



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

S. M. C. C. GOVERNMENT COLLEGE

S.M.C.C. GOVT. COLLEGE, ABUROAD, KESARGANJ , PALANPUR ROAD
ABUROAD DISTRICT - SIROHI (RAJ.) 307026
307026

hte.rajasthan.gov.in/college/gcaburoad

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

S.M.C.C. Govt. College, Aburoad is one of the leading identified institutions of Rajasthan tribal sub plan area of Sirohi district. The institution was established in 1977 through the joint efforts of Govt. of Rajasthan and Seth Shri Mangal Chand Choudhary Group, a group of industries and it is affiliated to Mohan Lal Sukhadia University, Udaipur. The college is situated in the heart of the town. It is a centre of higher education which calls for equipping younger generation with new skills and knowledge and further avenues of higher educational knowledge in the Arts, Commerce and Science faculties along with computer application offering 03 -UG and 04- PG programs.

The college outreaches to the tribal, rural as well as urban youth specially belonging to reserved category. Significant number of its students is rural, remotely inhabiting and first generational learners. Giving appropriate emphasis on curricular and co-curricular activities, college attempts to develop rounded personalities through teaching, well-equipped labs, sports, NSS, & Scouts along with cultural and academic activities. The college offers the scope of self expressing through its various associations, student union, planning forum, youth development council and other co-curricular activities. The NSS, Rover and Ranger and YDC contribute to the physical and social development of the individual, team, leadership and social engineering.

Twenty three teachers, labor amongst the youth to inculcate the value of scientific zeal along with society inclusive concerns. For the sake of numbers these translate to 8-Ph.Ds. The College Development Committee is consisted of well educated, socially responsible and humble human beings strongly determined and dedicated to the cause of social welfare through providing quality education.

During the last five years, after NAAC reaccreditation of second cycle, the college has made systematic efforts to build excellence in teaching, learning, research, extension activities and employability of the students. IQAC was established in the year 2013 and has been functioning as a catalyst for many processes about quality sustenance and enhancement. The recommendations made by the NAAC peer team has always been directed the succeeding perspective plans and majority of them have been implemented with priority.

Vision

VISION

The College aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence and creating social awareness and imbibing morality by

- Nurturing a sustainable educational environment
- Imparting high quality, affordable and accessible education
- Building intellectual and imaginative minds

- Providing ethical and value based education

Mission

MISSION

1. To bring the down trodden group of the society in the main stream by uplifting their confidence. The mission of the institution is to equip the students of this tribal sub plan area with the advanced knowledge skills.
2. Helping out students to develop skill of learning to learn.
3. Student's individual all round development.
4. To instigate the spirit of leadership, integrity and deep sense of social justice in the minds of students.
5. To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues.
6. To produce self-reliant responsible citizens.
7. To develop skilled human resources of a high caliber to face the global challenges successfully with the entrepreneurial approach.
8. To inculcate desirable core universal value system among students.
9. To promote the use of modern tools and technological innovations in teaching learning and governance.
10. To provide adequate infrastructure facilities to learners.
11. To encourage and promote students to participate in various extr curricular and sports activities
12. To enhance the commitment of faculties and students to the centrality diversity social justice and democratic citizenship by inculcating optimistic thinking and positive spirit.

The missions and goals are reflected in curriculum. Besides the traditional and stereotyped lecture system of education, we are developing the practice of incorporating brain storming, assignments, group discussion, surveys and seminars in teaching by departments to develop the tendency of the search of knowledge and self-confidence. We try that the college should become a learning centre rather than a teaching Centre. The students should develop capabilities to share the new responsibilities imposed on them by socio- political and technological changes, by their own experience. The aim is to develop the practice of learning to learn.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 40 years old college enjoying good reputation
 - UGC recognized, Government and NAAC recredited with B grade.
 - RUSA beneficiary
 - Student centric educational environment
 - Highly qualified, experienced ,dedicated and motivated faculty
 - Committed and visionary management
 - Transparency, diversity and inclusiveness in the admission process
 - Hostel facility for girls
-
- Academically encouraging and conducive atmosphere, dynamic and diverse student population with more than 60% belonging to reserve category.
 - Adequate Infrastructure for Teaching, Learning and Extension activities
 - Good examination result of University examination
 - The only college in the region to be successfully running PG programmes in four subjects.
 - The only college in the region to be successfully running UG programmes in science, arts and commerce.
 - Numerous facilities, scholarships and financial aid available to students.
 - Unlimited extension opportunities to infuse students with an ardent sense of responsible citizenship for nation building. Rural camps, Environment Friendly initiatives, Awareness Rallies, Skill-oriented Programmes, Philanthropic activities to empower the marginalized and downtrodden.
 - Outreach Programmes and women empowerment of women of lesser privileged sections of society with skill-development programmes. Counselling session for their general well-being.
 - Strong mentoring and student support system taking care of all student's needs on the campus.
 - Focus on personality development of each student through development of positive attitude, leadership qualities and self-awareness.
 - Vibrant atmosphere conducive to all round development of students
 - Environment friendly, Anti-pollution, and energy and water conservation units functioning in the campus, initiatives to maintain Pollution-Free, Eco-Friendly, Clean and Green Campus.
 - Centrally located, hence easily accessible to the students from remote areas.
 - Convenient fee structure for the students from poor financial background.

Institutional Weakness

- Controlled Procedures to introduce new age programmes at UG and PG level in science, arts and commerce faculties due to permission from authorities and affiliation with the University.
- Dealing with first generation learners
- Lack of autonomy
- Limited industry collaboration
- No vocational course
- Paucity of consultancy and exchange programmes
- Limited provisions and platforms for corporate training in Aburoad
- Insufficient incubation and start ups
- Infrastructure for science laboratories is poor. Labs are running in lecture theaters.
- Unavailability of hostel facility for boys
- No accommodation facility available for teaching as well as non teaching staff

- Great pool of alumni, but weak alumni contribution.
- There is more to be done with respect to applied and skill-oriented course

Institutional Opportunity

- Skill development activities
- professional development programmes and trainings for teachers and non teaching staff
- Enhancing employability opportunities
- Encouraging industry collaboration and consultancy
- Borderless knowledge scenario in the wake of liberalization and use of ICT to reach out to the global pool of knowledge
- More research activities and facilities for the academic advancement of faculty teaching under graduate classes as their qualification and mode of selection is at par with the qualification and mode of selection of those teaching PG classes.

Institutional Challenge

- Teaching and non-teaching ratio in proportion to workload and student strength
- Designing new curricula as per the changing needs of students and society
- Teaching and non-teaching ratio in proportion to workload and student strength
- Financial constraints
- Designing new curricular as per the changing needs of students and society
- Creating sufficient job opportunities
- Stiff competition from both upcoming and established institutions.
- Adjusting academic and co-curricular activities to the rapidly changing socio-economic- political and techno environment.
- Research activities in the institution.
- To involve more financial participation of alumni in growth and development of the institution
- To achieve academic excellence.
- To motivate the faculty and staff for changing and progressive paradigms in Higher Education.
- New mushrooming Colleges, Coaching Centres and Universities.
- Funding by funding agencies without assessing the actual need of the institution although RUSA has given some freedom of decision making and more funding too.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College being an affiliated College does not enjoy full autonomy regarding the curriculum; however, faculty members of the college acting as conveners/members in BOS and Academic Council contribute in curriculum enrichment. The suggestions for the enrichment of the curriculum are offered by the stakeholders, the faculty members, students and subject experts from other universities. The modifications are done keeping in mind the local/regional needs, the latest trends and developments. The relevant issues of utmost concern like human values, gender sensitization, environment and sustainability, culture and language are integrated in postgraduate and undergraduate. The students pursuing graduation choose from groups in Arts, Science and

Commerce respectively. The master's programs also offer elective courses of contemporary significance. **Presently the college offers UG in 17 subjects, Post Graduation in 4 subjects. For Graduation: Faculty of Arts:** Hindi, English, Political Science, History, Geography, Sanskrit, Economics, Sociology, and Public administration. **Faculty of Commerce:** Accountancy and business statistics administration, Economic administration and financial management and Business administration. **Faculty of Science:** Physics, Chemistry, Zoology, Botany and Maths. **The curriculum comprises of core subjects to impart common knowledge foundation and electives to pursue educational interests curricular.** All graduation courses involve one compulsory Elementary computer application course, which enables graduates to be familiar with computer fundamentals which enhance employability. General Hindi, General English and Environmental Studies papers are also compulsory in all graduation courses. **For Post Graduation: Faculty of Arts-** Hindi, English, Economics and Geography. Despite the packed academic schedule, the college organizes extension lectures on moral education and personality development.

Teaching-learning and Evaluation

The college has adequate in-built mechanisms which are continually updated to achieve the goals of academic excellence. The college plans and organizes teaching, learning and evaluation schedules by strictly following the Directorate College Education/University Academic Calendar. Admission to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. The institution ensures equity and wide access by following the policy of Merit basis and is well represented by students from different geographical area and socio-economic, cultural and educational backgrounds. For promoting girl education, a reservation of 3 percent is given to girls. The college maintains a student-centric and learner-centric atmosphere to achieve the desired learning outcomes. ICT based facilities are used extensively for dissemination of knowledge and evaluation. Interactive instructional techniques like focused group discussions, field visits, educational and industrial tours, projects, seminars, assignments, brain storming sessions, experiments, Power Point Presentations and application of ICT resources enrich the teaching learning experience and engage students in higher order thinking and investigation. To evaluate the knowledge and skills some tests, tutorials, seminars and extempore quiz are being organized time to time by the subject teachers as well as competition by various associations in the session. 75% attendance is made compulsory for students. For all round development of students, games, cultural and other co-curricular activities are also being organized in the college. Other curricular and extension activities like NSS, NCC and Rovers play an important role in the personality development of the students. The college has a planned, secured, transparent and grievance free examination system governed by examination committee of the college. Teaching Quality is assured by recharging the faculty members in their own discipline and on general professional competence through refresher and orientation programs and Faculty Development Programs. The strong feed-back mechanism for faculty involving self-appraisal, feedback from students, stakeholders and Head of the institution help faculty members to enhance their professional competency.

Research, Innovations and Extension

Out of the total faculty members 08 are Ph.D. holders. Scholars cannot register themselves for research in this institution. However, faculty members have applied for research supervision. Research promotion cell motivates faculty to carry out research activities. Two of the faculty members are registered for doing research. There is enhancement in research paper presentation in National/International seminars and 28 research article publication in National/International refereed and nonrefereed journals and seminar proceedings. Consultancy

services in the areas of Counselling, Skill Development are provided by faculty members voluntarily. Value education classes are imparted by Youth Development Centre, The Mahavidyalay Vikas Samiti maintains the healthy relationship with all the stakeholders including Social bodies, NGOs and media to reach out to society. The college has a wide range of Extension and outreach programmes (Educational, General and Specific) with special focus on the under-privileged and the vulnerable sections of society. The Extension Programmes namely NSS, YDC, Planning Forum, Rover and Ranger provide innumerable opportunities to students to reach out to society and contribute to ameliorating the lot of people who are oppressed, powerless and disadvantaged. Workshops, seminars, talks, poster exhibitions, awareness campaigns are regularly held by the organizations like NSS, Scouts, women cell, planning forum and all departments for mass sensitization on issues such as gender inclusion and environment awareness, health and hygiene, plantation etc. Career guidance and placement cell, YDC & Women cell use to held extension lectures of experts, competitions related to the various aspects of personality development, time management and examination preparations, lectures for women awareness, workshops etc. for students. Invigorating programmes like panel discussion on Women's Rights, Elimination of violence against women, which are organized from time to time have a visible element in terms of generating knowledge, developing sensitivities towards community issues, social inequity etc. and in inculcating sterling qualities like selfless service and sense of responsibility towards society. To make the campus eco-friendly rain water harvesting is done, solar power harvesting plant is about to be installed and plantation programs are conducted. Blood testing and blood donation camps are organized by the institution.

Infrastructure and Learning Resources

The building of the college constructed and donated in the year 1977 when there was Arts faculty only but after that college got affiliation for Commerce (in 1987) and Science (1983) faculties also. Six rooms were constructed by the financial support from UGC during VII, VIII, IX and X plan period. 5 more rooms were constructed after receiving grant from government under chief minister's tribal area development scheme. Construction of one room and a badminton court was funded by college development committee. Some rooms and laboratories are being constructed from RUSA Grant. The college has got sufficient classrooms Indoor stadium is funded by UGC is under construction. The college has got a basket ball court also. The college has got sufficient playground for volley ball, cricket, football and sports activities and track events. There are separate utilities for boys, girls, principal, lecturers and office staff. There is a girl's common room. It has office accommodation for NSS, YDC, community library, RUSA. It has one computer lab and a well equipped smart class room. The first rain water harvesting system of institute was planted with the help of an NGO of Aburoad after that 5 more wells were also constructed. Continuous electricity supply is guaranteed by standby generator. The process of installation of solar energy based electricity plant is going on. The institution is computerized at the administration level. Computer lab is well equipped, internet facility is available, multimedia teaching aids like LCD projectors audio visual equipments have been used for effective communication and teaching. The college is also equipped with reprographic facilities All the laboratories are well equipped. The college has a library of 28000 books and information and library network system. Work of automation is going on. there is a provision of community library for economically weaker students. Institute has RO pure drinking water facility for students and staff. A girl's hostel of 100 beds has recently been constructed for ST girls. The college ensures optimal utilization of budget allocated for the maintenance and upkeep of the college infrastructure.

Student Support and Progression

The building of the college constructed and donated in the year 1977 when there was Arts faculty only but after

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Governance, Leadership and Management

The college is a Government institute and therefore it is mandatory to follow the rules regulations, policies framed by the State Government (RSR).The College has adapted itself to e-governance effectively implemented in all areas viz planning, deployment, administration, finance and student support. The college development committee members are actively involved in various decisions related to finance, human resource, promotion, development, governance, and other relevant affairs of the Institutions. The Principal through formal and informal meetings with different committees, IQAC, faculty members and other stakeholders of the institution identifies various requirements for the institution's development and then distributes works and responsibilities accordingly for execution of work. The Institute also believes in grooming the leadership skills of its faculty members and students by assigning various roles and responsibilities to them. The Internal Quality Assurance Cell (IQAC) of the institution takes initiatives in the preparation of the perspective plan, where certain quality indicators and criterions determined by NAAC are included. learner-centric teaching environment, development of the Annual Quality Assurance Report (AQAR), Feedback analysis etc. are some of the major functions performed by IQAC.Lecture practices, group discussion, thoughtful questions, cooperative group-assignments, fostering learner self responsibility have been conducted in the campus on regular basis to enhance the teaching quality and pedagogy. Through various community events like NSS/Rovers and Rangers/ Blood donation Celletc., sports activities and cultural activities like NUKKAD NATAK, campus etc. the institution is linked with community and caters to its cultural and economic development. The Institutionhas provision for various staff support activities like medical allowances and medical leaves, PF facilities, wheel chairs and other assistance to the physically challenged staff members, insurance facilities, casual and academic leaves, etc. Understanding the vitality and need of society the institution has constituted Internal complaints redressal committee against gender harassment, anti-ragging cell, equal opportunity cells which follow government guidelines.The Institution has special space for the female staff and girl students and therefore organizes regular workshop and discussions to make them aware about their rights.

Institutional Values and Best Practices

The College not only believes in developing values but also in providing solutions to meet new needs and maximizing its educational objectives. **Innovations and best practices of the college are well manifested in its research, faculty, teamwork, student support and in all its endeavors of social relevance. The teaching learning environment and extension activities are mapped and carried out with an objective of instilling sense of social fulfillment and responsibility among students.** Myriad activities not only enhance campus experience but also empower the students to act as agents of social change. The institutional values and best practices are explicitly resonated in the following:

- Addressing environmental issues through heterogeneous activities
- Eco Club and 5 student clubs
- Celebrating important days having cultural, social and historical significance
- Tobacco free campus
- Ragging free campus
- Cleanliness drive in college campus and nearby areas
- Blood donation camps
- Aids awareness programs
- Sensitizing programs related to social issues
- Community book bank
- Gender sensitization programs
- Skill development courses and activities
- Rain water harvesting
- Initiations for conservation of energy
- Encouraging e-learning
- Measures for safe and secure campus
- Girls hostel
- E-governance
- Extension activities and community programmes by NCC, NSS, YDC, Women Cell etc.

- Green Auditing
- Faculties participation in various social service activities for the upliftment and help of economically and socially deprived tribes of this area.

The vision and mission of the institution is reflected in its best practices which involves faculty and student participation in social outreach program. The institution has taken over the responsibility of the village SIYAWA, village SANTPUR and nearby Kachhi Basti Lodhwada and the student activities involving social outreach like Beti Bachao Beti Padhao program, cleanliness drive, scientific tamperas well as promoting organic agriculture, water harvesting, forest conservation etc.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S. M. C. C. GOVERNMENT COLLEGE
Address	S.M.C.C. Govt. College, Aburoad, Kesarganj , Palanpur Road Aburoad District - Sirohi (Raj.) 307026
City	Aburoad
State	Rajasthan
Pin	307026
Website	hte.rajasthan.gov.in/college/gcaburoad

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Bhoora Ram	02974-222253	9928107752	02974-22220 0	smcc.govtcollege@gmail.com
IQAC / CIQA coordinator	Dr. Anshu Rani Saxena	02974-222641	7568347113	02974-22225 4	dranshursaxena@gmail.com

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	27-09-1977			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Rajasthan	Mohan Lal Sukhadia University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	S.M.C.C. Govt. College, Aburoad, Kesarganj , Palanpur Road Aburoad District - Sirohi (Raj.) 307026	Tribal	11.4	0.94

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemistry	36	XII	English + Hindi	44	44
UG	BSc,Chemistry	36	XII	English + Hindi	44	44
UG	BCom,Abst	36	XII	English + Hindi	100	100
UG	BA,Hindi	36	XII	Hindi	200	110
UG	BA,Geography	36	XII	Hindi	200	88
UG	BA,Sociology	36	XII	Hindi	200	69
PG	MA,Hindi	24	B.A. B.Sc. B.com.	Hindi	60	47
PG	MA,English	24	B.A. B.Sc. B.Com.	English	60	21
PG	MA,Geography	24	B.A. B.Sc. B.Com.	Hindi	60	60
PG	MA,Economics	24	B.A. B.Sc. B.Com.	Hindi	60	25

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				29			
Recruited	0	0	0	0	2	3	0	5	12	1	0	13
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	5	2	0	7
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	2	0	4	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	8	0	0	10

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		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
PG	Male	74	0	0	0	74
	Female	58	0	0	0	58
	Others	0	0	0	0	0
UG	Male	761	0	0	0	761
	Female	436	0	0	0	436
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	177	193	204	225
	Female	119	143	148	167
	Others	0	0	0	0
ST	Male	119	126	124	134
	Female	41	50	52	75
	Others	0	0	0	0
OBC	Male	294	332	332	339
	Female	139	150	147	124
	Others	0	0	0	0
General	Male	163	188	205	228
	Female	165	169	221	252
	Others	0	0	0	0
Others	Male	6	0	3	0
	Female	6	0	1	0
	Others	0	0	0	0
Total		1229	1351	1437	1544

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
350	299	270	270	270
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	10	09	08

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1544	1437	1351	1229	1195
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
987	921	676	615	597

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
548	416	426	378	384

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	21	17	15	18

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
36	36	36	36	36

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 22

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
206	10.56	100	57	10

4.3

Number of Computers

Response: 34

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence. Design in grand restructuring of courses mainly liaison the Affiliating University. The college can't make significant contribution in the curriculum design as the university generally appoints university faculty and faculty from nearby colleges as members of board of studies.

An erudite, competent and focused pool of faculty members, strive to equip the students with higher knowledge, lifelong learning skills and groom them into responsible citizens.

In order to be relevant to the ever-evolving world of science and aesthetics, we endeavor to impart dialogic and participatory education to encourage critical temper with the help of class room lectures and modern curriculum.

The college plans and develop sanction plans for effective implementation of the curriculum which is in line with the institutions goal to empower society through quality education. Teachers prepare schedule of work for each subject term wise. The curriculum delivery is effectively done through lectures, supported by Power Point Presentations, LCD Projectors and e-content development. Printed study material is also given to students. This is supplemented by Group Discussions, Seminars and Interactive sessions.

The quality of the education imparted to students is monitored and ensured through Internal Quality Assurance Cell. Regular feedback obtained from the stake holders, with respect to the quality of the enrichment programmes are monitored and evaluated by the IQAC and necessary remedial measures are in corporate in the future.

As the College is affiliated to M.L.S.University Udaipur, it follows the University designed curriculum. The College operates at UG & PG levels keeping in mind our goals and objectives, that is, to make every student employable through holistic education and development of right skills The Directorate College Education, Jaipur formsan Academic Calendar that specifies the duration of the term, the date of commencement, and the examinations.

- Several institutions conduct Refresher Courses through UGC Academic Staff College for the benefit of the faculty members. This includes the latest trend sin teaching pedagogy, trends in the use of ICT, Blended Learning, Creative Reading, etc. that helps in the updating and upgrading the subject knowledge.
- he faculty is encouraged to publish articles in journals of national and international repute.
- he Institution provides library and e-learning facilities (INFLIBNET)to the faculty to effectively deliver the curriculum.

-

The college ensures effective curriculum delivery and transaction on the curriculum and facilitates the development of higher order cognitive skills such as critical analysis, problem-solving, evaluation.

- **Field Visit:**

For quality education the students are given exposure to the first-hand practical knowledge of the subjects.

- - Good University results, participation in various cultural and sports activities, competitive exams, student's social and environmental concern.

File Description	Document
Link for Additional information	View Document

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

Response:

According to the examination schedule of the affiliated university, the college adjusts the academic calendar for the internal examination and add on courses. The academic calendar is prepared well in advance of next academic session by the Commissionerate of College Education. The academic calendar is displayed on website, What'sApp groups, notice board for reference of the students and staff. It is also uploaded on college website for the all-time information of the students and stakeholders. It carries approximate schedules regarding admission process, teaching-learning schedule, evaluation blue print, curricular and co-curricular activities, extra-curricular activities, major departmental and institutional events to be organized and dates of holidays. The college follows its academic calendar for conducting internal examinations. In a true sense, continuous internal evaluation of the students is made by conducting home assignments, tutorials, surprise tests and monthly test. The examination committee works on the slots reserved in academic calendar for internal evaluation and prepares and displays the time-table well in advance. The departments follow the teaching plan provided to them from Commissionerate keeping in mind the schedule of internal evaluation as in the academic calendar of the college as well as the additional tests. Only the students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date.

The following are the important aspects of the academic calendar-

- Academic calendar of departmental activity
- Planning of multiple activities of respective committees.
- Planning of extra-curricular activities of N.S.S. women cell, planning forum, clubs departmental associations and cultural committee.
- Activities of Sports committee
- Annual Prize distribution
- Planning of Examination Department of the college.
- Tentative schedule of University Examinations.

- University schedule of holidays and vacations, term end and term start dates.

The college implements the internal examination and evaluation process by ensuring participation of students in monthly tests and keeping the record of their performance. This is monitored by internal examination committee.

What Sapp groups of every class are formed by the mentors. Mentor keeps eye on the development of students, e content and PDFs provided by subject teachers, the difficulties solved by teachers and any other difficulty is solved by the mentor. Important information related to job vacancies, competitive exams and any other information related to welfare of students is given by mentors. Mentor-mentee system brings the students closer to teachers and finding students freer to express their difficulties. This practice of college helps the tribal students being familiar and expressive with other students and raises the confidence level of them. This is the prime aim of this tribal sub plan area located higher educational institute.

File Description	Document
Upload Additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

File Description	Document
List of Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The vision, mission, motto and core values of the college speak volume about these cross-cutting issues.

Naturally, the institution integrates various life skills, values, local and global challenges through its curriculum delivery. The college offers programmes in which each and every issue such as civic sense and responsibility, gender, environment, sustainability and human values are addressed. Naturally, each teacher integrates all these issues as a part of their teaching-learning process. In the traditional faculties like Arts and Commerce, all these aspects are practically addressed. While teaching the prescribed syllabus institute arranges various activities and programmes to address the cross-cutting issues such as

a) Gender Issues: Reservation policies and constitutional provisions are covered in Political Science, Sex ratio, education of child mortality, water scarcity, drought, flood, pollution, urbanization and modernization and village surveys are practically exhibited through Geography, Gender issues in History, Demographic issues and welfare related topics in Economics. In the literature of Hindi and English gender issues ... are tenderly revealed to the students. The issues of gender equality are best portrayed in poetry, drama and novels such as 'The Merchant of Venice', 'The Bluest Eyes' and Theories of Feminism, in English and in Hindi 'Godan' of Premchand, 'Shekhar Ki Jeevni' of Agyey, 'Aadhunik Kavya Sopan', 'Riti Kavya Suman' and 'Bhakti Kavya Sarita' talk about gender issues, social issues and equity.

b) Environmental Issues: Environmental studies is a compulsory subject at MA level B.A.-II, B.Com.-II and B. Sc. II year level and also some environmental issues included in the syllabi of Botany, Zoology, History, Economics, Geography, Hindi and English like environmental pollution, conservation of natural resources, environment protection act. Environment planning, environment impact assessment, green accounting, sustainable development. Geography has papers like Environment Geography, Human Geography, Rajasthan Geography, Economic and Resource Geography and Urban Geography which include drought, flood, urbanization and environment related issues. In English 'Where I Lived and What For' by Thoreau talks about Sustainability.

c) Human Values: Human Values are covered in curriculum of political science, Economics, Sociology, Public Administration, History, Geography, Sanskrit, Hindi, English and B.Com. Program. Depiction of human values can best be seen in 'Emperor Jones' by Eugene O'Neill and 'Dr. Faustus' by Christopher Marlowe. In Hindi Prem Chand, Agyey, Chayavadi Kavidepicts the human values in curriculum.

d) Professional Ethics: In commerce professional ethics are inculcated with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Mercantile Law, Business Environment and Business Communications. Communication and soft skill have place in many of these courses. Professional ethics are also an integral part of curriculum. In Commerce faculty, business skills, multifaceted economic and commercial values are incorporated among the students. 'A Doll's House' by Ibsen and 'The American Scholar' by Emerson in English highlight upon professional ethics.

Apart from these issues included in the syllabi of affiliating University, our college has taken various steps to inculcate these issues among the students. Following are the activities carried out by the college.

NSS unit of the college actively participate in the national flagship programmers, celebrate various days of national concern and address cross-cutting issues at community level.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

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

Response: 0

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

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

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 0

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

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the

following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: E. None of the above

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

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

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

Response: E. Feedback not collected

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 87.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
1544	1437	1351	1229	1195

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1832	1732	1532	1364	1280

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
987	921	676	615	597

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Each and every student is important for the Institution and it tries to cater to each one's diverse needs. Tribal students of this institute are generally slow learners as due to poor economic conditions they do not get proper facilities. Hence, the prime responsibility of the institute is to provide all the facilities in the form of scholarships, books, infrastructural facilities and a friendly touch to them to enhance their self-confidence.

Initially, college used to distinguish slow and advanced learner on the basis of the marks scored by the student at this entry level examination. However, in the post accreditation period, college took innovative steps such as personal interaction with students about their area of interest, interviewing, question answer session, the quiz on general knowledge etc. The academic performance in the previous academic year is a good indicator to identify the slow and advanced learners. The slow learners are identified by the subject teachers and special attention is given to those students. The main objectives of guiding slow learners are

Objectives:

- To raise the confidence level of the student regarding difficult subjects.
- To improve the basic knowledge of the slow learners.
- To improve the performance in the internal and university examinations.
- To reduce the drop out ratio of the slow learners.
- To improve their expression in exams.
- To teach them self-management.

Activities undertaken for slow learners:

Execution of following strategy for improvement in slow learner's performance has been very effective.

- Internal examinations, unit tests, class tests are conducted, home assignments are given and practical demonstration are given of various experiments.
- Seminars for students for improving self-confidence.
- Extra coaching and individual guidance from the subject teachers.
- By solving question papers of previous University Examination from the students.
- Lectures of eminent personalities organized to create confidence among the students.
- Skill development activities
- Mentoring to instill confidence
- Identifying weaknesses and strengths.
- Motivational classes are conducted to improve the mental ability of student to analyze problems and to encourage student to attend classes regularly

- Revision of important concepts in a viable manner
- Teachers remain available in their departments when they are free for solving the problems of slow learners.

Activities undertaken for advanced learners

- Motivated to make use of open access e resources.
- Reference books are provided to these students in library.
- Motivation for them to participate in quiz competitions, seminars, group discussions and curricular activities organized by various associations.
- Skill development activities.
- Coaching classes for competitive exams.
- Guest lectures for the preparation of competitive exams.
- Debates, presentations, Counseling for goal setting.
- Responsibilities in literary and cultural activities.
- Training related to computers and IT

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

Response: 74:1

2.3 Teaching- Learning Process

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

Response:

The vision and mission statement clearly states that the entire process of the college is student oriented and focused on their overall development. Apart from 'Chalk and Talk' or 'Lecture Delivery' method, teachers are more focused on the 'conceptual clarity' of their subject. Entire teaching-learning and evaluation process undergoes through above mentioned methods. Teacher demonstrates to elaborate the difficult concepts in their local context as well as ICT tools are used to visualize them what they are studying. CDC & IQAC encourage teachers to attend FDPs related to innovative teaching methodologies.

Teaching learning process in the college strongly focuses on enhancing skills, experience and knowledge. Experiential learning, participative learning, and problem-solving methodologies implemented inside and outside the classrooms include:

Providing a conducive and opportune teaching-learning environment: Extending an atmosphere for nurturing values, skills, and critical /creative thinking is the first step towards making learning experiential.

Activity Learning through Educational Tours and Excursions: Field trips, excursions, educational tours are conducted regularly through YDC. Visits to various industries, ecofriendly projects and nearby tribal village are also organized for students which indulge the learners in participatory learning. Various

responsibility bearing activities and interactive sessions in the classroom also initiate participatory learning.

It is mandatory for students seeking admission at the first-year level to opt for any of the extra-curricular activities offered by the college. Co-curricular activities are undertaken with an aim to move beyond the realm of formal learning and foster creative and critical thinking. Activities like debates, quiz, poetry recitation, skits, drama, song, and dance competitions are organized regularly. Other platforms that focus on participative learning include college magazine Arbuda, language club, various student clubs and associations.

Guest/extension lectures by experts: The experts are invited periodically and these help in providing added and updated knowledge of the subject and enhances the learning experience.

Community Book Bank: Community book bank induces participatory learning and a sense of belongingness among the students and faculty.

Practical in Laboratories: The practical in laboratories is performed in batches where students learn from each other thereby encouraging participatory learning.

Communications skills training: communication skills training is provided to students during Language lab sessions. Skill development program was also organized during summer vacations. Various lectures on development of skills are regularly organized by YDC and career guidance and placement cells.

Laboratory facilities: Laboratories of all science departments and geography are well equipped and hence, proper practical knowledge is given to students for a better understanding of the subject. Practical in laboratories and outside involve individual as well as group work, under the guidance of the teachers.

Problem-Solving Method: For this, college organizes expert lectures on share marketing, retail marketing and video lectures of the teachers. All such visits, role playing and NRC unit help them to pacify the curiosity of their problem raised while learning in the class thus

Provide them an opportunity for self-assessment and self-evaluation.

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

Response:

Technology in teaching. Smart classrooms, interactive e-boards, LCD, slide projectors, computers, and internet connectivity has facilitated the learning process. All the laboratories and YDC room are equipped with computers. Staff room and library have facilities of computer. This provides the right ambience for the effective conduct of academic programs. Computer lab has nine computers available to students. Open access e- resources are also used and suggested to the students. Images, examples, visuals, audios, and videos through PowerPoint presentations and lectures make teaching and learning interesting. Teacher uploads their videos on important topics of syllabus and provides links to students to make their studies

easy. PDFs are provided to students by the faculty.

The institution encourages teachers to attend training programs, workshops, seminars and conferences related to the ICT use or innovation in teaching-learning. ICT resources in the college helped our teacher to upgrade their knowledge and develop their credentials.

ICT has helped teachers to interact with students. It helps in improving teaching skills, helps in innovative teaching. It helps in effectiveness of classroom. It also helps in improving professional development and educational management as well as enhance active learning.

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

Response: 1544:1

2.3.3.1 Number of mentors

Response: 1

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 51.11

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 40.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	7	6	6

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 6.62**2.4.3.1 Total experience of full-time teachers**

Response: 139

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

For any academic institution ascertaining the degree of achievement or value in regard to its aim and objectives is very important. The college is affiliated to MLSU University and the students are only assessed during the annual examination conducted by the affiliating university. The institution thus does not have any direct process of continuous internal evaluation but the college has its own mode for the same and implements evaluation procedures during the course of the academic session to evaluate the learning capacities of its students at various levels:

- In all the subjects where practical exams are part of the curriculum, it is mandatory to submit a practical record that is evaluated and marks are added during the final consolidation of results.

- Periodical class tests are also conducted on a regular basis which help the students in their preparation for the final exam

Teachers are in the examination panel of the University and they render their services in setting the question paper and evaluating answer books. The answer books are provided a code number by the University and the evaluation process is transparent. The marks are filled in the OMR sheet and complete secrecy is maintained. The University declares the result well in time.

Evaluation is an integral part of teaching-learning process. With regular interactions of IQAC and Heads of the institution, internal examination committee plan and work out for reforms in evaluation system. The college adjust academic calendar by including internal assessment and the university examination. The institutional internal evaluation system is decentralized in order to make it more transparent and objective. Tests are taken on the last day of every month from the topics taught in that month to evaluate the performance of students.

. As per the academic calendar, tentative schedule is prepared and displayed on the notice board, website and on the whatsapp group of the classes. The college takes extra efforts for slow and advanced learners where they are assessed by different methods. The internal examination committee monitors and conducts internal examinations in the college. All the teachers submit the question papers to the examination committee. The assessment work is carried out by the concerned subject faculty in the institution. The evaluation reports are prepared within the stipulated time and communicated to the students in the classroom. The answer books are shown on the demand of the students and guided them for their better performance in the forthcoming examination of the university

File Description	Document
Any additional information	View Document

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

Response:

The college is affiliated to Mohanlal Sukhadia University, Udaipur and it follows an annual examination scheme as per the University calendar. Any representation regarding question paper, examination related issues and evaluation is forwarded to the University. During the exams, unfair means case and grievance related to question paper are forwarded to the university immediately for necessary action. The examination procedure is completely transparent.

- The time table is displayed on the university website Admit cards are generated online.
- The examination process is looked after by center superintendent and assistant superintendents.
- The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators.
- After examination, the answer sheets are collected by the invigilators and submitted to the Examination Committee for further process.
- The invigilation duties and attendance sheets are generated online. The payment for invigilation

duties is done online.

- The answer books are evaluated fairly in time and results are declared and displayed on the University website.

For Practical Exams

- Preparation of students list.
- Preparation of time table.
- Inviting examiners from university Panel.
- Coding of answer books.

Internal Examinations

.There is little space for mechanism to deal with examination related grievances for the institution. The institutional reforms in continuous evaluation system are related to create interest for the study and to make the students more familiar with the university examination pattern. The institutional measures used for the evaluation are to direct and lead the students confidently towards university examination. Hence there is very little scope for grievances regarding evaluation. The students have the freedom to use the suggestion box to put in the note of query/instruction which is considered for internal examination reform.

The final result of students covers the score obtained by the student in final university exam only. IQAC consistently work on the student centric activities. It interacts with exam committee and the students. The Academic Calendar is displayed in time. All exam related grievances are addressed to the committee where Principal is the chairperson. However, internal supervisors and internal flying squad are deputed for smooth conduction of the exams. If any grievance occurs, he/she needs to apply to the exam committee. At initial level, committee discusses with the concerned teacher and solves issue at this primary level. Generally there is a zero tolerance policy for the malpractices conducted by the students. Since it is an internal evaluation, students cooperate in a very positive manner and up to this stage; no such serious grievance is raised in the college. Each teacher prepares question paper by keeping in mind the ethical values of the institute and academic integrity. Interestingly, internal assessment is carried out in actual teaching in the class in a very jovial way by asking questions.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The institution is always keen about the outcomes of these traditional faculties like Arts , Science and

Commerce. They always emphasize on the productivity of the student. IQAC skillfully tackles it by introducing subject related add on courses. Our institution is unique in this area where focus is always on the outcome of student with nurturing the values of a responsible Indian citizen. All these outcomes have been prepared very meticulously by discussing with all stakeholders and displayed at eyesight of the students and teacher. All these outcomes are informed to the stakeholders especially parents to persuade maximum students towards the skill oriented and value based courses. Outcomes are displayed on Institutional web site. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as college prospectus, Principal's address to students and parents, Alumni meets and dissemination in classroom by concerned staff.

Teachers of every department interact with the students about what they are supposed to get at the end of each program. The program outcomes of all the subjects are clearly made known to the students. Successful alumni students are invited to interact with both the students and teachers at specific events and meetings. They share how the different courses shaped their careers and thus help students appreciate the program.

Thorough discussion is made in the each IQAC meeting which later reiterated at departmental level to the teachers as well as to students. The possible ease or difficulties in the attainment of these outcomes is also considered. The college organizes career counseling lectures and capability enhancement programmer to effectively communicate the learning objectives.

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

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

Response:

The curriculum design and delivery in the institution aims at employability skills and competence. The graduate and postgraduate programmes equip the learners for job opportunities in central and state government 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. The program outcomes and course outcomes primarily aim at imparting 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. Besides classroom teaching and syllabus, the subject content not covered in the curriculum is also important and all efforts are taken to accomplish the same. 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, placements and updated curriculum for competitive exams.

Programme and course outcomes are also discussed and evaluated in the Academic Council and Board of Studies.

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.

Few PG programmes and a few UG programmes have a mandatory field trip and this along with other forms of experiential learning events like workshops/seminars/ is used to evaluate the outcomes indirectly

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 any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 90.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
542	373	381	323	336

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

2019-20	2018-19	2017-18	2016-17	2015-16
548	416	426	378	384

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

2.7 Student Satisfaction Survey

<p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.57</p>	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 4.76

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	10	9	8

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

Research is the basis of anticipation of future problems and a source of ideas and solutions to these problems. With same spirit, the Government College Abu road works towards creating a conducive environment in which ideas generate and take concrete shape. The college is with firm belief that the young minds are the repertoire of new ideas and can be nurtured through providing with enough support in the form of enabling systems. For this to happen, the institution has initiated/has been taking the following measures:

1. The college established an institutional level Research Committee with a senior member of the faculty as the coordinator and other teachers, preferably those who have substantial research experience as members, has been helping the faculty and students in the field of research. The Committee which monitors and guide the faculty on research. The committee encourages the faculty to take up research work, register for Ph.D. and take up research projects. As the result, two of the teachers are presently pursuing their Ph.Ds. and Minor Research Projects (MRPs) got sanctioned and got completed during the last five years. The institute encourages the faculty for peer reviewed publications, writing books. One of the faculty members who has got transferred from a college affiliated to other university had research scholars. After the amendment in rules of our affiliating University, few faculties have applied for registration as research supervisors.

2. The college has established well equipped laboratories. Though present infrastructure for labs is not as per UGC norms but two labs are being constructed from RUSA Grant.

Entrepreneurship Development Cell:

- To promoting an Entrepreneurial Mindset, the institution has an entrepreneurship development cell that encourages forging a relationship between the industry and the institution. The individual department interacts with the industry to ascertain its needs to fill the gap in the curriculum.

Industry institution relationship works in the following areas:

- Industrial visits for students and faculties.
- Field and site visits of students.
- Entrepreneurship fetes are arranged for enlightening students to develop skills for their desired field.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

3.3.1.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 1.47**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	6	4	1

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

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.16**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

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

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

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

In order to make the holistic development of the students the college regularly conducts the social

awareness activities like organizing rallies, workshops, camps and collaborative activities. NGOs like, Lion's club, Mahaveer international, Rotary Club, other educational institutes, and Govt. organization such as Police Station, Tehsil Office, Municipal Council etc. Blood Banks and Hospitals have actively participated in college activities.

The College believes and promotes students for ethical and moral activities trying to add social values to the society, grooming the student as a responsible citizen of India. NSS, & YDC coordinators of the college throw light on the core values and ethos of the College. The College strives to instill civic responsibility in the young minds of students through extension activities so that they develop into sensitized, socially responsible citizens. The College conducts neighborhood community activities through NSS, YDC, student Union and Women Cell.

The important activities include:

1. Celebration of World AIDS Day, Women's Day, Energy awareness Day, Ozone Day, Environment Day, International Child Right's Day, International World Youth Day etc.

2. Participation in Community development programmes, Health and Hygiene Awareness Programmes, AIDS Awareness Programme, Gender Sensitizing Programme, Medical and Blood Donation Camps, and Environmental Awareness Programmes. Voter Awareness Campaign, women empowerment activities, Girl child education campaign, Blood Donation camps etc. The college has organized 'Disaster Management Workshop'. Activities conducted by Fund Raising Drive for Flood have tremendously transformed the mindset of the local youth by making their holistic development.

3. Faculty members are encouraged to attend workshops, seminars and conferences organized by NGOs and be a part of those NGOs to become more professional in implementing the extension activities of the college.

4. Faculty themselves become part of NGOs and hold leading positions for playing a responsible role in the welfare of educationally and economically deprived groups of society.

5. The faculty and students respond with sensitivity to natural calamities and other issues by generously contributing to relief fund.

The extension activities organized by the College enhance the students' academic learning experiences and inculcate the values and skills in them. The expected impact from these activities can be summarized:

- Through these activities the students get socialized and learn to think beyond individual interests and for social welfare.
- The theoretical knowledge obtained in the classroom can be applied for the benefit of the society.
- Teamwork, Leadership Skills, Time Management, Effective Communication Skills, and Effective Decision Making are a few things that students learn while participating and organizing various extension activities.
- The Extension activity also inculcates the value of gender equality, humanity and notion of equal rights.
- Some of the extension activities organized by the College such as Alcohol De-addiction Camps also create awareness about bad social practices in the society and prepares them for eradication of it.

- The extension activities conducted through NSS are useful in sensitizing few social issues like Dowry system, Superstition, Casteism, Gender Inequality etc.
- Scientific temper lecturer conducted by college faculty Dr. Ashutosh Meena.
- Rover & Scout unit also participate in community services.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

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

Response: 11

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

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

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

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

Response: 32.48

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

2019-20	2018-19	2017-18	2016-17	2015-16
277	850	250	540	273

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

3.5 Collaboration

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

Response: 0

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

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

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 0

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

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has a policy of augmenting infrastructural facilities as a catalyst for ensuring academic excellence. New infrastructure is created and existing upgraded to enhance academic standards and increase efficiency. Constant and proper monitoring of Internal Premises Development Committee has helped the optimal usage of the existing facilities. The following initiatives have been taken to meet the growing needs of the college in view of the expanding new age programmes and changing pedagogical skills in the global context:

The building of the college donated in the year 1977. The college has its own bore well, an overhead water tank, and 2 dedicated pipeline of fresh water supply from PHED, a need in this desert area. The college campus has a provision of two-wheeler parking stands. To combat power cut situations, the institute possesses a 20 KW generator lodged in the main building. One solar plant is being installed in the campus. Each department individually is equipped with at least one computer and internet facility. The physical facilities in the college are as follows

Networking:

The college is Wi-Fi enabled, 03 railware connection of 100mbps, leased line & Airtel in YDC Room.

Main building

The main building harbors the Administrative, Academic and Establishment Sections, Chambers of Principal girls common room and separate utilities for males and females.

Classrooms: There are 22. Traditional classrooms, 5 Practical Laboratories, 02 Smart Classrooms with Interactive Boards.

Labs: 5 well equipped Labs with inadequate space and less sitting capacity. Two labs are being constructed.

ICT Lab: ICT laboratory is equipped with 9 computers, LAN connection and LCD projector along with a white screen and interactive board.

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution strongly believes that education is all round development of the student. Therefore, sports

and games are given utmost importance on par with the academics. Training in Yoga and Meditation also is given to develop a sound mind, body and soul at times in YDC and NSS camps.

Facilities for sports:

The College has adequate facilities for indoor games and outdoor games. Various sports played by the students of the College include Football, Cricket, Volleyball, Basketball, Kho-Kho, Kabbadi, Athletics, Table tennis, Chess and Carom. The facility of a few although being not available in the College premises is played elsewhere for which a prior official permission is sought by the Institute.

There is a big play ground. Most of the students of this College are from a rural background as do well in their academics they perform well in sports too can be confirmed by the medals won by them in different events. The College sports committee takes care of various team selections, holding competitions, taking teams to different places during tournaments etc.

Indoor stadium in the College is now under construction and would be a very good addition to the sports facility. The stadium includes changing room and utilities also.

There is a sports room where sports articles and records pertaining to them are kept. The players are provided a kit, for practice.

To encourage the students to participate actively in sports and games, competitions are held in various events, especially on national festivals like Independence Day and Republic Day. During interfaculty tournaments participants are provided first aid facility and refreshment. TA and DA is given to students participating in inter University, district, zone and state level tournaments.

Mementos and certificates are given to winners and runners and outstandingly performing students on Annual day.

Facilities for cultural activities

Cultural and literary Committee of the college conducts competitions in various categories such as singing, dancing, painting, mime, drama, mimicry, elocution, debate, group discussion, essay writing, quiz etc. Students represent the college in the State Level literary and cultural competitions:

There is a multipurpose hall in the college with seating capacity of 150 people and an open Arena where most of the Academic activities like Essay, Poster and Slogan, Painting, Poetry recitations, club and association activities, rangoli competitions are organized. Cultural activities like Solo & Group songs, Solo & Group dance, Plays, Skits, Fancy Dress, Mono acting etc. competitions are organized in cultural function 'SARGAM'. Separate green room facilities are provided to boys and girls. Experts are invited from outside for judging the performance of participants. Students who represent the college at state/national events are given TA/DA. There is also provision for refreshments to participants. There is also provision of mementoes and certificates for winner.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 13.64**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 03

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 266.62**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
69.99	69.85	49.96	50	50

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

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

1	Software Ready For LAN (Local Area Network.
2.	If Run Offline : Software Ready For LAN (Local Area Network) Software Ready For Server + Nods (No Any Limitations of Nod Computers)

3.	Software Support Multi Language : Like English/ Hindi/ Urdu/ Gujarati/ Punjabi/ Tamil/ Telugu etc.	
4.	For Large Database + Data Security : Used Microsoft SQL.	
5.	Advanced Searching : Enter Any Keyword / English + Hindi + Unicode.	
6.	Data Backup + Security : Microsoft SQL With Password	
7.	SMS / Bulk SMS + Email with Google Account Through Software. (Hindi + English)	
8.	Working with BAR Code Scanner. With Printing.	
9.	Bar Coding BIG SIZE Sticker (Nylon) ??? ? ???? ???? , ??? ? ? ? ? ? ? ? ? ? ?	
10.	Library Card Generation With Student Picture + BAR Code + College Logo.	
11.	Library No Dues Letter Generation Auto.	
12.	Book History Report Generation Date Wise.	
13.	Export Data In Excel / Word / PDF	
14.	Show Your Data Rack-Subject- Currency Wise / BookBank / Rusa / YDC / ScSt Girls / Gifted / W Category Wise etc.	
15.	Lost / Rejection Management.	
16.	PHYSICAL VERIFICATION - ????? ??????, Auto Generation Virous Reports	
17.	Software Ready For Multi Subject / Author / Currency / Language.	
18.	New Student Data Import From Excel Feature	
19.	Student Pass out / Upgrade Regular /Pass out / X Student / Dropout / Fail System.	
20.	Auto Conversation of Language : English to Hindi	
21.	Fast Working / User Friendly / Data Traveling Very Fast / No Limitation of Data Entry.	
24.	You are Dealing to A Registered Firm, From A Capital (Jaipur). Not Blind / Hidden Person. You And Take Advise, If Required.	
25.	Show Your Stock : <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1. Rack Wise</div> <div style="text-align: center;">2. Subject Wise.</div> <div style="text-align: center;">3. Category Wise.</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">1. Author Wise</div> <div style="text-align: center;">5. Publisher Wise</div> <div style="text-align: center;">6. Currency Wise</div> </div>	
27.	Periodical Management : ????? ???? , ?????, ?????	
28.	Student / Visitor Register Management with Date / Time	
29.	Software According NAAC.	
32.	We Enter Your Data In Three Language : English + Hindi + Unicode.	
1.	Library Information With Logo	
2.	New Book Entry / List / Searching / Delete etc.	
3.		
	Member Entry (Full Details With Pic.)	
4.		
	<ul style="list-style-type: none"> 1. Book Issue 2. Book Return 	

3. Lost Memo Entry / Rejection Entry
4. Purchase Order / Purchase of Book
5. Periodical Entry
6. Physical Stock Verification
7. Visitor Register Entry.
8. Dashboard etc.

5. System alert to the user when a book is due for return or is already late.

6. Stock Ledger

7. Locates a book within Racks

8. Security of Library / Customer satisfaction level / Time saving

9. Better inventory preservation because of less handling by staff

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: C. Any 2 of the above

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

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

Response: 43.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
14.99	50	50	64.84	40

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

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

Response: 7.16

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

Response: 112

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution has an IT policy covering wi-fi, etc., and allocated budget for updating its IT facilities. The college is conscious of the growing needs of the students and always comes forward to fulfil their requirements. For this purpose, the institution constantly upgrades its IT facilities such as number of computers per student, internet facility, establishment of digital classrooms, virtual classrooms. The college has a media centre with lecture capturing facility. The number of Information and Communication Technology (ICT) enabled teaching learning facilities including classrooms, seminar halls and the other academic facilities has now increased.

There are spacious and well-ventilated computer labs in the college. We have a reasonably good number of computers – as many as 49 in all. In order to provide high speed internet facility to the students and teachers IT facilities are updated from time to time. The CAMPUS IS Wi-Fi enabled. 100 Mbps dedicated leased line internet facility through BSNL and 100Mbps bundled bandwidth through BSNL under NMEICT of MHRD, Gov. of India. There are 02 digital classrooms. The internet access is open to everyone in the institution. To ensure uninterrupted connectivity, about 04 routers are installed covering the entire

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

Response: 45:1

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 158.04**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	15	15	50

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

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

Maintenance of civil works is needed for getting uninterrupted services which facilitate smooth and efficient functioning of the institution. Maintenance of civil work includes:

- Maintaining cleanliness and sanitation in the campus.
- Repair of frequently damaging components like window glasses, plumbing components, sanitary
- The maintenance of civil works includesware, floor tiles, doors, classrooms, benches, boards, furniture, faculty rooms etc.
- Internal roads maintenance.

- Water supply and overhead/underground water tank maintenance.
- On receiving material, resolving the problem.

Mechanical maintenance

The standard procedure followed for service and maintenance of equipment/machinery as follows

- If the equipment/machinery is to be serviced during the warranty period, the supplier of the equipment/machinery will be intimated about the repair and it will be serviced either in-house or in the supplier premises based on the nature of defect.
- After warranty period if the equipment/machinery demands service, the technical staff attached to the respective laboratories service the equipment/machinery to the extent possible.
- If not, identify the persons outside the organization who repairs the equipment,
- if necessary contact the supplier of the equipment If no items are required to purchase for repairing the equipment, the equipment is repaired immediately.
- If items are required then send a proposal to the purchase incharge through proper channel (concerned HOD).
- After the items are purchased the equipment will be repaired by the person.
- The remuneration bill (cost of Maintenance) will be sent to the accounts department through proper channel.

The remuneration bill (cost of Maintenance) will be sent to the accounts department through proper channel.

Central library

Procurement and stocking of books:

- The order list shall be prepared on the basis of suggestions of the faculty
- The list shall be forwarded to the principal for approval who makes any necessary changes, approves it and forwards the same to Library for procurement.
- The books received by the librarian are entered in the Accession Register (AR).
- After the completion of Accession, due date slip, numbering shall be pasted on internal Title Page of the Book.

Sports

The sports committee conducts timely meetings for the purpose of discussing about budget proposal, conduct of Intramural and Inter collegiate tournaments for each academic year.

- The sports related materials are issued to the students by maintaining an issue/return register which reflects
- the utility and demand of the items along with the students interests. Subsequently it facilitates the proposals to be made for the next academic years.
- Students who are selected for the college teams of various events are provided with uniform to participate in the same.

- Equipment related to various sports are updated on a regular basis.
- The up keeping of the sports items in an efficient way is done through regular monitoring using required work force.
- Appropriate personnel will be allotted to take up the service / repair work.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 30.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
438	404	405	389	384

File Description

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

Document

[View Document](#)

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

Response: 0

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

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

File Description

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

Document

[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

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

Response: 2.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
180	6	0	0	0

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 0.41				
5.2.1.1 Number of outgoing students placed year - wise during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
4	3	2	0	0
File Description	Document			
Details of student placement during the last five years (Data Template)	View Document			

5.2.2 Average percentage of students progressing to higher education during the last five years				
Response: 3.47				
5.2.2.1 Number of outgoing student progression to higher education during last five years				
Response: 19				
File Description	Document			
Details of student progression to higher education (Data Template)	View Document			

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)				
Response: 10				

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 2

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

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

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

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

Response:

The college believes in giving equal opportunity to the students in supporting the authorities and the faculty and in smooth functioning of the college. Students act as members of various academic and administrative bodies. Students from various social and economic backgrounds are made part of each and every aspect of the institution. The student members contribute to the smooth functioning of the college by attending all the meetings and voicing the views of the student fraternity.

Activities are organized throughout the session. The objective is to provide an opportunity to the youth to exhibit their skills and talents in the field of culture, literary, fine arts and other activities on a common platform and to promote integration and communal harmony among youth belonging to different communities.

Students from every stream are selected for Inter collegiate and University level tournaments/ events via proper selection procedures, so that they can exhibit their skill to a wide audience.

The College has a "Student Union" consisting of 4 members chosen through an open election process. The **Student Union** comprising **President, Vice President, General Secretary, Joint Secretary**. All the four post holders appoint **Games Secretary, Finance Secretary** and **Cultural Secretary** from elected and unanimously appointed **class representatives** which organize various activities along with faculty members. The Student Union is guided by formal committee comprising of faculty members, formed by the Principal.

Major Activities by "Student Union":

- The union helps the college administration in many ways—
- Senior Students help administration by effectively controlling the ragging, working along with the "College Anti Ragging Committee".
- They help the teaching faculty in numerous ways right from reception of the guests, hospitality, and discipline to decoration during the organizations of various conferences, seminars and other functions.
- The union forms a bridge between the students and administration. This helps in promoting healthy atmosphere in the college.

- The union plays a major role in the organization Annual College Function.
- Cultural functions
- Plantation Drives.
- Blood Donation camps.
- Class representatives of every class bring forward academic or any other problem faced by students of that class in front of subject teachers, heads of the departments, union president or the Principal. As a whole the student union plays the role of a bridge between the college and the students.

Various academic and administrative bodies which have student representation:

- IQAC
- College Development Committee also known as “MahavidhyalayaVikasSamiti” has union president as member.
- Anti-Ragging Committee: student representatives are invited in meeting.
- Cultural Committee
- Discipline committee
- Reception/ Hospitality Committee
- Woman cell Arts, Science and Commerce Associations
- Games Committee
- Women harassment complaint redressal cell
- Scout & Rover Ranger

In each committee, besides, principal and teachers (as convenor and members), a student also represents the entire student community. These committees meet periodically and sometimes, they meet whenever there is a specific activity related to the purview of the committee.

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

Response: 5.2

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

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

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

5.4 Alumni Engagement

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

Response:

The college has an alumni association, i.e., The Old Students' Association" registered under Societies Registration Act (Reg.No 16/Sirohi/2014-15). Alumni Association usually meets thrice in a year and any time if need be.

The alumni have added laureates to the college by attaining top positions at State, National and International levels. They have represented the college in all disciplines and every sphere including education, sports, medical and defense services, industries, literature, administration, art & culture, politics so on and so forth and served the nation.

The registered alumni association initiates many activities thereby contributing for institutional, academic and infrastructure development of the college. The association interacts with college staff, students and even the parents.

- Over the years it has been helping in holding interactive sessions to motivate students regarding social adjustments.
- A very significant contribution of the Association in this respect is evinced by the construction of four rain water harvesting pits and reservoirs as one of our alumni is past nagarpalika chairmen who in JalSanrakshanYojana managed the construction costing around Rs. 10 lakhs.
- The members of the association also extended their support towards repair and maintenance as one of the alumni got the college gate and water hut repaired which costed around 75,000 rupees.
- Construction of girl's toilet in girls common room costing Rs1.0 lakh from the above mentioned society is the result of the efforts of alumni association.
- One of the alumni donated plastic chairs costing Rs. 11,000.
- Members of alumni association also give career guidance to present students for getting various jobs .
- The association gives suggestions regarding improving the curriculum and teaching practices.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The leadership and governance of the college is well reflected in its vision and mission. The vision of the College has been to impart student-centric quality education and inculcate moral values in its pupils. Being accredited with “A” grade twice consecutively bears testimony to its illustrious and glorified history, growth, development, achievements, leadership, and governance over the years. The College has a defined organizational structure for effective decision making and execution of responsibilities.

Nature of governance: The College comes under the Commissionerate of College Education Rajasthan, Jaipur headed by the Commissioner who manages and administers the government colleges of the state, but at the college level the Principal is the head of the institution who with the help of some senior faculty member shoulder various administrative responsibilities. The Heads/ 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 annual basis covering various aspects of working/ behavior and overall performance. Regular meetings of the college development committee and stakeholders play a significant role in overall governance viz. planning, deployment, monitoring and execution of agendas pertaining to development, teaching, social responsibilities, and innovative practices.

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. Matters and requirements related to finance are forwarded to the Commissionerate for further action.

Participation of the teachers in the decision-making bodies of the institution: The constitution of committees for specific purposes clearly reflects effective governance. More than 40 committees are framed at the beginning of every academic session. The Staff Council Meeting and respective committee meetings are called periodically for efficient implementation of agendas related to teaching, curriculum, admission, examinations, student’s union elections, co-curricular and extracurricular activities and any other significant matter related to the development of the institution. The committees are well supported by non-teaching staff.

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

The Principal provides leadership for the academic administration and creates an effective environment conducive for learning.

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

Response:

The institution has decentralized and transparent mechanism in management, administration, financial and academic affairs. This mechanism is delegating appropriate responsibilities from the top level management to low level and allows the top management to focus on policy making and major decisions.

The constitution of statutory committees like Governing Body, Academic Council, Finance Committee, IQAC, career guidance and counseling cell are systematically carried out with specified functions and responsibilities as per the requirements to the regulatory bodies. These committees play a major role in policy making of governance, academics, finance, research, teaching and learning.

The Principal provides leadership for the academic administration and creates an effective environment conducive for learning. He ensures that quality education is imparted to the students that foster the holistic development of the students. He also ensures all-round development of the Institute and achievement of strategic plans of the institution. He ensures the smooth functioning of the institution with the support of faculty. There are several committees working hand in hand in planning, organizing, implementing and monitoring all the activities of the institution. All Stakeholders of the institution have participative roles in various decision-making committees

The principal and all the stakeholders including Head of the Departments, Faculty, Students, Alumni, Industry experts, Educationalists, Community representatives are involved in various functional committees of the institution.

Case Study: Organization of Blood Donation Camp

The institution organized many Blood donation camps during last five years. The following decentralization and participative management strategies were implemented:

- A blood donation camp committee was framed consisting of two senior faculty members, YDC in charge and NSS in charge.
- The committee members with the Principal framed the road map of execution.
- A meeting was held with block CM&HO and in charge of blood bank. Regarding the arrangements and availability of Doctors on camp day.
- Publicity and motivational activities were conducted by YDC and NSS unit which included filling of self-declaration forms, motivational lectures by doctors and regular blood donors and display of banners in city.
- Relies were organized along with NGOs ensuring their participation in blood donation.
- Nearby other higher educational institutes were consulted and invited for blood donation. They were asked to send lists of people who would donate blood.
- Necessary arrangements were done in a hall. All the NGOs, people UNIONS, public figures were given invitation.
- Different committees were formed including students and staff for camp day like registration committee, refreshment committee, record keeping committee, certificate making committee, reception committee etc.

There were two motives behind blood donation camp organization first is encouraging students to donate blood and second is to inculcate the feeling of belongingness which was reflected in their behavior.

Students and faculty from more than 10 colleges, MLA, industrialists, members of NGOs and other citizens donated blood. Students got highly inspired by this social service camp. Hence, all the teaching staff and non-teaching staff including students involved in successfully conducting the event practicing decentralization participative management.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College has a perspective plan for the overall development and effective implementation of its objectives. The perspective plans and deployment is carried out keeping in mind the vision and mission of the college. Some of the strategic planning areas include

Institution has a strong Strategic plan aiming at clearly formulated objectives.

1. Achieving Academic excellence by improving teaching learning atmosphere in the institute.
2. Exploration of Knowledge through Innovation and Research providing inclusiveness to societal needs.
3. Improving all round personality of the students with Global Vision & Social responsibility.
5. Student Development including physical and emotional health and well-being.
6. Enhancement in research activities, Innovation and Creativity for high impact.
7. Enhancement of quality of staff for outstanding performance.
8. Enhancing relations with industry, alumni and society.
9. Enhancing employability and promote entrepreneurial initiatives.
10. Committing to all aspects of environmental sustainability.
11. Ensuring excellence in Organizational Leadership and governance.
12. Maintenance and infrastructure development.
13. Increasing collaborative activities.

- 14 Enhancing community involvement.
- 15 Effective implementation of student welfare schemes.
- 16 Student participation in college activities.
- 17.To reach out to the less previlaged of our society and land a helping hand to them.
- 18 Ensuring participation of students in i National Programs.

The plan is deployed through regular plan of actions, day-to-day-activities, resource-allocation and involving all stakeholders at various levels. Performance, quality indexes, measured from time to time, provide clarity in achieving strategic-plan.

The Institute has IQAC to review the progress of implementation of Strategic Plan and Policies of the Institute and take corrective action to achievelong term goals. The perspective plan is developed keeping in mind the vision, mission and objectives of the institution.

The strategic plan is reviewed every year before finalizing the annual plan for next academic session. A few long term and short term goals, set for the development of the institute are attached as an additional information.

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

Response:

The Organogram on the college website elucidates the administrative setup. The key aspects of the organizational structure of the college are as follows:

Administrative set up and function of various bodies: The College comes under the Commissionerate of College Education, Rajasthan headed by the Commissioner. The senior members of the faculty are given charges of the Establishment section, Accounts section, and Academic section. The staff members include teaching staff, office support staff, Librarian, Laboratory Assistants, Electrician, Pump driver, etc. Various Committees are constituted for different assignments. As the post of PTI is presently lying vacant, a Committee looks after all the sports activities. **AAO and accountant deal with the financial matters. Besides, many are recruited on contractual basis via College Development Committee like the Security guards, SafaiKaramchari, computer operators, class four karmcharis, assistant librarian** etc. The teaching staff is assigned various responsibilities as conveners and members of committees. The Administrative structure of **Vikas Samiti(College Development Committee)** comprises of principal, representative of the district collector, representative of Commissionerate college education, MP, MLA, Nagarpalika chairmen, two educationists, two learned citizens parents, student union President, one senior faculty as secretary and one as treasurer. The function of the committee is to provide and maintain basic infrastructure and deliver feedback regarding teaching-

learning and other areas.

Service rules: The College is a **Government institute** and therefore it is mandatory to follow the rules, regulations, policies framed by the **State Government (RSR)**. (link RSR) Nevertheless, whatever best can be implemented at its level is always carried out by the college to achieve the ascertained goals.

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

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

Grievance redressal: The college has framed **internal complaints committee, anti-ragging cell, grievances redressal cell, and anti-women harassment committee** to look into complaints and solve such issues, if any, with full commitment, judiciously and without any biases. Besides, for grievance redressal related to Government college Aburoad the **Employee ID of the Principal of the college is mapped by the Rajasthan Sampark Department**. Anyone having a grievance against the college can file a complaint from anywhere in India. The complaint is forwarded to the college through the central office. The **SC/ST cell, minority cell** has also been constituted. Besides, a committee called **legal cell** is also constituted to look into court cases. The students can **directly approach** the principal for grievances and redressal. The matter is discussed with the related Committee and action is taken accordingly.

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college implements all the welfare schemes of the State Government and also tries to facilitate the same through various effective welfare measures. **GPF/NPS and SI** are compulsory deductions for future security. In addition, annual 'Group Insurance' is also deducted. **Medical claims** are reimbursed by the

State Government as part of the health expense incurred by the employee. **The superannuated employees of the College are benefitted from the Rajasthan Pensioner's Medical Fund, besides being given Gratuity and Pension.** As an affiliated College, the University deducts 10% of the amount in the form of 'Teacher's Welfare Fund' from the remuneration of the teachers which they earn during the evaluation process, which is provided to the family of the needy faculty member, based on the policy of the fund. Provident Fund is also deducted, which is also associated with long term future benefits of the employee. 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 after completion of the year can be commuted on medical grounds.
- CL 15 in one academic session
- Special CL 15 in a session for seminars, conferences and academic purpose
- Study leave for maximum two years for higher studies.

Leave for non-teaching staff:

- PL 15 advance credited two times in a year
- 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 of 15 days two times in the whole service period.

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

Response: 13.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	2	1	0

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

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

Response: 0

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

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

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

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

Response: 7.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	0	0	0

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The institution has mechanism of taking feedback from the students regarding the faculty teaching appraisal. At the end of each academic year, this feedback is obtained through a questionnaire. The head of the institution also holds informal discussion with the students in order to know their views on teaching. Apart from this, the evaluation is done by external peers also.

The Principal prepares the Academic Performance Indicators of each member of faculty. The API score is based on teaching, learning, research, ICT, extension activities, collaboration etc of the respective teacher.

The feedback forms collected from the students are analysed by the Advisory committee consisting of the Principal, the IQAC Coordinator, the Academic coordinator, the CPDC members and the Senior lecturers. Accordingly, the suggestions are given to the faculty for enriching the teaching learning process. With this practice the teaching learning process has showed better results. The faculty puts in concerted efforts to satisfy the students and to achieve better results.

Details on the performance appraisal system of the staff:

- Annual performance appraisal is the medium whereby the performance of the teaching and nonteaching staff is evaluated.
- An assessment criterion for faculty is the regularity in the number of classes taken as allotted in the timetable and the results achieved for the classes assigned to them. Weightage is given to the publication of the work by faculty, research supervision done, conferences, and seminars attended.
- The Annual Confidential Reports are written based on self-appraisal to adjudge the performance of the faculty throughout the session in the field of teaching, conduct and potentialities, and are forwarded to the Commissioner ate of College Education, Rajasthan.
- If the appraisal authority makes adverse comments then clarification is sought by the higher authority from the principal and the employee both. If adverse comments are not proved then they are expunged from the employee's ACR. If charges are proved then employee may be punished either by freezing of increment or he/she may even be suspended.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

The funds received are properly allocated and distributed for the meant purpose and utmost care is taken that they are properly utilized. The **AAO and accountant of the collegemaintain** the details with regards to accounts, audited by a Chartered Accountant hired for the purpose by the College. Every year an **Audit from the Directorate/ State checks** and verifies the accounts for irregularities if any. Any shortcomings/objections, raised by the Audit are settled up as per rules and policies. The **External Audit is carried out by the auditors from the Office of Accountant General (AG) Rajasthan, Jaipur.** The Internal Audit is done by the team from Commissionerate College Education Rajasthan Jaipur. 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. The college has also constructed an **Internal Audit Committee** consisting of senior faculty member and a faculty from ABST department.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response: 0**

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

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

File Description**Document**

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

[View Document](#)

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

The funds are utilized as per GF & AR of the State. Either the principal is the DDO or one of the senior members is given the charge of DDO who looks after the financial matters including the salary of the college employees. There is an office of AAO supported by accounts staff who maintain proper ledger with details of the financial support received and utilized under different heads from various agencies. The funds are received under the following schemes/heads:

State Government: Allocates a specific amount to Govt. Colleges for overall development and maintenance. The committee constituted for college developmental purpose puts forth the demand and requirements before the principal. The state budget and grants are released for salary, TA, medical, office work, construction and maintenance, lab grant, books and journals, etc. This is disbursed as per allocated heads. The proposals for requirements related to maintenance are also submitted to CCE, College Development Committee, UGC and sometimes also to the Alumni association for their engagement and contribution.

State Government Scholarships: Payment of fellowships and scholarships of UGC, ICSSR, and CSIR etc. is through PFMS. The payment of various Scholarships is online and executed through the SSO module.

UGC and RUSA: UGC has been providing assistance till 2017 under the XII Plan Period. These funds were disbursed by the planning board of the college for various purposes viz instrumentation maintenance facility, competence building initiatives in college, cultural activities, educational innovations, fieldwork/study tours, extension activities etc. The UC was submitted timely to the office of the UGC. Funds amounting to Rs 2 crore were allocated to the college under three major heads construction, renovation and equipment. The fund was judiciously utilized and UC has been submitted. Funds amounting 4 crores was sanctioned in component 6 of RUSA out of which first installment of Rs. 2 crores have been utilized in new construction, renovation and second installment of Rs 1 crore is being utilized in procurement of equipment. Governing and Monitoring bodies Board of Governors (BOG) and Project Monitoring Unit (PMU) monitor the progress of projects initiated by RUSA.

Vikas Samiti: Requirements and emergency needs other than these are fulfilled by funds generated through Vikas Samiti (College Development Committee).

Research: The College being a Government organization has to depend on various funding agencies like UGC, DST, DBT, CSIR, ICSSR etc. for financial support to pursue research activities.

MP and MLA: The funds generated through MP and MLA schemes are also utilized as per requirements suggested by stakeholders.

Alumni: The Alumni also contribute in cash and kind as and when required

6.5 Internal Quality Assurance System

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

Response:

The following are improvements in quality made during the last five years

- Introduced new PG program in English and Economics.
- Encouraging the faculty to attend faculty development programmes/training programmes refreshing/updating the knowledge

- Promoting research by faculty Internal Academic Audit is initiated

Practices institutionalized as a result of IQAC Promoting Research by Faculty

- Encouraging faculty awareness and the use of ICT based learning tools /updating of knowledge and skills
- All the faculty are encouraged to attend workshops on use of ICT based learning tools and implement it in regular class work
- Faculty are encouraged to participate FDP/Refresher courses Short term courses course.

Teaching -Learning and Evaluation:

The curriculum is constantly reviewed, revised, and updated. Relevant and specific suggestions offered and feedback received from the students, teachers, and stake holders are incorporated.

Two compulsory subjects Computer Science and Environmental Studies at the first-year level expose the learners to the latest technology and generate awareness for social and environmental issues.

Progression/performance of students is adjudged after every academic session based on their results of the annual examination. If there is a decline in the pass % measures are suggested by the Cell to ensure improvisation in the forthcoming session

Measures are taken to make classroom teaching more student-centric. Besides creating an atmosphere of mutual trust and respect inside the classroom, the emphasis is laid on interactive sessions, field studies, and community activities. This can be supported by the fact that field trips and reports are mandatory not only in Science subjects but since the last session an Optional paper on Case Study has been introduced at PG level in all subjects.

Tutorial /extra classes for slow learners and embedding skills development in academic programs to open up additional possibilities to shape their future.

State of art laboratories and innovative research projects are the exclusive features of the college.

The college also promotes women-centered activities under the aegis of Women Cell to provide an extra edge to female students. This cell was established with an objective to generate an awareness about women related social issues and problems

It is mandatory for students seeking admission at the first-year level to opt for any of the extra-curricular activities offered by the college. Co-curricular activities are undertaken with an aim to move beyond the realm of formal learning and foster creative and critical thinking. Extra-curricular activities that fall outside the educational curriculum are a regular feature in the college and are conducted by Youth Development Centre (YDC), Women Cell, NSS, NCC, Ranger, Rovers etc.

Structure and methodologies of operation: The planning procedures and implementation of IQAC initiatives in the area of teaching-learning is reflected in the following :

The feedback procedure in the college is in the form of a questionnaire separate for parents, teachers, students and alumni to render their advice on all aspects related to the development of the

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

S. No.	Recommendation by the NAAC Peer Team	Action / Initiatives taken
Cycle 1		
1	Providing hostel (Girls/Boys) facilities to students	Girl's Hostel constructed by TADA dept
2	Should have computer center with at least 10 computers	A complete lab with 12 computers and available to students
3	Funds for games and labs are not fully utilized	utilized
4	Labs are should be constructed	Two labs have been constructed from R
5	Internet facility and duplicating machine	Obtained
6	More lab equipment should be procured	Got Purchased

7	Latest edition of books	Purchased	
8	Alumni Association, Grievances Redressal Cell, Career Guidance Cell and Women Cell	Strengthened	
9	First Aid Room and Medical Club	First Aid facility with games department club existing	
10	Feed back mechanism should be evolved from students	Only and after feedback taken from students	
11	Should have job-oriented courses	Could not be done.	
12	Remedial Classes should be held	Remedial Classes were held for SC/ST and weak students.	
13	Residential accommodation for Principal and Staff	Fund not received.	
14	Promotion to PG College with MA in Arts subject	Promotion to PG college with MA in History, Geography and Economics	
Cycle II			
1	College activities need to be chalked out for removing the backwardness of the society	Various efforts have been done for the benefit of the group of the society	
2	IQAC need to be strengthened further for proactive functioning	Encouraging the staff to attend Refresher Orientation Courses, FDP and other programmes	
3	Prepare a perspective plan for the next five years	Plan is prepared in advance for the next five years	
4	Start skill oriented and vocational programme	Skill oriented program started by RSLD	
5	Faculty participation in conferences	Enhanced	
6	Proper network building with Industry and other Institutes	In Blood donation camp students of other colleges donated blood.	
7	Titles in Library are to be enhanced	More reference books procured. A new library is going on	
8	More Research Activities	One faculty had applied for funding, O.D. Ph.D. and two got registered	
9	Campus should be wifi	WIFI introduced	

10	ICT based Instructional strategies	ICT based teaching promoted, E- Con on U tube, nine projectors and three int have been provided for classroom teachi	
11	Students participation in programme of national importance	Students participated in various activiti Jayanti, Pt. DeenDayal Jayanti and Sub Bose Jayanti	
12	Feedback from Stake Holders need to be obtained	Obtained Feed Back	
13	Research Publications and Awards	Faculty published Books and resear Refereed Journals	
14	Inadequate Classrooms	Five new classrooms are under construct	
15	Eco friendly environment to be upgraded	Five rain water harvesting well, LED Plant besides greener clean and smoke fi	
16	Students Mentoring Support to be improved	One mentor has been appointed for each	
17	Grievance Redressal cell should be enhanced	Women empowerment cell, Anti rag Grievance redressal cell are working eff	

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The College sensitizes students and employees regarding gender equity and takes the social responsibility of reacting to the events happened in the society by various activities. The institute promotes gender equity in admissions, administrative functionality and academic activities.

Measures initiated by the institution for the promotion of gender equity during last five years:

(a) Safety and Security

- An extensive surveillance network with 24x7 monitored CCTV.
- Rotational duty by all faculty members for discipline and security.
- Night Patrols by the appointed security guard.
- Strict insistence on Anti-Ragging and Anti-Smoking Campus.
- Awareness campaigns on women's safety and gender sensitivity through lectures, rallies and camps by NSS student volunteers, women cell and girls association.
- Anti -women harrasment cell working effectively. However, since students are sensitized enough towards women safety aspects, there has been no complaints of sexual harassment or other safety related issues during the last five years.

(b) Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- **A measure of self-defense training for girl students, The girl Mentoring cell** conducted a Workshop and Awareness on “Self Defense Techniques. During the workshop, various self-defense techniques were imparted amongst the students so as to enable them to face the threat effectively and save themselves in the face of any physical attack.
- The Antiwomen harassment cell of the college is in the forefront in conducting such programs to sensitize the students towards the punitive provisions for any offence against women at workplace under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and redressal) Act, 2013.
- Grievance Redressal Committees for staff and students.
- **Gender sensitization camps that include the following aspects:** • Women’s rights • Human rights • Child rights • Gender justice • Gender equality • Gender sensitization workshops . • Campaigns against female feticide. • Others – Entrance Exam Counseling, • Medical Counseling, Moral Counseling, Career Counseling,

(c) Common Rooms:

- Separate common room for girls with all facilities
- Sanitary pad vending machine.

d) Other Measures Other measures of Gender Sensitization include – Curriculum and Coursework which address gender issues

- Curriculum and Coursework which address gender issues
- Bonus marks given at the time of admission to girls.
- Nearly equal ratio of girl and boy students in the college.

Co-curricular activities.

- Faculty's participation in various organizations working for protection of women as "ParivarParamarsh Kendra" Aburoad.
- Faculty's active participation in NGOs working for welfare of women and tribal children from economically weaker section of society.
- Free blood testing camps are organized for students.
- As part of NSS activity in neighboring villages as awareness initiatives on health, hygiene, adult and girl child education.

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

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

Response: C. 2 of the above

File Description	Document
Any other relevant information	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

S. M. C. C. Government College Aburoad.has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus include liquid waste and solid waste- both of biodegradable and non-biodegradable nature & chemical waste. No classified hazardous waste is generated in the campus. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy.

1. Solid waste Management

The waste generated is classified into the following types:

Solid waste includes both biodegradable and non-biodegradable components. The non-biodegradable solid waste generated in the campus include, paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc.

'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers.

Food waste and non-biodegradable waste are collected in separate bins. Biodegradable waste is disposed off in four dumping yards of size 3m x 3m x 2m, specially earmarked for the purpose.

2.Liquid waste Management

Liquid waste that is generated in the institute falls into three following categories.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen
2. Wastewater from laboratories using chemicals
3. Wastewater from RO plant

As the college is located in rural un-sewered area, waste water generated from the sanitary facilities is disposed off into septic tanks located at different places in the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. The excess wastewater will be directed into natural drain passing near by the college campus.

Waste water generated from the laboratories is very small in quantity; hence they are handled along with

septic sewage.

RO plant wastewater is diluted with canteen wastewater and used for gardening, watering trees etc.

The future vision of the college is to establish full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus.

3. E-waste Management

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors. There is a buy back policy for UPS and Xerox machines

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document

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

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

Response: E. None of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document

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

Response:

The college is always at the forefront of inviting diversity, eradicate stereotypes, enhance self-esteem, encourage students to have a voice and demand educational achievement.

To achieve these objectives, courses like Constitution of India, Essence of Indian Traditional Knowledge, three weeks Orientation Program are incorporated as a small step to imbibe and inculcate these traits among the students.

Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions, and learning styles of the students and make an earnest effort to understand the racial and cultural characteristics of students.

Along with curriculum, additional communication and soft skills classes are conducted to make the

students from different backgrounds communicate effectively.

Anti- women harassment cell , Grievance Redressal cell and Girl Mentoring Committee women cell aim at social protection, ensuring tolerance and harmony, reducing vulnerability, building human capital, empowering women and girls, cultural, regional inclusion.

Industrial visits expose students to the practical challenges and also make the students from different backgrounds adapt to one another to create a tolerance and harmony in the organization.

During national festivals and other events of the college, we emphasize the importance of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities

NSS activities of our institution mitigate the socioeconomic diversities and progress them towards leading to a tolerant and harmonious living.

Cultural and Literary committee, through various clubs organizes plays, skits, competitions and invited lectures, educates the students and makes them aware of their social responsibilities and understand the implications of their actions. In cultural programs, traditions of various regions are respected.

Students are involved and encouraged to participate in various co-curricular and extracurricular activities to make them mingle with one another and share their opinions and disagreements in a harmonious manner.

The institute provides poor and merit scholarships as financial support and conducts aptitude and general knowledge classes for the interested students to help them for their competitive exams.

Central Library has a facility to issue books from Book Bank to students belonging to SC/ST communities supplied by the social welfare department for upliftment of the SC/ST students.

YDC and career guidance cell organized lectures on 'Career Guidance for Jobs' in different fields were conducted inviting experts from different domains. Rojgar Mela was also organized,

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

Response:

India is a vast country with many languages, subcultures, religions and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex .The College sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to conduct as a responsible citizen.

The vision of the institute is "to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence and creating social awareness and imbining morality" and this is achieved by developing integrated manpower with right attitude, possessing knowledge and skills which are required to make an honorable living and contributing to the socioeconomic development and welfare of the society. These elements are inculcated in the value system of the college community.

The institute hoists the flag during national festivals and inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The students are inspired by conducting various programs on culture, traditions, values, duties and responsibilities and competitions are conducted among students for Rangoli and ancient technologies.

The personality development of the citizen in the aspects intellectual, mental, physical and spiritual is a rich heritage of our composite culture and is a panacea for all social ills. As an initiative of this, the institute conducts yoga, dance and music activities.

The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and every one should obey the conduct rules.

The college curriculum is framed topics like Professional ethics and human values, Constitution of India, Essence of Indian Traditional Knowledge, to inculcate constitutional obligations among the students.

Guest lectures are arranged by eminent personalities to deliver lectures on ethics, values, duties and responsibilities and on saving environment.

The institute organized awareness program on "Traffic rules and regulations" to give guidelines to students on road safety and to emphasize their responsibility of following rules.

Ethical Values, rights, duties and responsibilities of citizens are some of the topics that are enlisted in Elocution, Debates or in Communication lab activities.

NSS activities of our institution has the affinity for Philanthropic initiatives which include donation of time or resources to government, charities and organizations at local, national levels to help victims during natural disasters.

The institute conducted awareness programs and rallies on “Beti Bachao Beti Padhao”, cleanliness, Swachh Bharat, Blood donation etc. involving students. The college organized **summer camp on the hygiene and sanitation** to create awareness about health. Social service is also done in this field in nearby villages Siyawa,

Reputed persons from police department and legal cell authorities are invited to speak about the duties and responsibilities of citizens and consequences of ragging and women harassment.

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

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

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

The institute aims to inculcate values and nationalism in the students by celebrating the national festivals .India is well known for its festivals and cultural diversity. The college helps student to relate with the cultural heritage and connect with their roots, by inculcating the importance of protection, preservation and propagation of Indian culture. It also actively participates in the ‘National Flagship Programmes’ promoted by the MHRD, UGC, University and the local Govt. offices. International Days are also celebrated with great enthusiasm.

Institute pay tribute to all the national heroes on their Birth and death anniversaries. The event is followed either by lecture, rally or the competitions like elocution, singing, wallpaper, and rangoli etc. The college organizes activities on these days of national importance to recall the events or contribution of our leaders

in building the nation and imbibe moral and ethical behavior of students in their professional and personal lives.

Republic Day and Independence Day:

Every year the Institution celebrates Republic Day and Independence Day hoisting the national flag by Principal. Students and staff sing the National Anthem. Various activities are performed by students.

Gandhi Jayanthi :

Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa. The NSS unit organized mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan'.

Teachers Day :

The Institution celebrates Teacher's Day on 5th September commemorating the birthday of Dr. Sarvapalli Radha Krishnan, a great teacher.

Youth Day:

National Youth Day is celebrated on 12th January on the college campus with the aim of motivating the youth through the way of life and ideas of Swami Vivekananda to generate a positive attitude towards the people to provide them with every knowledge about how to behave in a proper way in the society.

National Unity Day :

National Unity day is celebrated on 31st October, the birth anniversary of Sardar Valla Bhai Patel. All students and staff take part in the Run for Unity followed by the National Unity pledge.

Netaji Subhas Chandra Bose birth Anniversary:

Netaji Subhas Chandra Bose birth Anniversary was celebrated on 23rd January. to pay Tributes to Netaji Subhas Chandra Bose. The college management arranged Inspirational speeches by eminent Speakers.

National Voters Day:

National Voters Day is celebrated every year on 25th January to spread awareness about the necessity of voting and to encourage young generation towards the voting rights.

International Yoga Day:

International Yoga day is celebrated on 21st June every year in the campus. The sessions include orientation on Yoga, its mental and physical benefits and actual performance of some yoga asanas.

1. International Labour Day – 1 May

2. World Environment Day - 6 June
3. World Population Day - 11 July
4. International Literacy Day - 8 September
5. World AIDS Day – 1 December
6. Human Rights Day - 10 December
7. National Yoga Day – 21 June

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:

1. Women empowerment -

Objectives of the Practice

Women constitute more than 60 of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of –

- Mentoring women students on women specific issues with the help of woman cell
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of ‘evil designs’ by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.

- Development of vocational and technical skills among the women students by providing special training to enable them to become independent earners of their living.
- Extending financial assistance to the deserving poor women of disadvantaged sections to help acquire their degrees.
- Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.

3. The Context

- The women students, in the beginning were not enthusiastic to participate in the deliberations.
- Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their dear daughters.
- As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society.
- Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men
- Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling.

4. The Practice :

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The college girls account for 40 of the total strength and most of them come from rural areas. The majority of these girls belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded. Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower

female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its Coordinator and three other senior teachers as its members. All female students are eligible to take membership of the Cell irrespective of their status. There are two hundred girl student members in the unit. The Coordinator and the members of the unit decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the programmes in consultation with NGOs and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments. The **Women Empowerment Cell** is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness, for supporting and guiding girls the institution has a girls mentoring cell. The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women. **The faculty not only in institution but outside the institution also find their responsibility of protecting underprivileged women of society** by helping them in providing facilities, training them for economic independence, organizing health checkup camps, distributing healthy nutritive edibles to poor tribal ladies admitted in government hospitals and having counseling sessions with them for giving importance to their own wellbeing, health and hygiene along with their families as it has often seen that such underprivileged and economically deprived group of society ignore their own health and hence catch many diseases. Most of them were found anemic and hence blood testing camp were organized. All these activities were done with the help of NGO. Coordinator of women empowerment cell Dr. Anshu Rani Saxena being member secretary of Mahaveer International Abu Road took responsibility of conducting all the activities. This organization also installed sanitary napkin vending machine for girl students. The Cell also arranged an interactive session with well-known Gynecologist Dr. Bharti Bansal for girls. The cell organized a two day workshop for girls in which students were ensured for a fearless, safe and healthy atmosphere in campus. Advocate Durgesh Sharma highlighted upon domestic protection act, Vishakha act etc. Police constable SilochnaChodhary gave self-defense training and highlighted upon IPS clause. Physical trainer R.S.Rajput explained various possibilities and ways of confidently coming out of those uncomfortable situations. Internal committee member, counsellor, social and right activist KamlaPanjwani insisted upon self-control.

5. Evidence of Success.

NSS volunteers, YDC and girl representatives of student union got inspired by various awareness and gender sensitization programmes of the Women Empowerment Cell. They sensitized the present women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied socio-cultural contexts. The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes. Active participation of girls in women cell activities for enhancing creativity and thought process for women empowerment is the outcome of the efforts of faculty and student leaders.

6.Problem encountered:

Organizing various programmes during working hours, sometimes, has led to sacrificing the class work. Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule.

2. Title: Environmental Sustainability :

Goal: The College has taken the initiative to create awareness regarding the importance of environment conservation and its role in sustainable national development among students, faculty, stake holders of the college and community.

Context: The most important reason behind the necessity for environmental sustainability is protecting the environment from destruction or degradation being caused by extensive use of vehicles, cutting of trees, irrational use of water, paper and electricity. Further the rising temperatures, more intense storms and altered patterns of precipitation have led to alarming climatic changes globally. We, as educationists have come forward to take measures to conserve and preserve our environment by motivating and involving the young generation. A regeneration of the ecosystem by planting native species of trees and creating their seed bank is a viable solution. The inspiration for this is derived from Gurbani.

The Practice

- . Environmental Studies is compulsory for all UG and PG students.
- Minimal use of water consumption.
- An eco-green project, Saugaat – Gift a Sapling Scheme is introduced . This innovative practice was taken up to felicitate the dignitaries visiting the campus and to promote a greener way of life. The herbal saplings are grown in the Botanical Garden of the College.
- A **Compost Pit** has been created to collect biodegradable solid waste including dry leaves to prepare manure..
 - **Rain water harvesting system** of the college has adequate space to collect the rain water for the purpose of gardening and other uses. It has the facility for storage as well as for seepage of rain water for increasing underground water level.
 -
 - A small unit of Grid-connected Solar Electricity Generating System has been installed in the College.
 - **Energy conservation strategies** are-
 - **Check your lighting** – CFL or LED bulbs not only provide a better quality of light, but they also use less electricity

- **Switch off all appliances when not in use** – you don't need an energy economist to tell you this. You get to conserve a lot of energy when you switch off unused light bulbs and electronics at home and in offices
- **.Only use what you need** – So much power goes to waste when we leave lights and devices on when they are not in use. Be sure to flip the switch when you leave the room & unplug your devices when they are finished charging.
- **Efforts for Carbon neutrality** : Parking private cars outside the main campus has also helped us to reduce the carbon emission ratio
- **Be smart about transportation** – It is widely known that automobile emissions are a significant contributor to pollution. Offset this by biking or walking where possible, or take your campuses public transportation to classes. This is avoided by the institution by having separate parkings..
- **Hazardous waste management** After the repeated request from the college authority the municipality has removed the open vats that were just outside the campus.
- Municipality has kept one big carriage where the garbage of the campus is put every day and the municipal authority takes it away regularly. o The College has renovated two laboratories in the Department
- **e-waste management** : E-waste is not kept anywhere on the campus, instead a room has been allotted where all such waste is stored.
- The college is Tobacco free Zone
- Campus is a plastic free zone. Avoid using plastics in and off the campus Plastic.
- • Appropriate training is provided for both students and staff members for sanitization of on and off campus.
- Nature/ Eco club, YDC and NSS of the college to undertake all possible activities relating to the environmental consciousness.
- Efforts are taken to plant the trees in around the locality to protect from carbon emission

Evidences of success

- The innovative practice of gifting a sapling to dignitaries visiting the campus promotes a greener way of life. This Practice has been appreciated by all the Visitors and Dignitaries.
- Earlier there use to be shortage of water during summers but now underground water level has raised up and we don't find any difficulty in watering plants during summers.
- The problem of water logging in campus during rainy season has also been overcome.
- Sufficient manure availed for plants
- Tobacco, pollution and plastic free zone in the campus
- Eco friendly environment in the campus
- Electricity consumption cost reduced in comparison to the consumption.

Problems Encountered and Resources required:

- Financial assistance is required for maintainance.
- sufficient space or botanical garden for raising saplings of plants
- For the complete success of digitization of records, extra efforts are required to sensitize the faculty and students

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

7.3 Institutional Distinctiveness

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

Response:

The Government College was established in 1977 to bring out the innate potential of the tribal, rural poor of this tribal sub plan area in Sirohi District. Since its inception, the College has been affiliated to M.L.S. University and was accredited by NAAC with “B” Grade in the year 2015 in the 2nd Cycle of NAAC Assessment and Accreditation (A & A) And now the institution is preparing for the 3rd Cycle of NAAC Assessment and Accreditation. The college has well defined Vision, Mission and Core Values which reflect the unique characters of the Institution, needs of the students and value orientation. They are communicated to all its stakeholders.

VISION

The College aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence and creating social awareness and imbibing morality by

- Nurturing a sustainable educational environment
- Imparting high quality, affordable and accessible education
- Building intellectual and imaginative minds
- Providing ethical and value based education

MISSION

1. To bring the down trodden group of the society in the main stream by uplifting their confidence. The

mission of the institution is to equip the students of this tribal sub plan area with the advanced knowledge skills.

2. Helping out students to develop skill of learning to learn.
3. Student's individual all round development.
- 4.To instigate the spirit of leadership, integrity and deep sense of social justice in the minds of students.
- 5.To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues.
6. To produce self-reliant responsible citizens.
7. To develop skilled human resources of a high caliber to face the global challenges successfully with the entrepreneurial approach.
- 8.To inculcate desirable core universal value system among students.
- 9.To promote the use of modern tools and technological innovations in teaching learning and governance.
10. To provide adequate infrastructure facilities to learners.
11. To encourage and promote students to participate in various extra curricular and sports activities
12. To enhance the commitment of faculties and students to the centrality diversity social justice and democratic citizenship by inculcating optimistic thinking and positive spirit.

The missions and goals are reflected in curriculum.

Besides the traditional and stereotyped lecture system of education, we are developing the practice of incorporating brain storming. Assignments, group discussion, surveys and seminars are being incorporated in teaching by departments to develop the tendency of the search of knowledge and self-confidence. We try that the college should become a learning centre rather than a teaching Centre. The students should develop capabilities to share the new responsibilities imposed on them by socio- political and technological changes, by their own experience. The aim is to develop the practice of learning to learn.

The mission statements of the Government College Aburoad are aimed at translating the vision of the college into reality through a well-planned action plan and define its endeavour and engagement.

5. CONCLUSION

Additional Information :

The institution falls in tribal sub plan area. Majority of residents belongs to Garasia tribes which are socially & economically deprived groups of society of this area mainly depending on labor work and little bit farming. Tribal area development authority of state government provides financial help in the form of scholarship rental allowance three thousand to ST students. A sum of Rs. 5000/- in the form of economic help is given to girl students. They are also given scooty for Motivation for higher education studies. If they get 65 & above percentages in higher secondary. The government has also provided residential facilities in the formal ashrams, schools, residential schools and hostels at various places. TADA has also constructed girls hostel in college campus which would be utilized the girls of our institution. The culture, appearance & dressing of tribes can easily be identified. The colleges of TSP area are different from other college as its students get special reservation in government services (TSP area). The college education Rajasthan has given special categorizing to the tribal area located college which given privileged in promotion.

Concluding Remarks :

In spite of so much facilities provided by government to the students of the tribal areas which are mostly the first generation learner of the society a lot has to be done to bring awareness amongst them and bring them to the main stream of society. This is the main goal of the Institution and the college owns its responsibility to do all round development of class group of students by providing proper infrastructure, educational and co-curricular and technical facilities. The college through various activities and social concern activities they are motivated to have liaison with other groups of society and help them in their own capacity. Tribal have many superstitions hence the college organizes various activities for enhanced scientific temperament and enlightening tribes to go away from superstitions along with literacy. The achievement of the institution is that in a society which was totally away from education is promoting girl child education as the number of ST students as well as ST in ST girls is increasing day by day in the college. They are being employed in government jobs teaching, nursing, forestry, police department and private sectors and various Industries. The college as the only government higher education institute of the tribal sub plan area it proves to be a milestone in the development of tribal society & and women empowerment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p> <p><i>3)Employers</i></p> <p><i>4)Alumni</i></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : DVV has select None of the above because Filled feedback report has not provide by HEI.</p>
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: E. Feedback not collected Remark : DVV has select E. Feedback not collected because analysis report not related to curriculum .</p>
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 18 Answer after DVV Verification: 1</p> <p>Remark : DVV has not considered mentor list for the year 2018-19 .</p>
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p>

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 216

Answer after DVV Verification: 139

Remark : DVV has made the changes as per provided experience letter by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	17	10	6	5

Answer After DVV Verification :

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

Remark : Report for Workshop on Entrepreneurship for the year 2017-18 has not provide by HEI.

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 0

Answer after DVV Verification: 0

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 1

Answer after DVV Verification: 0

Remark : DVV has not considered teacher who recognized as guides in 2020-21.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	11	7	5	3

Answer After DVV Verification :

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

9	7	6	4	1
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3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	22	21	20	18

Answer After DVV Verification :

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

Remark : DVV has made the changes as per pro-rata basis of provided report by HEL.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
327	1160	570	828	328

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
277	850	250	540	273

Remark : DVV has made the changes as per report of students participated in extension activities.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
206.32	89.62	100.45	56.82	10.21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69.99	69.85	49.96	50	50

Remark : DVV has made the changes as per expense on Laboratory in statement signed by CA.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.15	10.023	0	0.65	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14.99	50	50	64.84	40

Remark : DVV has made the changes as per expense on Books and journals duly signed by CA in 4.1.4.

4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 650 Answer after DVV Verification: 112</p> <p>Remark : DVV has made the changes as per average of log book entries provided by HEI.</p>																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 831 1046 965"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>206.32</td> <td>89.62</td> <td>100.45</td> <td>56.82</td> <td>10.21</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1043 1046 1178"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>25</td> <td>25</td> <td>15</td> <td>15</td> <td>50</td> </tr> </table> <p>Remark : DVV has made the changes as per expense on repair and maintenance in statement duly signed by CA.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	206.32	89.62	100.45	56.82	10.21	2019-20	2018-19	2017-18	2016-17	2015-16	25	25	15	15	50
2019-20	2018-19	2017-18	2016-17	2015-16																	
206.32	89.62	100.45	56.82	10.21																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
25	25	15	15	50																	
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p> <p>Remark : DVV has select E. None of the above because provided report for the year 2018-19 has not considered.</p>																				
5.1.4	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
157	641	165	75	160

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
180	6	0	0	0

Remark : DVV has made the changes as per provided report by HEI..

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

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

Answer before DVV Verification : 43

Answer after DVV Verification: 19

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	4	3	0

Answer After DVV Verification :

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

Remark : DVV has not considered participation certificate, DVV has not considered award received in Inter-college level.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
752	503	490	470	460

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report of cultural competition by HEI.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Audited statement not provide by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	3	2	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	2	1	0

7.1.4 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D.1 of the above

Remark : DVV has select D. 1 of the above as per shared photos of Open well recharge by HEI.

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

1. Green audit

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Supporting document not provide by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>09</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>350</td> <td>299</td> <td>270</td> <td>270</td> <td>270</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	10	10	10	09	08	2019-20	2018-19	2017-18	2016-17	2015-16	350	299	270	270	270
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	10	10	09	08																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
350	299	270	270	270																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>499</td> <td>410</td> <td>405</td> <td>350</td> <td>357</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>548</td> <td>416</td> <td>426</td> <td>378</td> <td>384</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	499	410	405	350	357	2019-20	2018-19	2017-18	2016-17	2015-16	548	416	426	378	384
2019-20	2018-19	2017-18	2016-17	2015-16																	
499	410	405	350	357																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
548	416	426	378	384																	
3.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>206.32</td> <td>89.62</td> <td>100.45</td> <td>56.82</td> <td>10.21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>206</td> <td>10.56</td> <td>100</td> <td>57</td> <td>10</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	206.32	89.62	100.45	56.82	10.21	2019-20	2018-19	2017-18	2016-17	2015-16	206	10.56	100	57	10
2019-20	2018-19	2017-18	2016-17	2015-16																	
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2019-20	2018-19	2017-18	2016-17	2015-16																	
206	10.56	100	57	10																	