



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE BARAN

GOVERNMENT COLLEGE BARAN, MANGROL BYPASS
325205

<https://hte.rajasthan.gov.in/college/gcbaran>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College, Baran is a distinguished co-educational institution in Baran Rajasthan. It is affiliated with the University of Kota, Kota. It was started in 1966, as an undergraduate government college. It got its recognition from UGC in July 1966. The institution has been catering to all sections of society on need-based quality education for UG and PG programmes in Arts, Science and Commerce. The Government College Baran owns both 12 (B) & 2 (f) status, with NAAC accreditation 'C'. The Government College, Baran is a multidisciplinary Post Graduate College, offering Under Graduate degree courses in all three streams, namely Humanities, Natural Sciences and Commerce; and Post Graduate programs in Geography, Political Science, Economics, Hindi, Mathematics and Chemistry. This institution offers flexible and innovative curricula in various humanities subjects where a student can choose subjects in different combinations according to their interest and choice. At the Post Graduate level the college has started credit based courses in Geography, Political Science, Economics, Hindi, Mathematics and Chemistry. The institution also offers and inculcates students to engage in the areas of community engagement and service. To create environmental awareness there is compulsory paper for the under graduate students in Environmental science, this helps towards the attainment of a holistic and multidisciplinary education.

Now approximately 3500 boys and girls of the suburban areas of the Baran are enrolled in the institute in quest of fulfilling their dreams of higher education. The College has a well-qualified and dynamic faculty that regularly upgrades itself to enrich the teaching, research, and outreach process. The College provides the university curriculum holistically with value addition among the students. The College designs balanced inputs of curricular and co-curricular components into its practice. The Institution prepares students into self-relied, independent thinking, globally relevant, skilled, and socially useful citizens of the nation embedded with values to contribute in their own right to the society.

Vision

To make education accessible to the weaker sections of society and thus empower them.

To provide affordable quality education, while equipping students with knowledge and skills in their chosen stream, inculcate values, identify hidden talents, provide opportunities for students to realize their full potential and thus shape them into future leaders, entrepreneurs and above all good human beings.

Mission

Mission

To provide equal opportunities for fostering of potentials among weaker students.

Strive to inculcate the spirit of service along with professional development and skills for youth empowerment

through education, research and extension by nurturing, innovation leadership and national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Highly qualified and dedicated faculty.**
- **Learning centered education with thrust on participatory and interactive learning**
- **Transparent and fully Online Admission Process.**
- **Well-equipped science laboratories, language lab, computer laboratory, ICT enabled e-classroom, Smart Classroom, fully automated and computerized Library, Wi-Fi Campus, Campus covered under CCTVs, Recreation Room, Sports Facilities, Innovation and Skill.**
- **Development Cell, NSS, Rover & Scout, Women Cell etc.**
- **The college has two functional MOU's (one in sports and the other in health sector)**
- **ICT facilities**
- **RUSA beneficiary**
- **Automated Library having a splendid collection of books and journals.**
- **Pollution free and eco-friendly green and clean campus.**
- **Empowerment of the weak and marginalized by way of camps, rallies and outreach programmes by NSS ,Rover& Scout, Women Cell**
- **Application of e-governance for administration, finance and accounts, planning, admission, examination etc.**
- **Indoor and outdoor games facilities**
- **College itself is landmark in the city, stand tall with its strong identity as the oldest Educational Institute of the city.**

Institutional Weakness

- **Limited job-oriented programs**
- **Insubstantial global exposure.**
- **Insufficient research facilities to meet local thrust.**
- **Insufficiency of Teaching staff**

Institutional Opportunity

- **Utilizing the expertise of faculty members in formulating value-added courses**
- **Optimum use of ICT facilities**
- **Preparing Students for competitive examinations and higher studies.**
- **Extending collaboration for National level courses and Research.**
- **Active participation in Kota University's various activities.**

- **Centrally and strategically located premises.**
- **Increasing enrollment of female students every year despite of a dedicated Girls College in the city**
- **College has a large open ground which is utilized by local governing authorities for various activities where by students are directly exposed to various govt schemes and announcements**

Institutional Challenge

- **Maintenance, repair and updation of college building and infrastructure facilities**
- **Limited alumni Input and support**
- **Rural background of the parents with low level of education**
- **Limited nurturing of extracurricular talents and ventures**
- **Need to create more job opportunities**
- **Lack a well - equipped auditorium hall.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College Baran has a permanent affiliation with the University of Kota, Kota and adheres to the syllabus of the University for UG and PG courses. In each academic session, the academic calendar, class-wise and teacher-wise time schedules of the curricular, co-curricular and extra-curricular activities are prepared and displayed on the notice boards and college website. Our teachers participate in activities related to curriculum development and assessment as members of academic councils and the board of studies sets up question papers and checking of answer books as a part of the assessment and evaluation process of Universities. G.C.Baran is running 10 elective courses in Arts, 03 in Commerce and 04 in science streams.

Study and examination Centre's for IGNOU and VMOU are functional. For streamlining socio cultural issues, social and gender inequality, environmental awareness, protection, and sustainability various committees are working effectively. Anandam, added recently in the syllabus, incorporates project work and field surveys, and the reports are assessed by evaluation committees. Feedback is taken from stakeholders, students, teachers, supporting staff and alumni. The feedback had been collected through Google forms, was analyzed by IQAC and suggestions are being implemented. GOVT. COLLEGE BARAN has a distinct image throughout Rajasthan in the use of ICT. Our YouTube and video lectures, online courses and E-class teaching were appreciated all over the state and by the Commissionerate of College Education, Jaipur.

Teaching-learning and Evaluation

GOVT. COLLEGE BARAN is very popular throughout the Hadauti region and students have the willingness to take admissions here.

The average enrolment for the last 5 years is 87.14%. It follows the State Government policies of reservations to various caste categories and social groups. The admission process and fee submission are online through the State admission portal. The College website has a developed LMS portal. The college has a computerized online library using ILMS. For uninterrupted teaching-learning, the institution has its youtube channel, video lectures are uploaded and PDF notes, online skill development courses, and WhatsApp class-wise groups are used. Anandam course was started in session 2020-21 for socially productive activities and projects. In 2022-23, 42 full-time teachers were serving. Among them, 15 possess PhD and 3 M.Phil degrees. Unit tests, monthly tests and annual exams are held for student evaluation. The average pass percentage of third-year students is 93.06%. GOVT. COLLEGE BARAN insists on extensive use of ICT and online short-term skill development courses, webinars, seminars, workshops, projects, and presentations are conducted. Complete data of students admitted is collected during admission and students are connected with the College through College email IDs and whatsapp groups. Government College Baran's vision, mission, objectives, programs, and course outcomes are displayed on its website. The curriculum aims at enhancing skills, competence, and employability.

Research, Innovations and Extension

Our institute has created an ecosystem for innovation and has taken initiatives for the

creation and transfer of knowledge. The institute has organized 14 Workshops, National and International Seminars on various issues in the last five years. 03 research scholars are pursuing research work under the guidance of research supervisor, a total of 145 papers and 20 Books/Chapters have been published by the teachers in National and International Publications.

The College organizes extension activities for social causes like Plantation, Cleanliness Drive, Yoga and Meditation, Voter Awareness campaigns, Saving the girl child, Global Warming, Communal Harmony, Gender Equality, and Waste Management, Drug Abuse, Cashless Transactions, and several other Civic Issues.

Nearly 5540 students actively participated in 240 types of activities in last five years. The institution has recognition at the State and National levels.

Presently the college have two functional MoU's and are striving for more MoUs with the industries, factories, NGOs, and other institutions situated in the Baran district, for students' placement/Skill Development Training Programs in near future.

Infrastructure and Learning Resources

The Institute has academic block, classrooms with 80-100 capacity, well-equipped Laboratories, ICT-enabled

departments and a staff room with facilities and a girls' common room. It keeps an ICT-enabled seminar hall with AC, a smart classroom, and an e-classroom with 16 MBPS internet connectivity, a language lab. The college has Sports court (Basketball) and grounds for Hockey, Cricket, football, Volleyball and Handball. College has won medals in sports in different events including University, state, and national levels too. There is a well-equipped Recreation Room. The College expenditure for infrastructure augmentation in the last 5 years was 94.88475 lakhs, which was fairly spent on both academic and physical facilities. The total teaching staff was 38 while the student strength is 3931 in the year 2022-2023. There are 11 browsing centres for students at college where computer facility with the Internet is available. College gets an Internet speed maximum of 100 Mbps and 2 Mbps minimum. Wi-Fi facility is also available on the premises by Rajcom and BSNL.

The college has a fully automated library which is updated from time to time. A link for searching books is provided to students and they search the books comfortably with the help of ILMS software. The available INFLIBNET and ILMS facilities help faculty and students in their academic and research work. There was an expenditure of Rs 383168/- for the library on Books, Journals, Databases, and e-resources in the last five years.

Student Support and Progression

The benefits of various scholarship schemes run by the central and state government are given regularly to the eligible students. Our college is the nodal Centre for the entire district for these schemes. In the last five years, several offline and online programs related to soft skills, spoken English and communication skills, yoga, physical fitness, health and hygiene, and ICT/computing skills were organized by the college. To develop the competitive ability of students, guidance and interview skills in competitive examinations and counselling, the college organized Pratiyogita Dakshata classes for different competitive examinations. The registered students for these were 356 and 38 students got selected. Student redressal committee, prevention of sexual harassment committee and anti-ragging committee are constituted in the college that take prompt action on the complaints received from the students. A total of 34 candidates were employed. Per annum percentage of students going to study higher education after passing out of college is 15.33%. Out of the students studying in the college, in the last five years, 23 in B.Ed., 5 in Patwari, 22 in the schoolteacher examination, and 16 in other state services have brought pride to the college. The students of the college have also raised their flag high in sports in the last five years.

Governance, Leadership and Management

The various schemes and facilities promoted and provided by the state and central government are fully utilized by the college. During the last five years, the college has organized many professional development and administrative training programs for the teaching and non-teaching staff. The teachers of the college participate in orientation, induction, refresher, and short-term training programs conducted by HRD/ASC.

In the last five years, 270 such programs/courses have been attended by college faculty. The college has received a total amount of Rs. 21924964/- from the college development committee from 2018 till 2022. The IQAC has played a pivotal role in the development of the college. The other works by IQAC are ensuring cleanliness in the college, preparation of playgrounds, calculation of APIs for CAS of faculty, educational tours of students, FDPs, organization of workshops, free coaching classes, health check-up camps, IT-based training programs and skill development courses in addition to setting up of computer and language labs. To perform the above-mentioned tasks, action taken reports were prepared by holding frequent meetings. The report was prepared after collecting the feedback and analyzing it.

Institutional Values and Best Practices

Best Practice -I The Government College Baran is situated in southern part of Rajasthan; more than 70 percentage students are from rural background and most of them belong to Saheriya Schedule Tribe which is most backward tribe among other Schedule Tribes. The students are economically and socially downtrodden, to cater the needs of these student's college has started its vermicompost plant to create awareness among the people in general and particularly among the students of the college who belongs to the rural background. This practice will make the students self-reliant; they will earn while learning, this practice aims to make the students self-reliant by producing vermicompost manure. Booster organic vermicompost speeds up the process of germination, it is eco-friendly and makes the students to attain a vocational skill to financially support them.

Best Practice-II

The college has taken additional efforts in order to improve the quality life for members of the **Saheriya tribe**, which is the only aboriginal Tribe that still survives in the state of Rajasthan in India. If Saheriya students with lower academic scores are willing to pursue further study, pupils who are members of the **Saheriya tribe are guaranteed to have unlimited access into this educational establishment**. They are given an opportunity for outright admission so that they can become a part of mainstream. This is the case despite the fact that other students from general and other categories have higher academic scores. Even in the event where they compete with pupils from general and other categories, this remains the case. Taking this concept and developing it to its logical conclusion has been a direct contributor to the beneficial improvements that have taken place. **The number of students enrolled in classes has increased, and the government of the state is also offering financial assistance to these students**. As a direct result of this, the level of participation displayed by members of the Saheriya tribe in the fields of local administration, the police force, the teaching faculty of the schools, the tax department, and the forest department has substantially improved.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE BARAN
Address	GOVERNMENT COLLEGE BARAN, MANGROL BYPASS
City	BARAN
State	Rajasthan
Pin	325205
Website	https://hte.rajasthan.gov.in/college/gcbaran

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishan Murari Meena	07453-230072	9414286912	-	gc.baran@rajasthan.gov.in
IQAC / CIQA coordinator	Irfan Ahmed	-	9214452999	-	gcbiqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	University of Kota	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-07-1966	View Document
12B of UGC	01-07-1966	View Document

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

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	GOVERNMENT COLLEGE BARAN, MANGROL BYPASS	Urban	11	11237.63

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	BA,English Litt,	36	XII	English	100	100
UG	BA,Hindi Litt,	36	XII	Hindi	700	700
UG	BA,Economics,	36	XII	English,Hindi	200	179
UG	BA,Geography,	36	XII	English,Hindi	500	500
UG	BA,History,	36	XII	English,Hindi	400	264
UG	BA,Philosophy,	36	XII	English,Hindi	100	98
UG	BA,Political Science,	36	XII	English,Hindi	500	500
UG	BA,Sanskrit,	36	XII	Hindi,Sanskrit	200	70
UG	BA,Urdu,	36	XII	Urdu	100	33
UG	BA,Sociology,	36	XII	English,Hindi	300	243
UG	BCom,Abst,	36	XII	English,Hindi	100	48
UG	BCom,Bus Admin,	36	XII	English,Hindi	100	48
UG	BCom,Eafm,	36	XII	English,Hindi	100	48
UG	BSc,Botany,	36	XII	English,Hindi	176	136
UG	BSc,Chemistry,	36	XII	English,Hindi	264	194
UG	BSc,Mathematics,	36	XII	English,Hindi	88	58
UG	BSc,Physics,	36	XII	English,Hindi	88	58

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UG	BSc,Zoology ,	36	XII	English,Hind i	176	136
PG	MA,Hindi Litt,	24	GRADUATI ON	Hindi	40	22
PG	MA,Economi cs,	24	GRADUATI ON	English,Hind i	60	23
PG	MA,Geograp hy,	24	GRADUATI ON	English,Hind i	60	52
PG	MA,Political Science,	24	GRADUATI ON	English,Hind i	60	60
PG	MSc,Chemist ry,	24	GRADUATI ON	English,Hind i	30	27
PG	MSc,Mathem atics,	24	GRADUATI ON	English,Hind i	40	21

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	2				3				54			
Recruited	2	0	0	2	3	0	0	3	16	4	0	20
Yet to Recruit	0				0				34			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	3	1	0	4
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	4	3	0	7
Yet to Recruit				7
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	1	0	3
M.Phil.	0	0	0	3	0	0	0	0	0	3
PG	0	0	0	0	0	0	12	1	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	2	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	1	0	9
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	1	0	1	
	0	1	0	1	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	714	0	0	0	714
	Female	516	0	0	0	516
	Others	0	0	0	0	0
PG	Male	103	0	0	0	103
	Female	102	0	0	0	102
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	149	167	149	139
	Female	128	127	128	137
	Others	0	0	0	0
ST	Male	143	151	131	137
	Female	61	68	75	70
	Others	0	0	0	0
OBC	Male	174	192	149	149
	Female	206	212	230	222
	Others	0	0	0	0
General	Male	370	319	254	392
	Female	435	531	552	390
	Others	0	0	0	0
Others	Male	44	43	40	21
	Female	30	31	31	12
	Others	0	0	0	0
Total		1740	1841	1739	1669

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Within the vibrant landscape of higher education, our college stands proudly affiliated with the prestigious University of Kota, championing a progressive and innovative pedagogical ethos. Rooted in the principles of interdisciplinary and multidisciplinary learning, our educational approach harmoniously aligns with the University of Kota's esteemed curriculum. At the heart of our educational philosophy lies an unwavering commitment to providing students with an all-encompassing and adaptable learning journey that transcends the boundaries of conventional silos. A hallmark of our academic paradigm is the dedication to offering students an enriched and diversified educational</p>
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experience. Irrespective of their chosen majors, we place a premium on facilitating an expansive educational journey by introducing a spectrum of add-on certificate courses. These supplementary courses, meticulously curated to complement their core areas of study, serve as catalysts for intellectual exploration and skill enrichment. By fostering interdisciplinary connections, we enable our students to broaden their intellectual horizons, nurturing versatile minds capable of navigating the complexities of a dynamic world. Central to this transformative educational landscape is the Interdisciplinary Education Association (IDEA), an innovative initiative fostering an environment conducive to the free flow of ideas among the academic fraternity and our ambitious student body. IDEA stands as an intellectual forum facilitating vibrant dialogues, transcending disciplinary confines, and igniting a synergy of diverse perspectives. This collaborative platform encourages robust engagement, where the exchange of ideas percolates through the corridors of academia, fostering a culture of collaboration and innovation. Our commitment transcends mere academic pursuits. While acknowledging the significance of core subjects, we recognize the paramount importance of equipping our students with practical, real-world skills essential for their holistic development. Beyond the confines of conventional learning, our curriculum emphasizes skill development, empowering our students with a repertoire of competencies that transcend the boundaries of traditional academia. We understand that nurturing these practical abilities is instrumental in shaping their professional trajectories and nurturing personal growth. In the ever-evolving landscape of higher education, our college is committed to steering our students towards holistic excellence. Our interdisciplinary and multidisciplinary approach, enriched by the IDEA, empowers our students to become agile thinkers and adept problem solvers. Through our versatile educational programs and emphasis on skill development, we strive to foster a cohort of dynamic individuals poised to make meaningful contributions to society while carving their paths towards success in an increasingly competitive world. College runs 53 courses and 42 add-on courses under the umbrella of Vardhman Mahaveer Open University (VMOU) with Choice Based Credit System (CBCS). These courses

	<p>are designed to provide flexibility to students so that they get maximum flexibility to choose these courses. As we continue our journey of academic excellence, we remain steadfast in our commitment to nurturing intellectual curiosity, fostering interdisciplinary connections, and preparing our students to navigate the complexities of tomorrow's world with confidence and competence.</p>
2. Academic bank of credits (ABC):	<p>College follows a choice-based credit system for its programs run under the VMOU umbrella. Apart from this, College conducts all courses as per directions of affiliating university. The University of Kota has implemented ABC system from the academic session 2023-24 for the PG and First semester under graduate courses. College has also implemented ABC system in tune with the University of Kota from the session 2023-2024. The NEP related policies adopted by the affiliating University and the same are implemented by the College as per the directions of the University. The use of SWAYAM portal and its credit transfer scheme are also briefed to students.</p>
3. Skill development:	<p>The College aims to encourage technical, vocational, soft skills in students by organising various workshops and training programs in upcoming sessions. Previously, many sessions were conducted in collaboration with Rajasthan Learning and Skill Development Cell (RSLDC) also referred to as Navachar Evam Kaushal Vikas Prakoshtha institute to encourage students to participate in courses offered by Government at that time. College has also organised a Skill Development Program for students on various IT courses in association with IIT Bombay Spoken Tutorial Program in session 2020-21. Students learnt the usage of libreOffice as a substitute of Microsoft Office during these programmes. College has also signed an MoU with District Cricket Association to train students for sports and understand minute details about games and playground. In line with NEP, College aims to establish Skill Development Cell in upcoming sessions to conduct skill development courses designed by affiliating university and Directorate College education Rajasthan.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In order to promote and preserve the local language, art and culture, it is the regular practice at college that all NSS units conduct activities in respective adopted</p>

villages and areas, namely, Bamuliya, Nalka, Gandhi Basti, Rajpali and other remote are compulsory executed in local Hadoti language. For easy communication of subject course the medium of instruction is bilingual that is Hindi and English. Hindi, Sanskrit, English, Urdu languages are taught in UG and PG programmes. College students also actively participate in various cultural events apart from NSS activities to recognise and support local culture. Most of our college students are from rural areas. They are encouraged to share their thoughts in their mother tongue and local language besides motivating them to speak in appropriate Hindi and English. College also takes pride in having enrolled large no. of students belonging to Sahariya Tribe, they are classified as particularly vulnerable tribal group. The history of the Saharia tribe is spotty and, in many places, completely lost. They trace their origin from Bheel Shabari of the Ramayan. The Sahariyas are expert woodsmen and forest product gatherers. College supports the tribal aspect Sahariyas at the same time ready to implement Govt. schemes for their upliftment. Sahariya students are encouraged to bring out their culture in college activities and create a unique selling point (USP) for them. College further aims to organise local Haat and exhibition of products manufactured by this Tribe within college campus to provide them support and recognition. Apart from this, VMOU conducts many courses that promote Indian Language and Culture. Study material of these courses shared with students in form of online videos which can be accessed from anywhere.

5. Focus on Outcome based education (OBE):

All the programs are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by affiliating university, University of Kota. The College follows the guidelines as and when received from DCE and University where variety of approaches in teaching Learning process like lectures, seminars, practical and project-based learning field work, research work are suggested and College is implementing in best ways possible in its capacity.

6. Distance education/online education:

College runs 53 courses and 12 add-on courses under the umbrella of Vardhman Mahaveer Open

University (VMOU). Study material of these courses shared with students in form of online videos which can be accessed from anywhere. The college has its you-tube channel and has a more than 2200 educational videos on you tube for free access on various subjects taught in the college. College website has been developed for making all information accessible to faculty members, enrolled and prospective students and to provide appropriate links for online teaching. Online teaching is done using YouTube, Google services and Zoom meets. The links of videos are shared to the students on WhatsApp groups and are stored on google drive of the college, named Rajiv Gandhi E-Content Bank. Lectures prepared by faculty members have been uploaded on LMS portal focused on online learning delivery. Students will be able to access the portal through their SSOID. Campus is Wi-fi enabled. College has subscribed N-List INFLIBNET) services to enable faculty members, scholars and students to access scholarly, peer reviewed electronic resources.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, ELC has been established in the college in compliance of the order by Commissionerate College Education, Rajasthan, Jaipur. The ELC deals with voter education and contributes towards spreading voter awareness and promoting voter literacy and ethical participation in accordance with SVEEP (Systematic Voter's Education and Electoral Participation) program of the Election Commission, India. The ELC contributes to spread the awareness regarding voting and other ethical heads regarding elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. campus ambassadors and nodal officer have been appointed by the college who take care of the participation of the students in the activities. ELC members, nodal officer and student representatives are engaged in the activities organized by the college and the district administration. Dr Leenta Arora , and Shri Ravindra Badal ELC nodal officers of the college, were honored by the district administration for the outstanding work done in the field of electoral literacy. Sr. No Year Faculty Coordinator Student</p>

	<p>Coordinator 1. Dr.Rati Ram Jatav Miss. Minakshi Meena BA II 2. Dr.Rati Ram Jatav Mr. Nitin Verma B.SC.III 3. Dr. Leenta Arora Miss. Jyoti Bairwa BA III 4. Mr. Ravindra Badal Mr. Kuldeep Meghwal B.SC.III 5. Mr. Ravindra Badal Mr. Ayush Uspariya MA Pre</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1.Voter registration drive targeting eligible students on campus. 2.Voter awareness campaigns held at different tehsil locations within Baran district. 3.Voter awareness initiatives tailored for disabled individuals and senior citizens across multiple villages. 4.Guest lectures on voter awareness organized for resident students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. Voter awareness and registration drive for the Graduate Constituency carried out in Baran District. 2. Voter awareness and registration campaign for the Teachers Constituency held in Nalka ,bamoliya Gandhi basti and Rajpali neighboring villages of Bran District. 3.Many programs like cartoon competitions, and debate competitions are organized to spread awareness and camps are organized to teach the use of the Voter Helpline App and linking of AADHAR to VOTER ID. Innovative programs and initiatives by ELC; 4. Students are motivated to get registered for voting rights. Programs are organized as per the circulars received from the District administration regarding the voter awareness campaign. 5. Student representatives and campus ambassadors participate actively and motivate other students to get registered. Training for ethical voting is imparted to the students. 6. Initiatives are taken to ensure students download Voter Helpline App on their mobiles and register online. 7.Awareness camps were organized on the college campus with the help of the district election officer/district collector, Baran for stepwise guidance for VHA and to link Aadhar to Voter ID. 8. Debates, slogans, posters, cartoon competitions, street shows and rallies were organized in campus as well as in public places. Students are also rewarded for their appreciative work.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>Voter registration drive conducted at Institute for above 18 yrs of age students.The college</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

administration and ELC always motivate the students to register through awareness campaigns. The regularly organized activities include rallies, national voters day celebrations, essay competitions etc. These programs spread a message among the students about their voting right. The nodal officer interacts to explain to them the importance of the same and asks them to register positively. Initiatives are taken to ensure that students download Voter Helpline App on their mobiles and register themselves online.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3928	4539	4771	4570	3952

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 59

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	31	29	46

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.63564	15.59125	10.18674	13.09225	212.71487

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- 1.The Institution ensures effective curriculum deliver through a well-planned and documented process:

Government PG College, Baran is affiliated to University of Kota (Rajasthan) and receives directions from Commissionerate, Department of College Education, Jaipur Rajasthan from time to time in order to ensure effective delivery of curriculum. There are multi-disciplinary courses available in college such as Science, Arts and Commerce with varying levels of learners. Therefore, curriculum is modulated by an effective planning process and feedback mechanism. College as such follows a pre-determined syllabus set by the affiliating University and ensures the holistic development of its students by innovating within established academic structures.

Curriculum Development and Revision- Faculties across all departments in Colleges and University level engage together for preparation of curriculum. The members of various bodies of University in which faculty members of this College are also a part of, contribute in curriculum reviews, assessment and evaluation to keep it in sync with recent trends and employability needs of industries. They give their inputs and proactively engage in preparation and subsequent revision of the syllabus.

Curriculum Planning & Preparation- At the macro level, the IQAC which comprises of senior faculty members and in- charge of all departments plan ahead for timely curriculum delivery and formulate the academic calendar to optimize the teaching learning process. This ensures effective preparation of academic and other activities so that students benefit from holistic education being offered.

IQAC confers with the departments regarding options to be offered to students for Generic Electives and coordinates with them regarding the allocation of these electives to students. The college has started CBCS scheme for Under Graduate Courses from this current session 2023-24, whilst semester system has already been implemented for Post Graduate Courses from session 2022-23 onwards.

Students are intimated through web- links posted on the college website, SMS service and Whatsapp on students registered mobile numbers. Department-wise Timetables are prepared and pasted on the college notice board and website prior to the commencement of the semester and session to ensure timely commencement of classes.

Monitoring and Feedback- IQAC meetings at regular intervals with Head of the Departments and faculty members ensures adhering to the teaching plan and filling up of gaps, if any. Furthermore, regular faculty- student interactions elicit informal student feedback and helps making the necessary changes in

the ongoing academic and non-academic arrangements. Structured feedback is also collected from Students, Alumni, faculty etc.

Faculty Upgradation- Faculty members participate in various Faculty Development Programs, Short Term Courses, Webinars and Workshops. They also update their technical skills in preparation and usage of e-platforms. All faculty members regularly participate in conferences and seminars to share their research and academic inputs by presenting papers and getting research articles published in journals and books. This helps them in subject expertise which aids effective curriculum delivery.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 30

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 2.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
413	22	0	126	69

File Description

Document

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Academically, general electives and compulsory papers are offered within and across Department so that students can examine the issues related to Gender, Ethics and Environment.

Professional Ethics – Professional ethics are taught to students as part of their holistic development. Papers such as Business Communication, Business Law, etc lead to a greater awareness of professional ethics in students. Compulsory papers such as Elementary Computer Education, General Hindi and General English are added to the curriculum with an aim to enhance basic know-how of technology and professional communication. This also leads to holistic development in students apart from academic knowledge in their core specializations. Students are acquainted with the importance of referencing in assignments and significance of Intellectual Property Rights. Importance for team work, group activities and developing leadership qualities has been a major objective during the ‘Anandam’ Program. Inclusions in course content, seminars, field trips, Student Council events, co-curricular activities, sports are also some of the initiatives that inculcate professional ethics among students.

Gender – Awareness of gender issues makes students more sensitive and sensitized citizens. Gender sensitization is vital to the overall growth and development of students. Papers such as Contemporary India, History of India, Women in Indian History etc. highlight women’s struggles through the ages leading to greater sensitization of gender inequity. Apart from papers, various activities and programs are organized under the umbrella of Women’s Cell, Anti – Ragging Cell, NSS, Human Rights etc. to create awareness and sensitization towards Gender. ‘I Am Shakti -Udaan Yojna’ launched by the Department

of Women and Child Development, Govt. of Rajasthan has also been instrumental in highlighting issues like menstrual health on common platform. Students at tender age are now informed about difficulties and issues pertaining to women health.

Human Values –

The College has several committees such as Human Rights and Equal Opportunity Cell, *Gandhi Adhyan kendra*, *Upbhokta* Club, Skill Development for students, Tobacco Matters, Cultural Committee, NSS, Woman Cell, Scouts, etc. The members of these committees organise various activities emphasizing Human Values and environmental concerns. An attempt is made towards inculcating social, moral, and ethical values in the students. Special Camps are conducted by all 04 NSS units to familiarize students with the prevailing problems of rural India.

Environment Sustainability – Students study a compulsory course on Environmental Studies at the Undergraduate level to understand the relationship between ecology economy and society on the at large. This helps students to evolve into responsible citizens who are ecologically, environmentally, and socially informed. The motive of this course is to make young minds aware and inculcate a self-inclination to protect the natural resources while ensuring sustainable lifestyle and development.

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

1.3.2

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

Response: 86.66

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

Response: 3404

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
1435	1669	1739	1841	1740

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1654	1854	1854	1954	1854

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 91.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
794	887	933	991	935

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

2022-23	2021-22	2020-21	2019-20	2018-19
890	998	998	1052	998

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 151.08

2.3 Teaching- Learning Process

2.3.1

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

Response:**Apart from ‘Chalk and Talk’ following methods are included in teaching:**

Experiential learning is a dynamic and hands-on approach that goes beyond traditional classroom settings, aiming to enhance the educational experience by immersing students in real-world situations. Field trips, excursions, and educational tours are integral components of this approach, providing students with opportunities to explore and apply theoretical concepts in practical settings. These outings allow students to witness firsthand the principles they've learned in the classroom, fostering a deeper understanding and appreciation for their subjects. In addition to physical excursions, technology plays a crucial role in experiential learning. Virtual Reality (VR), Augmented Reality (AR), and Magic Leap are utilized to create virtual laboratories where teachers can demonstrate complex concepts in an immersive and engaging manner. This technological integration not only enhances comprehension but also opens new avenues for interactive and engaging learning experiences.

Project-based learning and seminars are mandatory for postgraduate students, encouraging them to delve into in-depth research and application of theoretical knowledge. These activities foster critical thinking, problem-solving skills, and the ability to apply academic concepts to real-world scenarios. Guest and extension lectures are organized periodically to provide students with insights from industry experts, updating their knowledge and exposing them to current trends and practices.

Participative learning is emphasized through co-curricular activities that go beyond formal education. Quizzes, workshops, creative writing competitions, debates, and poetry competitions are organized to stimulate intellectual curiosity and creativity. Cultural activities, such as skits, drama, singing, and dance competitions, contribute to the holistic development of students, nurturing their artistic and expressive capabilities. The National Service Scheme (NSS) and Scout Guide activities further contribute to the all-round development of students. These initiatives instill values of community service, leadership, and teamwork, fostering a sense of social responsibility and civic engagement. Sports activities are an integral part of the experiential learning process, promoting physical fitness, teamwork, and discipline. The organization of various sports events encourages students to participate actively in both individual and team sports, contributing to their overall well-being.

To enhance problem-solving skills and technological literacy, all departments regularly organize webinars on diverse topics. These webinars provide students with insights into the latest advancements in their respective fields, making them technologically adept and well-informed about the latest developments. In conclusion, experiential learning goes beyond the confines of traditional education, integrating real-world experiences, technology, and a variety of activities to create a holistic and enriching educational environment. The combination of field trips, technological advancements, project-based learning, and a plethora of co-curricular activities ensures that students are well-prepared for the challenges of the modern world, equipped with not only academic knowledge but also practical skills and a holistic perspective on life.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 54.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	22	31	29	46

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college ensures full transparency and fairness in the process of evaluation. We maintain very strict, impartial, impersonal, confidential and vigilant approach for exams. If there is any grievance related to university examination, it is redressed by the examination committee and academic cell of the college if it is possible at college level. If the grievance requires intervention, then it is forwarded to the university level examination grievance committee through the proper channel. The University takes the decision on advice of the subject experts and completes the work in an efficient and time bound manner. Formative evaluation is conducted through assignments, quiz, field trip reports, seminars, term papers and practical. Summative Evaluations conducted through term tests and final university examination. For PG classes, semester system is in force where two term tests and one final exam per semester is taken. Practical exam are also conducted each semester. Periodical class tests are also conducted on a regular basis which helps the students in their preparation for the final exam.

Grievance redressal system at the University level is very robust, professional and time-bound.

1. Every student Under the RTI Act, 2005 and rules of the University can obtain certified copy of evaluated/revaluated answer book(s) can be obtained by an examinee on applying for the same on the prescribed application form only. (Format Enclosed)
2. Application for obtaining certified copy of the answer book(s) of one or more papers can be submitted alongwith a non-refundable fee of Rs. 500/- per paper. The fee should be deposited only through Account-payee Demand Draft in favour of the Registrar, University of Kota payable at Kota.
3. Certified copy of the answer book(s) can be obtained by the examinee himself/herself. Photocopy of the answer book of an examinee shall not be given to another examinee or anyone else.

4. Application complete in all respects for obtaining certified copy of the evaluated answer book(s) can be submitted by an examinee only after 30 days of the dispatch of his/her marksheet. Last date of receipt of the application form shall be the 60th day from the dispatch of his/her marksheet.

5. Application for obtaining certified copy of the reevaluated answer book(s) can be submitted by an examinee within 30 days of the declaration of his/her reevaluation result.

Revaluation Procedure Is also in place : students not satisfied with the evaluation of their examination copies, can apply for re evaluation within the stipulated time .

Grievances Redressal of internal exams: Each subject teacher and HOD takes up the responsibility to redress any grievances related to internal exam.

In case students who are absent for the internal exam due to sickness or any emergency situations, then home assignments, presentations or oral tests are considered.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (PO) and Course Outcomes (CO) for all programmes are displayed on the college and university website also. They are also communicated to the faculty members, who discuss them within their departments. The departmental timetable and teaching plan are developed, considering previous program results, aiding teachers in assessing subject content objectives.

The institution is dedicated to providing high-quality education and endeavors to offer the best learning experience to its students. It consists of 18 departments, with 10 in humanities and social sciences, 5 in science, and 3 in commerce. Undergraduate programs include B.A, B.Sc., and B.Com, while postgraduate programs include M.A in Hindi, Political Science, Geography, and Economics, as well as M.Sc in Chemistry and Mathematics. Affiliated with the University of Kota, Kota, the college adheres to its curriculum. Faculty members serve as Board of Studies (BOS) members and conveners, contributing to curriculum enrichment.

This evaluation process enables teachers to identify students' learning capacities and implement corrective measures. Mentors assist average achievers and motivate advanced learners. The college

boasts an impressive 91% overall result percentage in university exams. As the nodal college of Baran District, it follows the rules of the affiliating University and emphasizes employability skills in curriculum design and delivery.

Although technical courses are not offered, the existing programs focus on delivering the best education. Program and course outcomes prioritize imparting knowledge, skills, and fostering personality development and competence. Holistic student development is emphasized, with a focus on values, ethics, interpersonal skills, and communication. Besides classroom teaching, efforts are made to engage students in extracurricular activities. Regular evaluations of program and course outcomes occur, with corrective measures implemented. Feedback on curriculum, teaching, progression to higher education, placements, and competitive exam preparation is analyzed. Academic Council and Board of Studies meetings discuss and evaluate outcomes. Faculty members are encouraged to update their knowledge through participation in development programs, seminars, and workshops. Certain PG/UG programs incorporate fieldwork, experiential learning events, and internal assessments in their curriculum. Postgraduate student outcomes are evaluated through seminar presentations and internal assessments. Ultimately, PG/UG program outcomes are determined based on marks obtained in the annual examinations conducted by the University.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Regular evaluations of program and course outcomes form an integral part of the college's quality assurance process. These evaluations encompass a comprehensive analysis of various facets including curriculum feedback, teaching methodologies, progression to higher education, placements, and the alignment of curriculum with competitive examination standards. The institution fosters a culture of continuous improvement through frequent deliberations in meetings of the Academic Council and Board of Studies. Faculties are encouraged to stay abreast of evolving teaching-learning methodologies by actively participating in professional development programs, seminars, and workshops.

The Government College Baran, is a nodal college of Baran District. It serves as a pivotal institution under the University of Kota, adhering to its guidelines and regulations as an affiliating college. Its curriculum is meticulously designed to cultivate essential employability skills and competencies among students. The emphasis lies in crafting graduate and postgraduate programs that prepare learners for

diverse job opportunities across service sectors. The educational framework prioritizes holistic development, focusing not only on academic excellence but also on instilling values, ethics, and enhancing interpersonal and communication skills. Recognizing the significance of extracurricular activities, the college endeavors to provide ample opportunities for students to engage beyond the confines of the classroom.

Certain programs incorporate fieldwork and experiential learning components, such as field visits and tours, to enrich the learning experience. Additionally, the evaluation of postgraduate students' program outcomes includes assessments based on seminar, presentations and internal evaluations, providing a multifaceted approach to gauging student progress.

Ultimately, the culmination of students' learning journey is marked by the rigorous annual examinations conducted by the University, wherein their program outcomes are evaluated based on performance. This comprehensive evaluation mechanism ensures that students not only acquire theoretical knowledge but also possess the practical skills and competencies necessary for success in their chosen fields.

To sum up, the College in Baran District is committed to providing a well-rounded education that equips students with the requisite knowledge, skills, and values to thrive in the professional world, while continually striving for excellence through systematic evaluation and continuous improvement initiatives.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 89.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1026	1190	1227	1085	982

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

2022-23	2021-22	2020-21	2019-20	2018-19
1165	1483	1274	1213	1028

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.28</p>	
File Description	Document
Upload database of all students on roll as per 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 in the institution during the last five years (INR in Lakhs)

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Government College, Baran has initiated a program focused on skill development. Our institution has conducted seminars aimed at enhancing the learning experience for both students and teachers. Leveraging platforms such as Facebook pages and WhatsApp groups, students and teachers engage in information exchange pertinent to academics. The college fosters a sense of community service among its students and boasts faculty members who have contributed to numerous research papers across various journals.

We take pride in delivering quality education and ensuring timely completion of syllabi. Employing a systematic approach to curriculum delivery, the college administration diligently oversees academic governance. A dedicated committee convenes regularly to address evolving student needs, while syllabi undergo periodic revisions by Kota University, our affiliating body.

Department heads coordinate with faculty members to optimize academic scheduling and address related concerns. To enhance academic delivery, the college has established one smart room and two ICT-

enabled rooms for faculty use, facilitating interactive teaching and student engagement. Internal assessments are conducted, with assessment sheets shared and tips provided to enhance answer-writing skills. Students in need of extra assistance receive guidance from faculty members, who also serve as mentors across various classes, interacting with students to resolve issues effectively.

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

3.2.2

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

Response: 3

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	10	3	1

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	0	2	5

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The institute is always eager with energetic staff to sensitize not only the students of the institute but also

the nearby surrounding community on social, health, and safety, etc., issues. The programs also cover the constitutional values of Humanity and Equality. Many outreach student-community sensitizing programs have been successfully conducted during the reporting period.

1: 'Jal Swavlambanchetna' was conducted with a view to sensitize the community towards the value of water resource. The programme covered the awareness of the need to conserve water by minimizing the wastage and conservation of scarce water.

2: Swachhta Abhiyan was carried out to sensitize the community towards the necessity and benefits of Swachhta. The programme covered personal and environmental hygiene. The training included effective and safe methods of garbage disposal and cleanliness.

3: 'Corona Awareness and Prevention drive' was carried out with a view to generate community awareness about the causes and conditions of Corona pandemic and its so closely realized deadly impact on health, business and life. Measures to avoid infection and spread of pandemic were explained and it was vowed to defeat corona through awareness.

Road Safety, Blood Donation, Human Values, Non-Violence and many other programs have been run either as a week-long or in some cases as a fortnight programs to generate community awareness with the participation and volunteer-ship of college students.

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

3.4.2

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

Response:

Out of the 37 current faculty members at the college, 6 have garnered recognition and appreciation from various government and government-recognized entities for their noteworthy academic accomplishments. The profiles of these faculty members, along with their respective accolades, are detailed below:

Mr. Deepak Kumar – Serving as District coordinator NATIONAL SERVICE SCHEME (NSS) since 2018. He has done a recommendable job his multifaceted contributions have earned him appreciation and recognition across different domains, recently The Ministry of Youth Affairs and Sports, Government of India has acknowledged his contribution and decided to honor him on the Republic Day celebration .

1. Dr. Himani Bhatiya was honoured with red diamond achiever award by NRB foundation for Sahitya,

Anusandhan aur kala. Goa Mai Sammanit by Bhasha Sahodari hindi bhasha sanstha in hindi language.

Shree karmyogi sahitya samman by shree karm yogi seva sansthan kota in Kavita lekhan. Rashtrr Gaurav award by bhavya foundation, Jaipur for Sahitya, Anusandhan aur kala.

2. Dr. Leenta Arora was awarded as an honorary member of editorial board by IJBST international journal group. Indian besties award by NRB foundation and bhavya international, Jaipur for education and research. Young achiever award by career point University, Kota in international conference on emerging trends & artificial intelligence in pharmaceutical biomedical science & Technology. Teacher excellence award by bhavya foundation, Jaipur for appreciation of outstanding dedication & service in education and research. Yogyta praman patra by distt election officer jila collector, Baran for her contribution in elections.

3. Dr. Khushboo Niyarta was awarded with best paper presentation award by Maharishi Arvind Institute of science and management, Jaipur for her innovations, achievements & challenges on technology, digital world & social sciences. Received the CIJHAR award for the best research paper.

4. Dr. Shamshad Ali was honoured with Ambedkar Samajik seva purashkar by Distt. Collector & Jila Magistrate Govt. of Rajasthan Samajik Nayaay Avm adhikarita Vibhag Churu for his contribution in the welfare of scheduled caste and scheduled tribes in the district. Honoured with Dr. Ambedkar Gourav Samman by Distt Collector and Distt Magistrate, Churu for his contribution in the welfare of scheduled caste and scheduled tribes in the district. Yogyta praman patra by distt election officer jila collector, Churu for getting first rank in Assistant Prof. recruitment 2020 organized by RPSC.

5. Ravindra Kumar Badal was honoured with Rashtra Gaurav Award by Bhavya Foundation, Jaipur in the field of education and research. Yogyta praman patra by distt election officer jila collector, Baran for her contribution in elections. Parshati Partr form Distt. Collector Govt. of Rajasthan Distt. Baran for voters awareness, cluster camp & Registration of voter list etc.

6. Sh. Sitaram Bairwa was honoured with Rashtra Gaurav Award by Bhavya Foundation, Jaipur in the field of education and research.

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

3.4.3

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

Response: 101

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	34	08	18	12

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college runs in its premises sprawling over 11 acres of land and above 11237 Sq.mtr of constructed area. The college has 17class rooms used for teaching . library, playgrounds toilets, and parking. Under the exclusive use of the college are its principal's office room, accounts room and a few classrooms, and a staff room. The college does have some computers for office work and imparting computer education to the students, but the institution does not have any ICT center, smart boards or e-classrooms. The college has a big Geography department with a teaching strength of 06 sanctioned faculty and presently working strength of 02 faculty. The department runs a fully functional geography lab. College also have a hostel building in specially for girls in the college campus. Cultural and sports activities are conducted as per the Commissionerate calendar declared in the beginning of academic-session. Excluding the covid pandemic lockdown period , academic sessions the cultural and sports activities have been regularly held.The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor) , gymnasium, yoga centre etc. For sports, we have a play ground for cricket Football, Hockey, Volleyball, Kabaddi and Kho-Kho. A stage is used for cultural activities. The District Cricket Association trains the college students and maintains the cricket ground as per the MoU.

Seminar Hall:

There is an air-conditioned Upper seminar hall on first floor with a seating capacity of 200 and a lower Seminar Hall with a capacity of 200 persons.

Computer Lab: A fully equipped computer lab is established Under RUSA project . The ICT Lab has 24 Computers, Scanners, Printers and central UPS. The lab is facilitated with Wi-Fi network of 75 mbps.

Laboratories :There are seven laboratories in the college for experiential learning.

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

4.1.2

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

Response: 75.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.746	0.6509	0	0.8415	200.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution has an adequate fully automated library. The library is fully automated and provides access to a variety of books to the students. The library has adequate number of text books with multiple volumes and reference books, newspapers, journals, magazines, reading room, computer & uninterrupted power back-up facility. The library remains open from 10.30 A.M. to 4.30 P.M. on working days. The question papers of university examinations of previous years are preserved in the library for helping the students in preparation for examinations. Both teachers and students use them for teaching/learning.

The library committee discusses and finalizes the infrastructural and academic requirement of the library and chalks out the strategy regarding the working of the library affairs so that the facility can

be utilized to the maximum extent by the staff and the students. Newspaper and Journals stands in the library provide an access to research, news and other information to the students.

The principal of the college circulates a notice and requisitions for books are invited from all the head of departments. Every department of the college is asked to submit the lists of books, magazines and journals to be purchased with reference to new syllabi and current needs of the students. The lists are forwarded to the librarian. A purchase committee is constituted. books, magazines and journals are then purchased from different sources. The amount spent on procuring new books etc. during the last five years is enclosed.

YEAR

2018-19 = 262781/-

2019-20 = 92022/-

2020-21 = 30125/-

2021-22= 2000/-

2022-23 = 15856/-

The library staff is always ready to help students and teachers in finding the books. They keep the library noise free so that serious studies could be carried out in the library. The staff provides the list of catalogues of various publishers to teachers so that new and relevant books can be purchased for library. The students are helped by the library staff to access the books they desire. The college library is on the ground floor which can be approached by even the physically handicapped students. The library has an installed suggestion box for students and faculty members.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

It's evident that the college is actively investing in and expanding its IT resources, contributing to an enhanced learning and administrative environment. Here's a breakdown of the key elements mentioned:

ICT Laboratory:

Furnished with 10 computers with internet access and necessary furniture.

Smart Room / E-Classroom:

Equipped with internet facilities and high-tech e-classroom features. Used for teaching, seminars, workshops, and online classes.

Learning Management Systems (LMS): Utilizes audio-video tools, LCD projectors, computers with WiFi in every department.

E-podium for recording e-lectures.

Personal laptops and WiFi with a bandwidth of 50 to 100 MBPS.

Security Infrastructure:

16 CCTV cameras installed in key areas like the administrative building, science block, arts, commerce, and library.

Central monitoring through the main TV screen in the Principal's office.

Computing Facilities:

41 computers available in the college.

Three browsing centers for students.

Biometric Verification:

Biometric machines used for online data verification of students, especially for scholarship purposes.

Management Information System (MIS):

Notices and circulars regularly displayed on notice boards for faculty, staff, and students. Online admission process for UG and PG students implemented by Commissionerate College Education, Rajasthan.

Centralized management information system for recording biometric attendance of faculty and staff. Monthly salary bills processed through the Pay Manager Portal.

E-tendering module for procurement and placing orders.

E-prospectus uploaded on the website with information on subjects, academic calendar, admission

policy, and code of ethics.

Various university-related tasks like examination forms, admit cards, and course outcomes are managed through a centralized university module on the university website.

Use of various government and citizen apps and modules on SSO for property return, provident fund, and employee profiles.

Faculty service records updated and available on the HTE portal.

Online processing of fellowships and scholarships of students through PFMS portal.

Payment of various scholarships is through *SINGLE SIGN ON (SSO)* module.

Overall, these initiatives reflect a comprehensive approach to leverage technology for academic and administrative efficiency, enhancing the overall learning experience for students and providing streamlined processes for staff and faculty. The IT facility available with the college is 100mbps connection. The same connection serves the office work purpose in the main office, accounts department and for the browsing by the students. The college has 13 computers installed in the computer lab, Reading room, and library for the students activities. The departments are also equipped with computers. Along with these computers, there also exist a few printers and scanners. The computer systems are jointly used for daily electronic correspondence and official and academic works. Apart from the three-in-one machines including Copiers scanners and printers, there also exist thumb impression machines for compulsory biometric attendance of students for the purpose of scholarship.

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

4.3.2

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

Response: 302.15

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

Response: 13

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.83465	2.25826	1.60513	0.99563	1.48745

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
1804	5518	2290	2007	1537

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	12	02	14	10

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 28.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
316	320	310	330	310

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

2022-23	2021-22	2020-21	2019-20	2018-19
1026	1190	1227	1085	982

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	1	1	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	2	1	1

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 13.2**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	15	14	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Alumni Association contributes significantly to the development of the institution financial and/or other support services. The Alumni Association of Government College, Baran has contributed significantly through non financial means during the last year.

The Alumni Association is officially registered as Alumni Association - S.no.36 / BARAN / 2016-2017, registered under 1958 Raj. Act no.28/1958. Association registered on 27/07/2016 and it is functional and participates actively in the campus activities. The activities that have been undertaken by the college alumni are namely:

- Campus beautification and cleanliness.
- Community connects- Anandam Program.
- Community Book Bank.
- Organizing field trips of the students.
- Infrastructure development of the college.

The college also aspires to conduct the motivational and career guidance lectures and trainings from the well established alumni in various fields, however the out break of corona has so far prevented the association from conducting such programs.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the College is to educate young men and women not only to make them employable human resources but also the learned citizens with moral commitment, and noble character through continuous introspection. The vision behind the establishment of this College was to provide such an opportunity and open access to higher education in Arts, Commerce and Science to students across entire social strata, irrespective of caste creed or colour.

Our Mission

The institution was set up with a mission to impart such knowledge as may be necessary for the all round development of the students thereby making them capable of being better employable and deserving candidates for the highly competitive job markets.

- The college aims at developing humanistic values along with developing skilled human resource as well as responsible citizens to meet the contemporary challenges.
- The college visualizes at facilitating young adult learners with opportunities to become value sensitive under intellectual environment, thereby sensitizing learners towards inclusive social concerns, human rights, gender and environmental issues. The vision and mission of the institution echo the spirit of the objectives of the national policies of higher education.
- The institution strives to share responsibility in nation building. The institution provides comprehensive education instilled with scientific zeal, creating a platform for lifelong learning and social concern. Alongside academics, very significant co-curricular and extra-curricular programs are run by the college with a view to bringing about an all-round personality development of the students. The institution aims at enhancing the self-confidence, competitive spirit and critical self-evaluation amongst the students so as to make them develop and utilize their inner potential with enriched emotional quotient.

Institutional Governance:

The institution belonging to the Higher education department of the state government is run under the ministry of education, government of Rajasthan. The commissioner of college education from headquarters and office in Jaipur administers all the government colleges. Each college has a principal. Principal is the academic as well as the administrative head of the college. The principal runs the administration of the college with the help of committees formed out of faculty and in cases involving the ministerial staff as well. The administrative and academic process is decentralized with heads of the academic departments and committee convenors. In some cases there are nodal officers who take care of

special functions.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution under the jurisdiction of the Higher Education Department of the state government operates under the purview of the Ministry of Education, Government of Rajasthan. This educational entity is integral to the state's commitment to providing quality higher education to its citizens. The administrative oversight is vested in the Commissioner of College Education, who operates from the headquarters in Jaipur. The Commissioner plays a pivotal role in steering the course of all government colleges within the state. At the helm of each college stands the Principal, who serves as both the academic and administrative head of the institution. The Principal assumes a multifaceted role, overseeing the day-to-day operations and strategic direction of the college. To assist in the smooth functioning of the college, the Principal relies on committees composed of faculty members. These committees, in conjunction with the ministerial staff, contribute to the effective governance of the institution.

The administrative and academic processes within the colleges follow a decentralized model. Academic departments are headed by faculty members who play a crucial role in shaping the educational landscape within their respective domains. Committee convenors contribute to decision-making processes, ensuring that a collaborative approach is taken towards the institution's development. In specific instances, nodal officers are designated to handle specialized functions, further streamlining the administrative structure.

The appointment of faculty is a prerogative of the state government. To fulfill the staffing requirements, the government advertises teaching positions with specified eligibility criteria. The recruitment process is conducted through the Rajasthan Public Service Commission on a centralized basis. The selection criteria are determined in accordance with government policies and merit-based considerations. Once selected, candidates receive appointment offers and placements facilitated by the Commissionerate of College Education. The governance framework for government colleges adheres to the Rajasthan Service Rules (RSR), which establishes guidelines for the administration and functioning of these institutions.

Recognizing the evolving landscape of education and the need to cater to increased teaching loads or the introduction of new courses, the government has implemented the Vidhya Sambal program. This initiative allows for the appointment of deserving candidates on a contractual or purely temporary basis. The appointments are made regionally and are merit-based, aligning with the government's commitment

to fostering educational excellence.

In conclusion, the institutional framework within the Higher Education Department of the state government in Rajasthan reflects a commitment to providing quality education. Through a combination of decentralized governance, adherence to service rules, and strategic initiatives like Vidhya Sambal, the government aims to meet the dynamic needs of higher education while ensuring merit-based and transparent processes in faculty appointments.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

As a government institution, the welfare of its employees at every level is a paramount concern, and the institution operates in alignment with various government policies and schemes aimed at ensuring the well-being of its staff. The comprehensive coverage extends from the Principal to the lowest-ranked support staff, encompassing a range of welfare and benefit schemes.

The performance appraisal system within the institution is a critical aspect that is intricately linked with the government's oversight. Appraisals are submitted to the government through the Commissioner of College Education. The employee's evaluation, along with the Principal's remarks, is forwarded to the government for consideration. This process ensures transparency and accountability in evaluating the performance of staff members. To secure the future well-being of its employees, the institution adheres to compulsory deductions for the General Provident Fund (GPF), National Pension Scheme (NPS), and State Insurance (SI). These deductions contribute to the financial security of employees in their post-retirement years. Additionally, an annual 'Group Insurance' deduction is made, further enhancing the safety net for employees.

Recognizing the unique needs of its female faculty members, the institution grants maternity leave for a period of six months. This provision reflects a commitment to supporting work-life balance and ensuring the well-being of women employees during a crucial phase of their lives. Moreover, both male and female employees are eligible for Child Care Leave (CCL), which extends up to 730 days during their full service period, demonstrating a progressive approach towards family-oriented welfare measures.

The institution provides various types of leaves, including Casual & Medical Leave, Privilege Leave (PL), and Special Leave, allowing staff members to address personal needs or emergencies. Duty Leave is also granted to enable employees to fulfill their responsibilities related to University Duties, Workshops, Orientation Courses, Refresher Courses, and Conferences. This flexibility underscores the institution's commitment to supporting professional development and academic engagement. In terms of on-campus facilities, the institution embraces technology to enhance the academic environment. Free WIFI is provided for both employees and students, facilitating research activities and online teaching. This commitment to technological advancement aligns with the evolving landscape of education, ensuring that the institution remains at the forefront of academic excellence. Furthermore, the institution recognizes and rewards outstanding contributions through awards. These accolades are designed to motivate both faculty and staff, fostering a culture of excellence. The recognition at the level of Continuous and Comprehensive Evaluation (CCE) underscores the importance of nurturing a positive and inspiring environment within the institution.

In conclusion, the institution's commitment to the welfare of its employees is evident through the diligent implementation of government policies and its own initiatives. From financial security measures to family-oriented benefits, on-campus facilities, and recognition through awards, the institution endeavors to create an environment where its workforce can thrive personally and professionally.

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

6.3.2

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

Response: 3.25

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

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

File Description**Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)

6.3.3

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

Response: 13.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	13	2	7	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The financial sustenance of the college primarily hinges on the support from the Government and the University Grants Commission (UGC). These entities serve as the major funding sources, ensuring the operational and developmental needs of the institution are met. The college, in its pursuit of excellence, has established a development council that operates with a degree of autonomy in managing funds earmarked for development. This council, comprised of in-house faculty and representatives from the society, plays a pivotal role in strategic allocation of resources to enhance the overall infrastructure and academic facilities.

In addition to the development fund, there is a dedicated boys fund that is utilized for the welfare of students. This fund is instrumental in addressing various needs and requirements of the student body, contributing to their overall well-being within the academic environment. To ensure the judicious use of financial resources, the college adheres to the General Finance & Account Rules (GF & AR) of the State of Rajasthan. The Government of Rajasthan appoints a permanent Assistant Accounts Officer to oversee routine accounting tasks, ensuring compliance with established financial protocols and regulations.

At the commencement of each financial year, the Principal plays a crucial role by submitting a comprehensive proposal on budget allocation. This proposal takes into account the recommendations put forth by the heads of all departments, fostering a collaborative approach to resource allocation that aligns with the strategic priorities of the institution. A stringent internal audit process is in place, where all vouchers undergo thorough scrutiny by an internal financial committee on an annual basis. This meticulous examination involves verifying expenses incurred under different heads by scrutinizing bills and vouchers. The internal audit serves as a critical checkpoint, ensuring transparency and accountability in the financial operations of the college. Externally, the college undergoes periodic audits conducted by the Audit team of the Auditor General (AG) office of the Government of Rajasthan. This audit, occurring every three years, provides an additional layer of oversight to validate financial practices and adherence

to regulations. Furthermore, the college's financial records are subject to scrutiny by the Comptroller and Auditor General (CAG) office of the Government of India. This audit occurs every five years, adding another level of scrutiny to ensure financial integrity and compliance with national standards. The service records of the college are also audited by both the AG office and CAG office teams, ensuring a comprehensive evaluation of the institution's financial and administrative practices.

In essence, the financial management of the college is characterized by a structured and transparent approach, with internal and external audits acting as safeguards to uphold fiscal responsibility and accountability.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Government College, Baran operates in adherence to the guidelines set by the National Assessment and Accreditation Council (NAAC). Its primary objective is to drive continuous improvement in the quality of education provided by the institution. A key focus of the IQAC is to cultivate a student-centric learning environment, and this is achieved through a robust feedback system involving both students and staff.

One of the significant quality measures implemented by the institution is the collection of feedback from students through both online and offline modes. This feedback encompasses various aspects such as the academic calendar, physical facilities, library resources, ICT infrastructure, playgrounds, sports and yoga activities, and laboratory resources. The IQAC meticulously analyzes this feedback to identify areas for improvement and to enhance the overall learning experience.

Efforts are also directed towards ensuring effective integration of Information and Communication Technology (ICT) resources into the teaching-learning process. The IQAC is actively involved in promoting the use of ICT tools for teaching, fostering student engagement, and facilitating a participative approach in cultural and co-curricular activities. This approach ensures that the institution remains aligned with contemporary educational practices, leveraging technology for enhanced learning outcomes.

Research is another area where Government College, Baran, places significant emphasis. The IQAC plays a pivotal role in motivating faculty members, particularly the younger ones, to actively participate in research activities. The encouragement for faculty enrollment in Ph.D. programs contributes to the

intellectual growth of the teaching staff and enhances the overall research culture within the institution. Presently seven faculty members are pursuing their research work for their Doctorate degree.

The institution, like many others, faced challenges during the COVID-19 pandemic, with offline activities coming to a halt for a considerable period. However, in the post-lockdown phase, the IQAC has resumed its operations, demonstrating resilience and commitment to its goals. With a renewed focus on achieving NAAC accreditation, the IQAC is actively working towards creating an environment conducive to the institution's eligibility for such accreditation. NAAC accreditation is not only a recognition of academic excellence but is also essential for securing financial grants. Hence, the IQAC's efforts are pivotal in shaping the future trajectory of the institution.

In conclusion, the IQAC at Government College, Baran, stands as a proactive entity driving quality enhancement through strategic initiatives. From feedback mechanisms to the integration of ICT in education and the promotion of research, the IQAC is instrumental in fostering an environment of continuous improvement, ensuring the institution's adherence to national standards and eligibility for financial support.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college, nestled in a rural setting, prides itself on being a co-educational institution with a female students representation is more than male students. This balanced composition fosters an environment that is free from gender bias and discrimination. One noteworthy aspect of the college's commitment to gender equality is the absence of reported cases of gender discrimination or harassment against women. The female faculty members are accorded due honor and respect, contributing to a workplace culture where everyone feels valued and respected.

In an effort to instill a sense of responsibility and foster confidence among female students, the college ensures a discrimination-free environment from the undergraduate to postgraduate levels. Dedicated facilities, such as a separate **Girls' common room with clean toilets and washrooms**, are provided to meet the specific needs of female students. Despite the rural location and the background of many female students being illiterate or semi-literate, they are encouraged to independently handle official college formalities, including scholarships, NSS participation, fee deposits, and obtaining library and ID cards. This empowerment initiative aims to cultivate self-reliance and autonomy among female students. Equal access to college facilities and schemes is emphasized, and special programs, such as the **Udaan program** for the free distribution of sanitary products, are implemented to address specific needs and privileges for female students. These initiatives go beyond the academic realm, addressing the broader well-being of female students.

The college actively tackles issues of ragging and exploitation through the Anti-ragging cell and the Prevention of Women Exploitation Cell. These cells operate throughout the academic session, promoting awareness and implementing measures against exploitation. Additionally, the Women Cell focuses on building confidence and capabilities among female students, not only within the college premises but also for their future success.

The college engages in the celebration of national festivals like Republic Day and Independence Day, encouraging student involvement in cultural and patriotic presentations. Special events organized by the recently established Gandhian Center, such as online quizzes and offline lectures on significant anniversaries like Gandhi Jayanti, further contribute to the holistic development of the students. The college also observes international days to foster value consciousness and awareness among students, aligning with global issues such as Human Rights Day and Environment Day.

In conclusion, the college stands as a beacon of gender equality, empowerment, and holistic education in its rural setting. Through its various initiatives, it not only provides quality education but also nurtures

responsible, confident, and socially aware individuals ready to contribute meaningfully to society.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Nestled in a rural setting, approximately 80 kilometers away from the central hub of Kota division, the college serves as an educational haven for students predominantly hailing from economically disadvantaged backgrounds, mainly engaged in labor or agriculture. The institution recognizes the unique challenges faced by these students and endeavors to provide a supportive and nurturing environment that fosters confidence in pursuing higher education.

Understanding the importance of effective communication, the college takes care to engage with students in their local dialect, facilitating a deeper and more meaningful exchange. While maintaining the standard use of Hindi, there's a judicious and necessary incorporation of English terms to align with the formal educational requirements. This approach ensures that language doesn't become a barrier, creating an inclusive atmosphere that caters to diverse linguistic backgrounds.

Crucially, the institution stands firm against any form of discrimination. Economic disparities are actively addressed, and rather than being a hindrance, economic status is leveraged positively. The college strives to create an environment where students do not feel differentiated based on economic, linguistic, or social grounds. This commitment to equality is not merely theoretical but manifests in tangible efforts to foster an inclusive community within the college premises.

The college goes beyond academic education by instilling in students a profound respect for constitutional values such as equality, freedom, liberty, and tolerance. These principles are not just preached but are embedded in the ethos of the institution. Students are groomed not only academically but also in terms of values, imbibing a sense of shared responsibility and discipline.

In this nurturing environment, students are not just recipients of knowledge but active participants in their own growth. The institution believes in transferring the responsibility of maintaining discipline and upholding constitutional values to the students, offering examples of conduct to guide them. This holistic approach aims to shape not only academically proficient individuals but also socially conscious and

responsible citizens who understand the importance of equality, freedom, and shared values.

In conclusion, the college in the rural hinterlands serves as a beacon of hope and opportunity for students from economically backward classes. Through its inclusive approach, effective communication strategies, and commitment to constitutional values, it not only imparts education but also cultivates a sense of empowerment, confidence, and social responsibility among its students

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice -I.

1. Title of the Practice : Vermicompost "From Garbage to Garden"

The Government College Baran, nestled in the heart of Rajasthan's rural landscape, serves over 70% students from rustic origins, predominantly the marginalized Sahariya Schedule Tribe. These students grapple with economic and social hardships, prompting the college to initiate a vermicompost unit. This endeavor aims not only to meet the needs of these students but also to foster awareness within the wider community. By introducing vermicomposting, the college endeavors to educate its students—especially those rooted in rural life about sustainable practices. This not only enhances their understanding but also uplifts the socio-economic fabric, transforming waste into fertile soil, cultivating a promising "From Garbage to Garden" narrative within their lives and surroundings.

2. Objectives of the Practice

To boost the eco friendly atmosphere in the region: Production of vermi-compost manure speeds up the process of germination, moreover it is eco-friendly and prepares the students to attain a vocational skill to support them. Encouraging students to explore their natural talents and self-reliance, imparting this knowledge grants them the ability to utilize the produced fertilizer effectively on their agricultural lands. This deliberate practice fosters a mindset of environmental mindfulness by embracing the practice of vermicomposting. Vermicompost production actively contributes to nurturing a greener ecosystem. Additionally, it serves as a platform for students to gain practical vocational skills, positioning them for financial autonomy while championing responsible environmental practices.

3. **The Context:** challenges in initiating the practice:

- Managing the types and quantity of organic waste materials can be challenging. Too much or too little waste can affect the composting process.
- Establish a consistent feedstock supply. Balance carbon-rich (browns) and nitrogen-rich (greens) materials to maintain the right C:N ratio. To find suitable environment for vermicomposting.

4. **The Practice**

Starting a vermi-composting operation is a rewarding venture, but it requires careful planning, dedication, and ongoing learning. To overcome challenges and achieve success, building a strong foundation and continuously improving the practice helps in the produce of high-quality vermicompost and contribute to a more sustainable future. Lack of knowledge and experience in vermicomposting can hinder success. Environmental Sustainability: Ensure your vermicomposting operation aligns with sustainable practices, as this is often a key selling point. The implementation of this practice will lead to sustainable waste collection methods, minimize water and energy use, and consider using renewable energy sources.

5. **Evidence of Success:**

The students now, interact with confidence and they sometimes also present their view point about vermicomposting in clear and confident way with supporting reasonable arguments. They are now environment conscious and better skilled.

6. **Problems Encountered and Resources Required**

The biggest challenge is to convince the student that this practice will be successful and it will lead to the desirable results and this practice can provide the education necessary to carve a reasonable future. Due to distances and the transportation costs involved thereof, the students relapse into irregularity time and again.

II Best Practice :

Title of the Practice: "Wholistic development of the Sahariya Tribe "

The college has taken additional efforts in order to improve the quality life for members of the **Sahariya tribe**, which is the only aboriginal Tribe that still survives in the state of Rajasthan in India. Even though they have lower academic scores than other students from other castes, pupils who are members of the **Sahariya tribe are guaranteed to have unlimited access into this educational establishment**. This is the case despite the fact that other students from other castes have higher academic scores. Even in the event that they compete with pupils from other castes, this remains the case. Taking this concept and developing it to its logical conclusion has been a direct contributor to the beneficial improvements that have taken place.

Objectives of the Practice

The primary aim is to ensure equitable representation for the socially and educationally disadvantaged Sahariya tribe within the college community. This involves creating an inclusive environment that

embraces their unique backgrounds and challenges, ensuring their voices are heard and respected. By offering educational opportunities tailored to their needs, the goal is to uplift the living standards of Sahariya students. This involves not just academic learning but also practical guidance, mentoring, and encouragement towards pursuing government jobs. Empowering them through education opens pathways to secure government positions, which can significantly improve their socio-economic standing and offer stability, thereby contributing to the overall betterment of the Sahariya community.

3. The Context: challenges in initiating the practice:

- Implementation of this practice may lead to social unrest among the students of the upper cast.
- There was a chance that quality may be compromised for attaining the desired results.
- This has resulted in the reduction of admission in the college of general casts students .

4. The Practice

The college has implemented additional initiatives aimed at enhancing the quality of life for members belonging to the Sahariya tribe, the last remaining indigenous tribe in the state of Rajasthan, India. Despite scoring poorly academically compared to students from other castes, pupils belonging to the Sahariya tribe are granted unrestricted admission to this educational institution. This phenomenon persists, notwithstanding the fact that students belonging to other castes have superior academic performance. Even when engaging in competition with students belonging to different castes, this assertion continues to hold true.

5. Evidence of Success: The number of students enrolled in classes has increased, and the government of the state is also offering financial assistance to these students. As a direct result of this, the level of participation displayed by members of the Sahariya tribe in the fields of local administration, the police force, the teachers in the schools, and the forest department has substantially improved.

6. Problems Encountered and Resources Required

The implementation of this practice led to the potential social instability among pupils belonging to the higher caste and they opposed it at all levels.

As a consequence, there has been a decline in the enrollment of students from the general caste at the college, but the ultimate aim of the practice could be achieved.

File Description	Document
Best practices as hosted on the Institutional website	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 Baran stands as a beacon, addressing the educational needs of the youth in the region. This college is District nodal college for 16 other surrounding government colleges to implement all the government policies regarding higher education. Through the MoU with these colleges it coordinates and arranges academic and financial resources for them for the time being. Anchored in a commitment to provide quality education, the institution takes pride in its highly qualified and dedicated faculty. These educators, many of whom are from the local region, possess an intimate understanding of the cultural and socio-economic landscape. This familiarity extends beyond the classroom; faculty members are attuned to the challenges faced by students and their families, creating a support system that goes beyond academic instruction.

The faculty's use of the local dialect further reinforces the institution's commitment to effective communication and creating a conducive learning environment. This linguistic connection not only facilitates better understanding but also establishes a unique bond between teachers and students, fostering a sense of familiarity and approachability.

The college's vision revolves around imparting cost-effective and student-centric education, a driving force behind its expansion and recognition as an esteemed educational institution. With more than 70% of students coming from rural backgrounds and socio-economically disadvantaged sections, the college actively addresses the needs of the underprivileged. It doesn't merely focus on academic excellence but also strives to instill a scientific temper through research, encouraging creative and critical thinking among students.

In line with its commitment to holistic development, the institution provides a platform for career counseling, NSS activities, and a Women's Cell to guide students. Lectures on soft skills, personality development, adolescence problems, drug abuse, and social issues contribute to the students' overall growth and awareness. The campus itself reflects the institution's dedication to quality infrastructure, boasting well-equipped laboratories, spacious classrooms, an extensive central library, and departmental libraries.

The green campus, adorned with a botanical garden, seminar halls, and Wi-Fi-enabled facilities, provides an enriching environment conducive to learning. Smart classrooms and a well-equipped science lab leverage technology for effective teaching. The college's course design is student-centric, emphasizing field trips, tours, case studies, seminars, and a plethora of co-curricular and extra-curricular activities. Exposure to E-content and e-learning methodologies further enhances the educational experience, ensuring that students are well-prepared for the challenges of the modern world.

In essence, the rural college goes beyond conventional education; it serves as a catalyst for social transformation. By providing accessible, student-centric, and technologically advanced education, it not only imparts knowledge but also nurtures critical thinking, creativity, and a sense of social responsibility. The institution stands as a testament to the transformative power of education in rural landscapes, unlocking the potential of the youth and contributing to the broader development of the community.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Government college Baran is a Nodal college for 16 other government colleges of the Baran district, this institute coordinates with all these institutes in implementing the government policies, it also arranges human as well as financial resources to these colleges for the time being. This institute emphasizes flexible curricula and innovative teaching methods, encouraging community engagement and environmental awareness through compulsory courses. This college also boasts of having produced about 2100 you tube videos on the college channel. With around 3500 students enrolled, the institution boasts a dedicated faculty committed to enhancing teaching, research, and outreach, aiming to nurture self-reliant, globally relevant, and socially responsible citizens.

Concluding Remarks :

The College's vision is to provide affordable, student-centered, and values-based education to the most marginalized and disadvantaged segments of society. This vision has been pivotal in driving its growth and reputation as a prestigious institution. With a focus on catering to rural youth, over 70% of the student body hails from rural backgrounds and socioeconomically disadvantaged groups. In addition to fostering a scientific mindset through research, the college also prioritizes the cultivation of creative and critical thinking skills. It aims to enhance the quality of life for its students by offering career guidance and facilitating platforms such as NSS and the Women's Cell to support and mentor them.

The college further enriches students' experiences through lectures on soft skills, personality development, addressing adolescence issues, combating drug abuse, and engaging with various social issues. These initiatives collectively contribute to the holistic development and empowerment of the student community. This institution is recognized for its higher enrollment of female students compared to males. Additionally, it prioritizes admission for students belonging to the "Sahariya Tribe" to promote education within this historically marginalized indigenous community in the Rajasthan state.

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 academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : Input edited as Action taken report submitted to affiliating University is not provided</p>																				
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>3</td> <td>16</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited Considering only the relevant claims</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1	3	3	16	0	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	1	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	3	3	16	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	1	0	0																	
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34.93659</td> <td>2.2937</td> <td>0</td> <td>0.8415</td> <td>200.00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27.746</td> <td>0.6509</td> <td>0</td> <td>0.8415</td> <td>200.00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	34.93659	2.2937	0	0.8415	200.00	2022-23	2021-22	2020-21	2019-20	2018-19	27.746	0.6509	0	0.8415	200.00
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2022-23	2021-22	2020-21	2019-20	2018-19																	
27.746	0.6509	0	0.8415	200.00																	

Remark : Input edited considering Expenditure for infrastructure development and augmentation only

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input edited as one day activities cannot be considered, it should be continuous activity.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited Excluding option 2

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited Considering options 1 and 2

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	10	0	9	2

Answer After DVV Verification :

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

Remark : Input edited Considering teachers provided more than Rs. 2000/- only without repeat count in the same year

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	13	2	7	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	13	2	7	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	0	01	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

Remark : Input edited as per the SSR.

7.1.2 The Institution has facilities and initiatives for

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

	<p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited Considering options 1, 2 and 5</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as No relevant supporting documents are found for options 1, 2 and 4</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations