledge is imparted through field work and experiments.
- MBC Government Girls 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.
- 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 Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response: 0**

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

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response: 0**

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 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 in transacting the Curriculum***

**Response:**

The compulsory paper on Environment studies at UG part – 1 level is the significant initiative that addresses and integrates environment and sustainability. Human values, professional ethics in the curriculum is also included in various subjects. Different papers at UG and PG level in the curriculum also integrate crosscutting issues relevant to Gender, Environment and sustainability. Human values and Professional Ethics such as human rights and duties, Environmental physics, Indian epics

- and management, Justice, Equity etc.
- Environment and Sustainability - The compulsory paper on Environment study for UG part – 1 in all streams has been designed with the objective of integrating environment concerns and sensitizing students towards environment and sustainability issues. The paper also includes project work. Environment day is celebrated each year and many competitions are organized for creating awareness about environment.
- Human Values - The human right cell, NCC, NSS organize various activities regarding human values and environmental concerns. The activities include the celebration of human right day, blood donation camp, guest lectures by experts, Gandhi Jayanti, the days regarding our ideal persons etc.
- Gender : Various papers in various subjects raises the issues regarding gender. History, Political Science, Hindi Literature includes the topic regarding gender equity and woman empowerment.

| 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:** 0

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

| File Description                            | Document                      |
|---|-------------------------------|
| 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*

**Response:** C. Feedback collected and analysed

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Feedback analysis report submitted to appropriate bodies   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                  | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | <a href="#">View Document</a> |



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 87.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 636     | 473     | 482     | 505     | 407     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 728     | 528     | 528     | 598     | 488     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 84.05

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 412     | 298     | 283     | 246     | 210     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 465     | 337     | 337     | 322     | 263     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 121.42

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Holistic development and meaningful learning are the motto of M.B.C. Government Girls College and this is made possible through an atmospheric support and student teacher interaction. Every effort is made towards the active involvement and learning.

Other than traditional classroom teaching, the teaching– learning process in the college strongly focuses on enhancing skills, experience and knowledge. Experimental and participative learning and problem-solving methodologies implemented inside and outside the classroom include. :

- Providing a conducive and opportune teaching – learning environment – Extending an atmosphere for nurturing values, skills and critical/creative thinking.
- Practical in laboratories : The practical in laboratories is performed in batches where students learn from each other thereby encouraging participatory learning.
- Laboratory facilities in all Science subjects are well equipped.
- Sophisticated instrumental Laboratory in Chemistry, Zoology Museum, Herbarium in Botany are not helping students for creative and experimental learning but these are also spotted as visitors place for other institutes.
- Guest lectures by experts : The subject experts are invited time to time and the lectures help in providing added and updated knowledge of the subject and enhances the learning experience.
- Faculty regularly consults and shares reading materials in WhatsApp groups, lecture videos on YouTube and other important education links and apps to students.

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.
- Students are given opportunities to choose co-curricular activities as NCC, NSS etc.

Group Discussions, Seminars, case Studies and during the COVID-19 period the use of ICT or any other teaching methods adopted by the faculty for experiential/participative learning.

| 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:** 63.16

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 19      | 19      | 19      | 19      | 19      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

#### 2.4.2

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 100

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 12      | 11      | 10      | 14      | 13      |

| File Description  | Document                      |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:**

MBC Govt. Girls College, Barmer is affiliated to JNVU, Jodhpur and the students are only assessed during the annual examination conducted by JNUV, Jodhpur.

The answer books are provided with code number by the university and the evaluation process is transparent. Secrecy in checking answer booklets is maintained by university. The university monitors the exam system. All faculty members give their duty to conduct exam transparent and principal plays role as co-ordinator. University declares the result at proper time and the result is declared online. The student can see their result on web portal.

In subject of Science stream i.e. Chemistry, Physics, Zoology, Botany, practical examination are the part of the curriculum, it is necessary to submit a practical record that is evaluated and these marks are added during the final consolidation of results. The project report is also compulsory in some of subjects which are evaluated at the level of college. Some of faculty members are in the examinational panel of the university and they render their services in setting the question papers and evaluating answer books. The Monthly/Term Tests are conducted as directed time to time by DCE.

The college is affiliated to JNVU, Jodhpur and it follows an annual examination scheme as per the university calendar. Faculty members are in panel of examiners for paper setting not only for JNVU, Jodhpur but also other universities as well and evaluation of answer books. Any representation regarding question paper, exam related issued and evaluations are forwarded to the university. During the exams, unfair means cases and grievances related to question papers are forwarded to university immediately for necessary action.

- The time – table is displayed on the university website.
- Admit cards are generated online.
- The exam process is completely looked after by centre superintendent and college teaching and non – teaching staff.
- Most of exam related process is online with university.
- The answer books are evaluated fairly in time and results are declared displayed on university website.

Examination process actually completed by the college under the guidance of established process of university.

| 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***

**Response:**

The college is committed to quality education and it makes all efforts to deliver the best of education to its learners. The college has 11 departments in all, 5 in humanities/Social Sciences, 3 in Science and 3 in Commerce. The UG programmes are B.A., B.Sc., B.Com. and PG programme is M.A. in Political Science. The college is affiliated to Jai Narain Vyas University, Jodhpur and it follows the curriculum prepared by it.

- Communication of PO/CO to student : The results are displayed on university website. The learning outcomes of final year UG and PG programmes are also displayed on the college website. There is a help desk in the college office ministerial staff are available during the summer vacations. The students seeking admission in the first year advice from teachers and discuss the CO/PO and POs. This helps them inspecting elective and extension activities offered by the institute.
- Communication of PO/CO to faculty: The faculty members discuss the programme outcomes in their respective departments. Teaching plan is prepared keeping in mind the results of specific programmes.

The outcomes for all courses, programmes and elective papers helps the teachers evaluate the objectives of subject content.

This evaluation also helps the teachers identify the learning capacities of the students and take corrective measures accordingly. The mentors help the average achievers to attain better outcomes and motivate the advance learners to aim for bigger goals. The students have shown brilliant performance in the university exams and the overall results percentage in almost above 90%.

M.B.C. Govt. Girls College is the largest Girls College in Jodhpur division of Rajasthan. The curriculum design and delivery in the institution aims at employability skills and competence. The graduate and post graduate degree programme equip the learners for job opportunities in Central and State govt. services. Though the college is not offering any technical courses but all the traditional programmes and curriculum is designed to deliver the best of knowledge and skills which is critical for building students competence and personality.

There is also an emphasis on the holistic development of the students as the learning outcomes focus on imparting values and ethics and enhancing their interpersonal and communication skills.

The programme and course outcomes are evaluated and corrective measures are taken :

The evaluation process involves the analysis of feedback on curriculum, teaching, progression to higher education, skill development programmes and updated curriculum for

- competitive examinations.
- The faculty is also encouraged to update their Subject knowledge and keep pace with changing

trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programmes and seminars.

The programme outcomes and programme specific outcomes are also discussed and evaluated on the basis of student progression to higher education and placement.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

M.B.C. Govt. Girls College is the largest Girls College in Jodhpur division of Rajasthan. The curriculum design and delivery in the institution aims at employability skills and competence. The graduate and post graduate degree programme equip the learners for job opportunities in Central and State govt. services. Though the college is not offering any technical courses but all the traditional programmes and curriculum is designed to deliver the best of knowledge and skills which is critical for building students competence and personality.

There is also an emphasis on the holistic development of the students as the learning outcomes focus on imparting values and ethics and enhancing their interpersonal and communication skills.

The programme and course outcomes are evaluated and corrective measures are taken :

- The evaluation process involves the analysis of feedback on curriculum, teaching, progression to higher education, skill development programmes and updated curriculum for competitive examinations.
- The faculty is also encouraged to update their Subject knowledge and keep pace with changing trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programmes and seminars.

The programme outcomes and programme specific outcomes are also discussed and evaluated on the basis of student progression to higher education and placement.

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

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 89.63**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 322     | 351     | 337     | 383     | 371     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 383     | 457     | 367     | 383     | 378     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

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

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <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 in the institution during the last five years (INR in Lakhs)**

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

NIL

#### 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**

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

| File Description                            | Document                      |
|---|-------------------------------|
| 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:** 0.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05      | 00      | 06      | 00      | 06      |

| File Description  | Document                      |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

#### 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:** 0.55

**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02      | 00      | 02      | 06      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme and Red Ribbon Units. Through these units, the college undertakes various extension activities in the neighborhood community.

The College has made its noteworthy contribution to the society and environment by making a participation to promote College Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of

students contributing to good citizenship.

NSS unit and a team of committed faculty members engage students in the community development programmes. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open defecation. Lack of awareness is noted among the villagers about such problems like health, cleanliness and diseases. Annually, NSS unit organize health, blood donation and hemoglobin check-up camps in collaboration with government and non-government organizations. Also, physicians are invited to deliver their talk on health, nutrition and girls' related issues.

These activities among students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, Conflict and lead others. Such programmes sensitize the student volunteers towards the social issues and take

challenges of the lesser privileged sections of the society. Involvement in these extension and outreach activities the students develop critical thinking skills and time management. Working outside the college campus and with diversified social groups of people allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

Other than NSS and NCC units, the various departments of the college are conscious about their responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, Programme on female feticide, Voter's awareness, Blood group detection ,Health check -up camps, Blood donation camps etc.

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

### 3.4.2

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

##### **Response:**

1. Dr Hukma Ram Suthar, Associate professor was awarded state level 'higher education teacher award – 2020'
2. MBC Government Girls College – State Level NSS Award 2019-20.
3. Miss Jayshree Chhangani - Participated in National Youth Parliament Festival at New Delhi 2021
4. Miss Seema Jangid - National Integration Camp, 20-26 March 2021 at S.S.Jain Subodh P.G. College,Jaipur, Rajasthan
5. Miss Priyanka Ganguly - National Integration Camp, 20-26 March 2021 at S.S.Jain Subodh P.G. College,Jaipur, Rajasthan

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

**3.4.3**

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

**Response:** 58

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11      | 5       | 14      | 18      | 10      |

| File Description  | Document                      |
|---|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                       | <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:** 0

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### 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 M.B.C. Government girls college, Barmer.

**Total Area :- 13351 sq. mts.**

**Total Constructed Area :- 2360 sq. mts.**

| Sr. No. | Physical Facility          | Numbers                |
|---------|----------------------------|------------------------|
| 1.      | Classrooms                 | 14                     |
| 2.      | Practical Labs             | 04                     |
| 3.      | Common staff room          | 01                     |
| 4.      | Student Union Office       | 01                     |
| 5.      | Central Library            | 01                     |
| 6.      | Botanical Garden           | 01                     |
| 7.      | ICT Lab                    | 01 (with 30 Computers) |
| 8.      | Rain Water Harvesting Tank | 01 (2.5K Ltr.)         |
| 9.      | Seminar Room               | 01                     |
| 10.     | e-lecture room             | 01                     |
| 11.     | Water Coolers              | 04                     |
| 12.     | RO (Reverse Osmosis)       | 03                     |
| 13.     | Admin Block                | 01                     |
| 14.     | IQAC                       | 01                     |
| 15.     | Basketball Court           | 01                     |
| 16.     | Library Reading Room       | 01                     |
| 17.     | Covered Central Corridor   | for 01                 |

|     |                      |                |
|-----|----------------------|----------------|
|     | Multiple activities. |                |
| 18. | Computers            | 42 + 3 Laptops |
| 19. | Gym                  | 01             |

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

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 49.98

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 148.08  | 1.22    | .71     | .15     | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

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 MBC Government Girls College, Barmer has physically 9036 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 – 2017

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 1997, are still kept in good conditions.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

MBC Government Girls 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. 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 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 nonteaching 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 gmails and Whats-app groups that are renewed every session.

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

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)****Response:** 48.57**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 30

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 48.26**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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16.32   | 13.14   | 34.01   | 24.34   | 57.18   |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 11.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 143     | 187     | 160     | 143     | 148     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 5.01

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 165     | 165     |

| 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 adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Proof related to Mechanisms for submission of online/offline students' grievances | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)       | <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:** 18.03

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76      | 69      | 86      | 63      | 24      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 322     | 351     | 337     | 383     | 371     |

| File Description   | Document                      |
|--|-------------------------------|
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 5.2.2

**Percentage of students qualifying in state/national/ international level examinations during the last five years**

**Response:** 0.28

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 3       | 1       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:** 12

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 6       | 4       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting document  | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates                | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

### 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:** 38.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9       | 10      | 4       | 168     | 00      |

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

## 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:**

ALUMANI REGISTRATION IN PROCESS.



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

MBC, Govt. Girls college, Barmer is one of the best institution for the girls in district with vision which teammates from its motto "Elevate, Empower women" ( Educate, Elevate, Empower women) Situated in extreme western part of Indian Thar Desert, the college caters to the students who come from both urban and rural areas. This institution envisions a system that strives of deliverance of education with shape objective, empathetic, unprejudiced and enlightened young learns.

The vision of the college is to spread higher education among women of all strata of society the economically backward, in particular. In many cases the students are the first generation women learners coming to higher education. Thereby we believe that we are able to spread the benefits of higher education to a large cross section of the society.

#### MISSION

An erudite, competent, dedicated and focused pool of faculties strives to equip and load the students with knowledge skills and groom them into responsible citizen. In order to be relevant to the ever evolving world of science, the institution endeavor to impact dialogic and participatory education to encourage critical temper with the help of class room lectures and modern curriculum.

**Nature of governance:** The college is run by the Commissionerate of College Education Rajasthan, Jaipur, which manages and administers the state's government colleges, but at the college level, the principal is in charge. He decentralizes duties, and the senior faculty members are given charge of the establishment section, accounts section, and academic section to shoulder various administrative responsibilities. The heads and in-charges of various departments act so by virtue of their seniority and are responsible for the functional activities of the departments. The performance of every employee, teaching or non-teaching, is appraised by the principal and reviewed by the competent authority on an annual basis, covering various aspects of work behavior and overall performance. Regular meetings of the college development committee and stakeholders play a significant role in overall governance, viz., the planning, deployment, monitoring, and execution of agendas pertaining to development, teaching, social responsibilities, and innovative practices.

Participation of the teachers in the decision-making bodies of the institution: Committee meetings are called on a regular basis for the efficient implementation of agendas related to teaching, admission, examinations, student union elections, co-curricular and extracurricular activities, and any other

significant matter related to the institution's

development.

**Mahavidlaya Vikas Samiti** (College Development Committee): It works as the liaison between society and the college. This committee is a big support, and it helps with overall development. It also steers and helps in the effective implementation of strategic planning by giving feedback and generating finance.

**Perspective plans:** The administrative strategies are planned and executed both at the commissionerate and at the institutional level. Action is taken on the feedback regarding teaching, institutional social responsibilities, augmentation of facilities, and other areas within the purview of the principal. Materials and requirements related to finance are forwarded to the Commissionerate for further action.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The College has a perspective plan for the overall development and effective implementation of its objectives. The prospective plans and deployment are carried out keeping in mind the vision and mission of the college. Maintenance and infrastructure, teaching and learning, human resource management, and student participation and representation are some of the strategic planning areas.

**Administrative setup and function of various bodies:** The college runs under the Commissionerate of College Education, Rajasthan, headed by the Commissioner. Members of the ministerial staff are in charge of the Establishment, Accounts, and Academic sections. The staff members include teaching, non-teaching staff, and laboratory assistants, etc. Various committees are constituted for different assignments. Positions of librarian and PTI are currently vacant, a Committee oversees all sports activities. For the past five years, the positions of AAO and accountant have been vacant. The teaching staff is assigned various responsibilities as conveners and members of committees. The administrative structure of Vikas Samiti (the College Development Committee) comprises a principal, a representative of the district collector, a representative of the commissionerate of college education, two educationists, and two learned citizens. The function of the committee is to provide and maintain basic infrastructure

and deliver feedback regarding teaching, learning, and other areas.

**Service Rules:** Because the College is a government institution, it is required to follow the rules, regulations, and policies established by the state government (Rajasthan Service Rules). Nevertheless; whatever can be best

implemented at its level is always carried out by the college to achieve the ascertained goals.

**Recruitment:** The staff is recruited by the Rajasthan Public Service Commission/Rajasthan Staff Selection Board. In addition, there is a provision for compensatory appointment in the event of the demise of a close relative, based on government policy.

**Promotional policies:** The regular promotions are decided on the basis of recommendations made by the Departmental Promotion Committee (DPC) based on specific guidelines framed for the purpose.

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The college implements all the welfare schemes of the state government and also tries to facilitate the same through various effective welfare measures. General Provident Fund/New Pension Scheme and State Insurance are compulsory deductions for future security. In addition, annual 'Group Insurance' (GIS) is also deducted. Medical claims are reimbursed by the state government as part of the health expenses incurred by the employee. The superannuated employees of the college are beneficiaries of the Rajasthan Pensioner's Medical Fund, besides being given gratuity and pension. A Provident Fund deduction is also made, which is associated with the employee's long-term future benefits. Some of the other benefits include:

**Leave for teaching staff:**

**P.L :** 15 privilege leave earned after completion of calendar year **HPL:** 20 half pay leave may be commuted on medical grounds.

**CL:** 15

**Academic Leave:** 15 for seminars, conferences and academic purpose

**Duty Leave:** 15 for RPSC, UPSC etc. work

**Study leave:** study leave may be allowed to faculty members for two years period.

**Leave for nonteaching staff:**

**PL:** 30 for non-vacational staff

**HPL:** same as teaching staff

**CL:** 15 in a calendar year

**Leave for female staff:**

**Maternity leave:** two times in service period for 180 days

**Child care leave:** 730 days in whole service period

**Leave for male staff:** Paternity leave two times in the whole service period

**Rajasthan Government Health Scheme (RGHS):**

State Government has identified medical care as one of the key sectors from the perspective of overall health care and development of the State. Hon'ble Chief Minister vide point no. 244 of Budget Speech for financial year 2021 has announced Rajasthan Government

Health Scheme (RGHS). Maximum amount limit is now increased to Rs. 10 Lakhs for a year under RGHS scheme.

**Career development/progression:** For career development/ progression, DoP, GoR, regulates different amendments in the career advancement scheme for teachers, librarians and PTIs at various times to benefit stakeholders of the department of higher education, Govt. of Rajasthan. An assessment committee comprising of chair of the commission or a member thereof by him is nominated and other members assess the pending cases for a career advancement scheme.

**Guideline for grant of Assured Career Progression Scheme to State Govt. employees-**

The State Government have revised pay scale of the State Government employees under Rajasthan Civil Services (Revised Pay) Rules, 2017 w.e.f. 01.10.2017. Under Rule 14 and 15 of these rules, the Government servants are eligible for financial up-gradations. There shall be three financial up-gradations. The service shall be counted from the date of joining of a post in regular appointment direct entry Level. The employees in Class-IV, Ministerial, Subordinate Services and those holding isolated post up to Level 13 shall be eligible for ACP on completion of regular service of 9 years as provided in

Rule 14 of Rajasthan Civil Services (Revised Pay) Rules, 2017. For grant of financial up-gradation under the Assured Career Progression (ACP) Scheme, the service shall be admissible on completion of **9, 18 and 27** years regular service respectively.

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

### 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**

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

| File Description                            | Document                      |
|---|-------------------------------|
| 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), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response: 30**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 11      | 1       | 0       | 1       |

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |

**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. The principal has 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. The budget for Chief Minister Higher Education Scholarship Scheme is allotted by the College Education Department on demand. Budget and allocation of Post Metric 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 50% marks in senior exam and studied in Government/Private Schools from 9th to 12th. Scooty is also distributed to Tribal girls under the scheme as Kalibai Bheel Medhavi Scooty Yojana.

**College Development Committee :-** 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 Jila Pramukh. 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.

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

## 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.

IQAC was constituted in MBC, Govt. Girls College, Barmer on.....

With the solo objective of guiding and assessing the academic and administrative activities of the college. It caters to the continuous improvement of the infrastructure, enhances the faculty competencies and empowers students with self-reliant learning style.

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.

### OBJECTIVE OF IQAC :

- To develop a consisted and catalytic improvement in the overall performance of the college.
- To direct all efforts and measures of the institution towards promoting its holistic academic excellence.
- Due to develop a system towards better administrative performance of the college.
- To encourage the students towards socio-culture and moral up gradation.

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.

A 7-criterion committee has been established in the college that works in co-ordination with IQAC for enhancing quality in various aspects. The members of IQAC committee at college level are further updated and guided by a Division level committee (DLQAC) and a State level committee (SLQAC) 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. 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.

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

### 6.5.2

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies**



such as NAAC, NBA etc.

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

| File Description   | Document                      |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                               | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

"Gender equality is more than a goal in itself is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance " - By Kofi Annan

Women's and girls education is a vital component that helps in gender equality. By obtaining proper education, the door to many new opportunities will open up for women. On behalf of this ideology, the role of M.B.C. Government Girls College, Barmer, (Raj.) being the one of the best women college in the Barmer district becomes important in terms of promoting women's education and scope in day to day curricular activities.

The main motive of the college is to provide a suitable atmosphere to girls for their security, education, integrity and general awareness.

Addressing gender equity goes beyond programming and funding - it needs to be understood holistically, as an issue that connects with the entire institution. It is essential to build institutions that enable staff to work towards gender equality and the empowerment of women and girls through strong and accountability systems, and which also integrate gender equality into their internal and human resource policies. For all of this, our institution, M.B.C Government girl's college is continuously making efforts. Some of the important aspects which we have been following are related to provide safe, Secure and comfortable environment in the college.

MBC Government Girls college made an Internal Complaints Committee for taking quick actions related to women's safety and making them aware of this issue.

There are various day-to-day events organized by MBC Government Girls College, Barmer for the promotion of equity such as Essay writing, Group discussion, Public meetings and asking their opinions, Seminars, Surveys, Poster competition, Street plays, Debate, Story writing etc., These measures have been taken by the College are key to develop the sense of importance of general equity in day-to-day life.

Some other initiatives carried out by the college include Self-defense training, Good Touch Bad Touch, Beti Bachao Beti Padhao Abhiyaan, Survey Gender Awareness, Inspire/Awareness Campaign, scholarship, film shows, community connect and much more to develop a sense of awareness and motivate girls to present themselves up enthusiastically These actions teaches all students to ensure their security and show their capability in the society..

National and international Commemorative days, events and festivals Independence day (15th August) and republic day (26th January) are celebrated every year with great enthusiasm. Celebration begins with hosting of the national flag and reciting the national anthem. Then, NCC cadets present parade and salute to the flag.

International women's day is also celebrated every year on 8th March in MBC government girls college to celebrate the progress made towards achieving gender equality and women's Empowerment but also to critically reflect on those accomplishments and strive for a greater momentum towards gender equality worldwide.

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

### 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

| File Description  | Document                      |
|---|-------------------------------|
| Geo-tagged photographs/videos of the facilities.                            | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

### 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:** D. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### 7.1.4

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

#### **Response:**

The MBC government girls college, Barmer is here to build a nation of Youth who are noble in their attitude and morally responsible, the college conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

Our college and its students and staff jointly celebrate the cultural and regional festivals, like Women's day, Yoga day, flag day, harmony day, Gandhi Jayanti, festivals like Diwali Mela celebration, Holi Milan celebration, New Year celebration, New-year's day, Fresher Party ,teacher's day,

Orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Lohri celebrations, etc. religious ritual activities are performed in the campus with passion and zeal.

This college promotes scholarships to facilitate

financial assistance to students. Along with this, our college also Organises enthusiastically in NCC and NSS organization activities such as camps, parade, and much more. This is to develop patriotism among students. A large number of students participate in national and state level activities and are awarded for their performances. MBC government girls college, Barmer also executes programmes such as self-defense, health checkups, community connect, good touch bad touch, street plays, seminars etc. The events such as Painting, Essay writing, Debate competitions, Slogans,

Public meet ups and other competitions are held in college every year in which students actively participates. The college Organises BHOR, its annual function every year to promote the cultural heritage of Barmer, Rajasthan in which students participate and show their talents. Many activities take place in this program such as dance, songs, Rangoli making, paintings etc. The college runs awareness drive under under SVEEP program of election commission of India. MBC Government girls college

provides an environment to the students to show their talents such as Folk dances, Folk songs, speech giving, story writing, dramas etc., as there are diverse students who are from different - different regions, languages, cultures. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

To develop a sense of humanity in students, MBC government girls college called the heroes who saved lives of many people who were burning in the bus due to an accident in Pachpadra by risking their own life. They motivated students and set an example of bravery in front of all students.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the Institute takes initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

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

## 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:**

#### **SPIC MACAY CONCERT**

##### **Objectives**

Spic Macay's intention is to enrich the quality of formal education by increasing awareness about different aspects of Indian heritage and inspiring the young mind to imbibe the values embedded in it.

It seeks to inspire youth through experiencing the mysticism embodied in the rich and heterogeneous cultural tapestry of Indian and World Heritage, with a hope that the beauty, grace, values, and wisdom embodied in these arts will influence their way of life and thinking and inspire one to become a better human being.

##### **The context**

The Society for the Promotion of Indian Classical Music and Culture Amongst Youth (SPIC MACAY) is a voluntary youth movement which promotes intangible aspects of Indian cultural heritage by promoting Indian classical music, classical dance, folk music, yoga, meditation, crafts and other aspects of Indian culture; it is a movement with chapters in over 300 towns all over the world.

### **The Practice**

SPIC MACAY covers a variety of aspects in our activities, from classical and folk arts to heritage walks and talks with eminent, inspiring personalities.

Encompasses various forms of Yoga and meditation practices (Naad, Hatha, Mindfulness and more) - the invaluable gifts of Indian civilization to the world.

Indian classical music (Hindustani and Carnatic) - both vocal and Instrumental, as well as dances, presented in an interactive and inspiring stage format by the living legends.

Various Indian folk arts (music, dance, theatre, painting, handicrafts, textile etc.) from all over India, demonstrated through the leading experts. Live plays by major theatre troupes in different languages and styles, work as engaging media for young students, while reflecting the society and its perspective.

### **Evidence of Success**

This method has brought revolutionary change in the minds of college students. Spic Macay helped students to increase their knowledge about diverse culture of India. This is an interesting activity which attracted students as it is an entertaining activity.

### **Problem Encountered and Resources Required**

**College have organized many SPIC MACAY programs in the collaboration with AJIM PREM JI FOUNDATION and SURE FOUNDATION.**

### **“FILM CLUB”**

#### **Objectives of the practice**

Film club is the best place for film enthusiasts and aspiring filmmakers. By teaching and watching films from a variety of different filmmakers, students, patrons, and community members can learn about various film techniques and themes.

#### **The Context**

Film Club organizes regular screening of artistic cinema, Documentaries and short films. This forum provides the students an opportunity to watch, discuss and review films.

**In the college FILM CLUB is supported by AJIM BHAI PREM JI FOUNDATION and SHAURE FOUNDATION.** The screenings are scheduled at 10 a. m. on the third Saturday of every month.

### Evidence of Success

Film club is regularly working in the college. A Documentary festival was also organized in which world

class documentaries were shown. During Hindi Saptah this club screens the films based on literary titles.

**Rajnigandha, Godan, Gaban, Teesari Kasam Chitrle kha, Paheli, Angoor, Do dooni char Devdas, Pink and Kashi ka assi** were screened. **Omkara, Maqbool based on William Shakespears famous Play Othello and Mcbath** were screened. The most important part of the film show is discussion about the film. In this session along with students, a moderator from the faculty Dr. Mukesh Pachauri helps them to understand and discuss the basic idea of the film. Students are also trained in writing Film Review to enhance their critical thinking.

### Notes

The movies are selected to impart awareness about the following:

Cultural Diversity

Feminist Perspectives

The Effects of Globalization

The Politics of Gender

Need for a Rhizomatic Social Structure

| File Description                                      | Document                      |
|---|-------------------------------|
| 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:

MBC government College has provided tremendous thrust and priority to its Program of respect towards

culture and heritage along with modernization - an area distinctive to the Vision of the College. The Vision of the College is to educate, enable and empower young women, including their knowledge towards culture and heritage So, that the educated students also be connected

to the roots of society and respect our culture from which we all are born.

We are from state of Rajasthan famous for its Thar desert. Rajasthan, in spite of being a desert, has been endowed with such beautiful culture that include folk dances, songs, textiles and that define what Rajasthan is.

Barmer is known for its vibrant folk traditions and cultural heritage. The town has a rich history of music, dance, and handicrafts that has been passed down from generation to generation. MBC government girls college Barmer is here to connect girls by making efforts to bring up its students in a way where they enrich their knowledge, personality, technology, behavior and wisdom besides maintaining 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 tacts of life, on the other hand co-curricular and other activities are a mix of modern and traditional culture. Girls exhibit their traditional dresses, folk dances, songs, instruments with full enthusiasm making the ceremonies as colourful as their dresses. Poshak, Ghagra-choli, Lehriya and Bandhej dresses, traditional Jewellery, Juti are commonly worn.

MBC government girls college Organises programs to introduce famous personalities who got fame by representing Rajasthan's culture at national and international level. The college invited Anwar Khan who received Padma Shri award. He set an example that we should always respect our culture and promote it.

MBC government girls college always inspires girls to take interest and show their skills in handicrafts and textiles of Rajasthan. Ruma Devi an Indian social worker, fashion designer and traditional handicraft artist from Barmer, Rajasthan. Ruma devi received the “ Nari Shakti Puraskar 2018” the highest civilian honor for Women in India. She often comes in college to motivate girls and share knowledge of her passion and struggles which she faced. This encourages students to take up the handicrafts and Rajasthani textiles knowledge at national and international level.

The college Organises functions to promote folk songs and dances such as the voice of Manganiyaar, the folk songs of the region can be easily heard in the college annual function. Ghoomar, Bhavai, Kalbeliya, Terahtali, 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 at the regional, state and 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 rangolis, fine mehendi designs, traditional recepies etc during competitions and various functions.



The college often Organises many competitions and stage performances to encourage students to take participation in various cultural activities such as folk dances, folk songs, rangoli making, handicrafts making etc.

Students also show their interest in huge numbers. The main aim of college is to motivate students to show their developed skill in cultural activities.

The college celebrates BHOR Programme every year in which various cultural activities are held. Girls enthusiastically participate in this program.

The college encourages students to go on public meetings where they can gain more knowledge about our culture and tradition from the people. It helps students in terms of their inspiration and learning the diversity of Rajasthani culture.

The college arranges various functions and fairs in which students represent their handicrafts which they made by themselves and are related to Rajasthani culture. This is an opportunity given to students where they can show their abilities.

These steps are taken by college for creating a culture of respect and responsibility, which is not only essential for effective learning, but also for fostering positive relationships, values, and behaviors among your students. Culture is what makes us different from others, apart from your behavior and personality. Culture and tradition are profound parts of our lives. They allow us to come together to mark life's milestones, and celebrate our heritage and the people we love. The environment of the college thus Maintains an ambience of rich and colorful Rajasthani art, culture and tradition besides enriching the students with modern knowledge of science and technology.

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

## 5. CONCLUSION

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### **Additional Information :**

The College, continuously is on the Path of progress. The students are doing phenomenon work in the academic, field of sports and curriculum activities.

### **Concluding Remarks :**

1997 was the landmark year in which MBC Govt. Girls college Barmer became a pioneer and exclusive girls college to offer three year Bachelors of Arts, Commerce and Science and PG in Political science in affiliation to JNVU, Jodhpur University. The college strives to fulfill its vision and mission of imparting transformative education for the empowerment of young

women for promotion of a more aware and humane society. In keeping with its goal of imparting education that focuses on all round intergrated development of girls, the college encourages and facilitates their active participation in sports. To facilitate their physical and mental health, the college has also facilitated them with a gym and yoga. Besides the scholarships provided by the Government, the college Provides all schlarships facilities to Students.

The extension activities are carried out for sensitizing students on ethical and social issues. Our NSS & NCC students are trained to be of assistance to the country in any National emergency. “ Clean and Green Campus” aims to build an environmentally sustainable campus.

During COVID-19 pandemic has tested our commitment, resilience and flexibility required to adapt to the dramatically changing academic in the backdrop of the pendemic & ensuring lockdown period. Nevertheless, Our Commitment to our students Prevailed & the college has embraced the new normal of online leaning as part of teaching & learning.