

**GOVT. NIRBHAY SINGH PATEL SCIENCE COLLEGE,
INDORE (M.P.)
AQAR 2020-21**



SUBMITTED TO:
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL,
BENGALURU

Criterion

- 1. Curricular Aspects**
- 2. Teaching Learning and evaluation**
- 3. Research, Innovations and Extension**
- 4. Infrastructure and learning Resources**
- 5. Student support and progression**
- 6. Governance leadership and Management**
- 7. Institutional values and Best practices.**

The Annual Quality Assurance Report (AQAR) of the IQAC (For Affiliated/Constituent Colleges)

Govt. Nirbhay Singh Patel Science College, Indore

Part – A

Date of the Institution

(Date may be captured from IIQA)

1. Govt. Nirbhay Singh Patel Science College Indore

- Name of the Head of the institution: **Dr. MADHU TIWARI**
- Designation: **PRINCIPAL**
- Does the institution function from own campus: **YES**
- Phone no./Alternate phone no.: **07312970017**
- Mobile no.: **89658-66805**
- Registered e-mail : gnspsc@gmail.com
- Alternate e-mail : gnspscnaac2022@gmail.com
- Address: **A.B. Road, Near- ATAL BIHARI GOVT. ARTS AND COMMERCE COLLEGE, BHANWAR KUAN INDORE**
- City/Town: **INDORE**
- State/UT: **MADHYA PRADESH**
- Pin Code: **452001**

2. Institutional status:

- Affiliated / Constituent: **Affiliated**
- Type of Institution: **Co-education**
- Location: Rural/Semi-Urban: **Urban**
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self finance **UGC 2f 12 (B)**

(Please specify) **B.C.A., B.SC COM. SCIENCE & B.SC. Biotech and M.SC. Computer Science – These are self-finance courses**

- Name of the Affiliating University: **Devi Ahilya University, Indore (M.P.)**
- Name of the IQAC coordinator: **DR. SHOBHA CHATURVEDI**
- Phone no.: **0731-2970017**
- Alternate phone no.: **91315-89939**
- Mobile: **94250-70036**
- IQAC e-mail address : gnspscnaac2022@gmail.com
- Alternate E-mail address : gnspsc@gmail.com

3. Website address: www.gnspsc.ac.in

Yes

<https://gnspsc.ac.in/iqac-meetings.pdf>

9. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

If yes, mentions the amount: Year: **N.A.**

10. Significant contributions made by IQAC during the current year (maximum five bullets)

- On the Initiation of IQAC seven day's workshop was organized.
- On the Initiation of IQAC seminars on local state and national level were organized.
- One of the faculty members has submitted her research work for Ph.D. degree.
- To promote culture of online extracurricular activities.
- In response to Government notifications and circulars COVID-19 protocol programmes were carried on the initiative of IQAC during CORONA pandemic period. Classes were taken online which prove to be a successful substitute and benefit to the students who were at home.

11. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|--|
| To improve academic excellence | Successfully Organized National and State level online webinars, seven day's national workshop and lectures. One of the faculty members has submitted her research work for the degree of Ph.D. The institution subscribed E-general INFLIBNET for academic enhancement. |
| To make awareness about social issues. | One day Eco friendly Ganesh making workshop organized. Renowned senior most lawyer and freedom fighter justice Anand Mohan Mathur was felicitated by institution on the occasion of Azadi Ka Amrit Mahotsav. For girl's safety one day training workshop of self-defence was organized on the occasion of international women's day. To highlight women empowerment, the institute initiated to publish a handbook titled Women empowerment. To make stakeholders understand the importance of |

| | |
|--|---|
| | professional ethics the institute has publish a handbook on professional ethics. |
| To promote for active participation in co-curricular activities. | Different co-curricular activities were organized online. On the platform of EBSB club several programmes were organized, these programmes were related to Indian culture, unity, harmony, sovernity and languages. |
| To make students of rural area tech friendly. | Online classes were run successfully and students were promoted to submit their assignments online, even their form were accepted online. |
| Preparation of stakeholders database | The institutional database of all students and faculty members was stored for further reference and government directives. |

12. Whether the AQAR was placed before statutory body? **No**

Name of the statutory body:

Date of meeting(s):

13. Whether institutional date submitted to AISHE: **Yes**

Academic Session 2020-21

Date of Submission: 09-01-2022

Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 06 |

2. Student:

2.1 Number of students during the year.

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 2161 |

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 1359 |

2.3 Number of outgoing/ final year students during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 484 |

3. Academic:

3.1 Number of full time teachers during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 26 |

3.2 Number of Sanctioned posts during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 18 |

4. Institution:

4.1 Total number of Classrooms and Seminar **Halls – 01, Classrooms - 15**

4.2 Total expenditure excluding salary during the year (INR in lakhs)

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00.5600 |

4.3 Total number of computers on campus for academic purposes: **29**

Part B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

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

Write description of initiatives in not more than 200 words

1.1.1 Institute has a well-designed and well planned system for curriculum delivery and documentation. As our institution is a part of M.P. Govt. Department of higher education the department circulates the time frame guidelines and instructions for all the important activities. In the starting of the academic session department of Higher education provides the guideline and time frame of online admission process. Last round of admission is conducted at college level and admission is given according to the merit list. Simultaneously the Principal forms all the important committees for the smooth functioning of the institution. All the conveners with the help of other members of committee conduct their duties accordingly. Central time table committee frames the time table of all the departments, according to this central time table HOD'S frame the time table of their departments. All the faculties plan the academic work and they also maintain their teaching planner. CCE is conducted twice a session and practical exam with the help of external examiner is conducted by the concerning department's faculties. The marks of practical exams and CCE are sent to the university to be added in the final result. Theory exams are conducted as per university time table. Results are declared by the university. Active participation of the students in co-curricular and extra-curricular activities is appreciated by the concerning incharge.

- Academic calendar
- Online admission guidelines and time frame details
- Committee details of 2020-21
- Central time table

1.1.2 The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Write description in maximum of 200 words

As the institution is under the department of Higher Education, Govt. of M.P., the department designs and circulates the academic calendar. The Institution strictly follows the guideline and time frame of the calendar. The calendar exhibits the admission dates and time period, starting date

of teaching as well as practical work, CCE dates, practical exam dates theory exam period declaration of results. Calendar also exhibits co-curricular and extra-curricular activities time frame as well as total teaching days, holidays and vacation period for students and teachers. M.P. Higher Education has already given the guideline for CCE through twelve different modes such as assignment surprise test, quiz, group discussion etc. As per the need of the subject the concerning subject faculty decides the mode of CCE. After evaluation and open discussion with the students the marks of CCE are sent to the university to be added in the final results.

- Academic calendar
- CCE

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 03 |

Options

Any 3 of the above -

- BoS letters (Board of studies)
- Paper setter letters
- Assessment/evaluation details

Data template

Key Indicator- 1.2 Academic Flexibility

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

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 02 |

Name of programs adopting elective course system –

| Name of the program | Subjects Combination |
|----------------------------|----------------------------------|
| B.Sc. Bio | Botany,Chemistry,Zoology |
| B.Sc. Biotech | Biotechnology, Chemistry,Zoology |
| B.Sc. Mathematics | Physics,Chemistry,Maths |
| B.Sc. Computer Science | Physics,Computer Science,Maths |

Pending -

Minutes of relevant Academic Council/ BOS meetings

- Institutional data in prescribed format (Data Template)

1.2.2 Number of Add on /Certificate programs offered during the year 1.2.2.1:
How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template) The template is combined with 1.2.3

N.A.

1.2.3 Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year

N.A.

Key Indicator- 1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum Upload a description in maximum of 200 words

The M.P. Higher Education designs the completes syllabi with the help of Central Board of studies. From last few years the foundation course has

included many relevant topics. All the three years syllabi of U.G. includes study of moral values with a separate unit of Hindi language course. The second year students study Environmental studies in foundation course along with Hindi and English language. This subject is evaluated with 50 marks in final exams. The course covers environment and sustainability aspects which teaches the students the importance of the subject as well as awareness.

To highlight women empowerment, the institute initiated to publish a handbook titled Women empowerment. To make stakeholders understand the importance of professional ethics the institute has publish a handbook on professional ethics.

- Syllabus of Environment - II year
- Syllabus of Hindi which includes Moral education – I, II, III years
- Handbook of women empowerment and professional ethics.

1.3.2 Number of courses that include experiential learning through project work/field work/internship during the year

1.3.2.1: Number of courses that include experiential learning through project work/field work/internship during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 02 |

- Syllabus of the BCA + M.Sc.
- MOU's if any.

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

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

Only documents to be added

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 58 |

Project work details of B.C.A. 2020-21

| Title of the Project | Language | Duration (From-To) | Participant |
|---|--------------------------------|--------------------|---|
| Mobile Snack Game | Online Mode (C/C++) | Jan 2021-June 2021 | 1. Satish Jaiswal 2. Shivam Shastri 3. Akshat Agrawal 4. Aashish Kumar |
| Book Shop | Online Mode (Python) | Jan 2021-June 2021 | 1. Shivam Chouhan 2. Uday Singh Chandel 3. Rahul Sharma |
| Building Notepad using Python Programming | Online Mode (Python) | Jan 2021-June 2021 | 1. Ritik Tomar 2. Mohit Nirankari |
| Student Record Management | HTML, CSS, Java Script, PHP | Jan 2021-June 2021 | 1. Sagar Patidar 2. Harshit Malviya 3. Kuldeep Pandey |
| Restaurant Billing System | .Net | Jan 2021-June 2021 | 1. Yashvant Khelwal 2. Krishnapal Thakur 3. Abhishek Kadam 4. Sumit Suryavanshi 5. Jaishankar Shriwas |
| Kamla Nehru Prani Sangrahalaya (Zoo) | EDUCBA Website using HTML, CSS | Jan 2021-June 2021 | 1. Deepa Wagh 2. Priyanshi Kumari 3. Gourav Sen 4. Isha Kanungoo |
| VK Academy | HTML, CSS | Jan 2021-June 2021 | 1. Vikas Sitole 2. Vinay Mandloi 3. Shubham Katariya |
| Dairy farm shop management | HTML, CSS, Python, Xamp Serve | Jan 2021-June 2021 | 1. Saloni panwar 2. Shruti Sharma 3. Prajakta Patil |

| | | | |
|--------------------------------|-----------------------------|--------------------|---|
| | | | 4. Sadhika Gupta |
| Online Food plaza System | Java, Mysql, Apache | Jan 2021-June 2021 | 1. Rishabh Chouhan 2. Shivani Solanki 3. Palak Gour 4. Pradeep Vishvakarma |
| Online Book Selling | PHP, Mysql, HTML, Bootstrap | Jan 2021-June 2021 | 1. Ruchita Rai 2. Ankit Tomar 3. Punit Sharma 4. Gopal Singh Parmar 5. Muskan Gupta |
| E-Learning Website | .Net | Jan 2021-June 2021 | 1. Kavita Varked 2. Kiran Savant 3. Ritik Vishvakarma 4. Devyani Salunke |
| Virtual Assistant Using Python | Python | Jan 2021-June 2021 | Mohit Chouhan |
| Book Shop | Python | Jan 2021-June 2021 | Lakhan Parmar |
| E-Commerce website | HTML, JSP | Jan 2021-June 2021 | 1. Aayushi Vishvakarmaj 2. Shikha Pathak |
| Synchronize Billing Counter | Java | Jan 2021-June 2021 | Icchha Mishra |
| Billing System | .Net | Jan 2021-June 2021 | Rahul Kumar |
| Coaching website | HTML, CSS, Python | Jan 2021-June 2021 | Nikhil Kashyap |

M.Sc. (C.S.) Project Work details 2020-21

| Title of the Project | Mode | Duration (From-To) | Participant |
|----------------------|------|--------------------|-------------|
|----------------------|------|--------------------|-------------|

| | | | |
|---------------------------------------|----------------------|--------------------|--|
| Restaurant Automation System | In-house Online Mode | Jan 2021-June 2021 | Avani Mandloi |
| Hospital Management | In-house Online Mode | Jan 2021-June 2021 | 1. Aayush Upadhyay 2. Narendra Panwar 3. Aayushi Goyal |
| Placement preparation Tool | In-house Online Mode | Jan 2021-June 2021 | Sonali Narvare |
| Hospital Automation Management System | In-house Online Mode | Jan 2021-June 2021 | Somya Tiwari |
| Online Examination Application | In-house Online Mode | Jan 2021-June 2021 | Priya Makode |
| Unit Converter | In-house Online Mode | Jan 2021-June 2021 | 1.Damini Gehlot 2. Shraddha Soni |
| Restaurant Billing System | In-house Online Mode | Jan 2021-June 2021 | 1. Banwari Choubey 2. Rahul Singh |

Key Indicator- 1.4 Feedback System

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

Any 3 of the above -

- Feedback analysis report
- Action taken report, Link of feedback
- Action taken report

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

Options:

- Feedback report
- Action taken report
- Link of the website

Criterion 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

2.1.1 Enrolment Number Number of students admitted during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 2161 |

- Total number of admitted students
- Sanctioned seats details
Letter from university

2.1.1.1. Number of sanctioned seats during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 950 |

2.1.2 OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**2.1.2.1. Number of actual students admitted from the reserved categories during the year**

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 1359 |

- Number of students admitted from the reserved category.
- State Govt. policy for reservation in admission.

Key Indicator - 2.2. Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners Write description in maximum of 200 words**

Each faculty member takes sincere effort to assess the learning levels of students. In the institution it is a yearly practice among all faculty members to take test to recognize the actual caliber of the students. When these test

papers are evaluated slow and fast learners are differentiated very easily. The fast learners have one on one dialogue with faculty members wherein they get appreciation as well as motivation for better performance. Fast learners are encouraged to participate in competition, debates and presentations to enhance their communication and presentation skills. The weak learners are taught thoroughly working on their basic difficulties and sharing studies with fast learners. This exchange of studies makes them better and equivalent to fast learners. They have to qualify a second test to show their performance. For slow learners special revision classes are also organized by faculty members.

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

| | |
|--------------------|---------|
| Year | 2020-21 |
| Number of Students | 2161 |
| Number of Teachers | 26 |

Formula: Students: teachers

- Full time teacher's details.
- Sheet of enrolled students.

Key Indicator - 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 Upload a description in maximum of 200 words

Our institution follows the guideline of M.P. Higher Education regarding all the experiential learning through internship, project work etc. The students of B.C.A. and M.Sc. computer Science participate in these experiential learning programmes. In our institution we always motivate students for participative learning. Participation through classroom seminar, group discussion, debates and topic presentation by students are chief method of participative learning.

2.3.2. Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Institution uses information and Communication Technology (ICT) in education to support, enhance and optimize the delivery of education.

Use of ICT by Faculty

- A.** PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.
- B.** Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
- C.** Online Quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
- D.** Video Conferencing – Students are counselled with the help of Zoom/Google meet applications.
- E.** Video Lecture- Recording of video lectures is made available to students for long term learning and future referencing.
- F.** Online Classes runs successfully through Zoom, Google Meet, Microsoft Team, Google Classroom. The faculty also accepts assignments through Google Classroom Application.
- G.** MOOC Platform (9NPTEL, Coursera, SAP, Udemy, Edx etc.) is also in practice.
- H.** Digital Library resources (DEL NET, MYLOFT etc.) are accessible for students as well as faculty.

The institution is high-tech, giving maximum facility of printers, photocopy machines scanners to stakeholders.

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

| | |
|-------------------|---------|
| Year | 2020-21 |
| Number of Mentors | 166 |

Formula: Mentor: Mentee

1:166

Key Indicator- 2.4 Teacher Profile and Quality

2.4.1 Number of full time teachers against sanctioned posts during the Year Number

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 13 |

2.4.2. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year (consider only highest degree for count) D.N.B

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 11 |

| | |
|---|------------------------------------|
| Number of full time teachers with Ph.D. | Total number of full time teachers |
| 11 | 13 |

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

2.4.3.1: Total experience of full-time teachers Year Number

| | |
|--------|---------|
| Year | 2020-21 |
| Number | |

Key Indicator - 2.5. Evaluation Process and Reforms

2.5.1. Mechanism of internal assessment is transparent and robust in terms of frequency and mode Upload a description not more than 200 words

The scheme of internal assessment for example class test practicals and viva-voce for each course is prepared by the departments as per the academic calendar and university notification. The students are informed about the date of internal assessment which was accepted online as well as offline. Full transparency is maintained in CCE work. The CCE is evaluated by the concerning teacher and then discussed openly in the class for the entire class to get benefited. The marks related query and dissatisfaction is sorted out then and there. The CCE marks are sent to the university in due time to be included in the final results. CCE is evaluated on fifteen percent marks of particular subject's total marks.

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient Upload a description not more than 200 words

CCE is a mode of internal assessment where students are evaluated with full transparency and to their maximum satisfaction level. Apart from CCE all the practical subjects conduct practical exams. For practical exams, university provides a list of eligible professors to be external examiners. The internal examiner is the subject teacher. The benefit of this pattern is clearly visible where the external examiner evaluates the students on their practical performance and viva, whereas the internal examiner evaluates as per the student's annual academic performance. The faculty is always well prepared and eager to solve any issues and grievances specially regarding internal examination. Students can also approach to the principal if they are not satisfied with the solution of the faculty also a complaint box is provided at the reception area. During the pandemic students from remote area complaint about poor internet connectivity for submission of online assignments so to resolve this problems students were given the facility of submitting their assignment offline.

Key Indicator- 2.6 Student Performance and Learning Outcome

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words

Teachers and students are well aware of the stated programme and course outcomes of the programmes offered by the institution. The course is designed by the department of Higher Education Government of M.P. The concerning subject faculty prepares the learning outcomes of prescribed syllabus of particular subject. The faculty shares the learning outcomes with the students. The course outcomes make them aware of deeper understanding and realizes its importance and benefits. In the induction programmes the concerning subject faculty introduces to newly admitted students about their subjects, course and programme outcomes.

- CoS and PoS received by faculties, to be uploaded.

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

Describe the method of measuring the level of attainment of POs, PSOs and COs in not more than 200 words

The institution is running five courses of UG only in science stream and one course of M.Sc.in Computer Science. As per the UGC guideline department of higher education M.P. designs the syllabus which is implemented in accord with the university. For specifically course outcomes, the marks obtained by the students in each question of particular subject paper of final university examination is not disclosed to the affiliated colleges by the university so the attainment of the course outcomes and program outcomes is assessed by the institution from the performance of students in CCE. This attainment is also assessed from the formative assessment such as classroom seminar, group discussion, practical work and viva-voce.

2.6.3.1. Total number of final year students who passed the university examination during the year

2.6.3.2. Total number of final year students who appeared for the university examination during the year

| Programme Code | Name of the programme | Number of students appeared | Number of students passed | Pass Percentage |
|----------------|-----------------------|-----------------------------|---------------------------|-----------------|
| C085 | B.Sc. Bio | 110 | 109 | 99.9% |
| C067 | B.Sc. Biotech | 60 | 59 | 99.9% |
| C116 | B.Sc. Maths | 174 | 174 | 100% |
| C137 | B.Sc. Com. Science | 110 | 110 | 100% |
| C030 | B.C.A. | 50 | 50 | 100% |
| C046 | M.Sc. Com. Science | 13 | 13 | 100% |

Key Indicator- 2.7 Student Satisfaction Survey

Metric No. 2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

- SSS
- Result and details need to be provided as a web link.
<https://gnspsc.ac.in/feedback-students.pdf>
<https://gnspsc.ac.in/result-analysis.pdf>

Criterion 3- Research, Innovations and Extension

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

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

NIL

3.1.2 Number of departments having Research projects funded by government and non-government agencies during the year

3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year

NIL

3.1.3 Total number of Seminars/conferences workshops conducted by the institution during the year

| | |
|-------------------|---------|
| Year | 2020-21 |
| Number of teacher | 06 |

| Name of workshops/seminars | Number of Participants | Date From-to | Link of the activity report on the website |
|---|------------------------|--------------------------------|---|
| 1. Workshop – Sports for mankind | 278 | March 2021 | https://gnspsc.ac.in/activities-list.pdf |
| 2. Seminar – EBSB India cultural Harmony with the special Reference to Manipur & Madhya Pradesh | 255 | 10 th July 2020 | https://gnspsc.ac.in/activities-list.pdf |
| 3. Rich India heritage with special Reference to North East and Madhya Pradesh | 115 | 29 th December 2020 | https://gnspsc.ac.in/activities-list.pdf |
| 4. Communication Skills | 137 | 5 th Feb. 2021 | https://gnspsc.ac.in/activities-list.pdf |
| 5. Role of Botany and | 185 | 9 th Feb. 2021 | https://gnspsc.ac.in/activities-list.pdf |

| | | | |
|--|-----|-----------------------------------|---|
| microbiology in modern food industry | | | |
| 6. Global factors influencing happiness index | 200 | 27 th March 2021 | https://gnspsc.ac.in/activities-list.pdf |

Key Indicator 3.2- Research Publication and Awards

3.2.1 Number of research papers in the journals notified on UGC website during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 01 |

| Title of paper | Name of authors | Department of the teacher | Home of Journal | Year of Publication | ISS/ISBN number |
|--|---------------------------------|---------------------------|---|---------------------|----------------------|
| Clustering Algo in wireless sensor N/w-A comparative study | Pooja Gudganwa and Sourabh Jain | Computer Science | The Journal of oriental research Madras | June 2021 | 0022-3301 (UGC-care) |

3.2.2 Details of books and chapters in edited volumes/books published and papers in national/international conference proceedings during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 02 |

| Name of the Teacher | Title of the paper | Name of the International Publishers | ISBN ,ISSN Number | Year of Publication |
|---------------------|---|---|-------------------|---------------------|
| Pooja Gulganwa | Wireless sensor network : Applications and future research directions | Good practices and capacity building for sustainable development goals (Allied publishers private limited) | 978-93-89934-29-8 | 2021 |

| | | | | | | | |
|------------------|---|---|-----|------|-----------------------------|-----|---|
| Dr. Anjula Poras | Diversified research in life science | Comparative study of Worm recovery in Nematosphiroides dubies infested mice treated with does consontrations of doramactine and ivermaction | Nil | 2019 | ISBN – 978 – 81 947388 -9-3 | Yes | Paper published In book Publication- Krishna Publication house Gujrat |
|------------------|---|---|-----|------|-----------------------------|-----|---|

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.

The institution promotes and believes in the holistic development of college students. The incharge of different committees related with extension activities works sincerely to cultivate students social, moral and cultural development. The role of NSS units of boys and girls are very important for theses extension activities, in this reference the NSS units visited the slum area nearby Bhanwarkuan Chauraha. The students covered all age group people, for example kids of eight ten years were made aware with personal hygiene and importance of education. Women were made aware of health, hygiene, importance of education and child care. The alumni member Vinod Roz who is running an NGO, Motivated the students through a lecture to visit the slum

area and organize the awareness programme on social issues related with drug consumption. The NSS students also visited slum area and distributed nutritive snacks to the young children and made them and their family aware about importance of health and nutrition. The NSS students created awareness in the locality about the COVID -19 prevention measures the NSS units also organized cycle rally on the occasion of Aazadi ka amrit mahotsav, Swacchata awareness rally specially for slum area, traffic rules awareness programmes, Aids awareness programmes.

3.3.2. Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year. **Year Number**

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

| | |
|----------------------|---------|
| Year | 2020-21 |
| Number of students | 550 |
| Number of activities | 10 |

| Name of the extension and outreach programme | NSS/NCC/Red cross/YRC/etc. | Number of participants | Any other details |
|---|----------------------------|------------------------|-----------------------------|
| 1. "Cycle Rally" On the occasion of programme run by | NSS | 25 | 16 th March 2021 |

| | | | |
|--|----------|----|----------------------------------|
| Government "Aazadi Ka Amrit Mahotsav" | | | |
| 2. "Swachchhata Awareness Raliy" – To the hamlet to make people aware of cleanliness and personal hygiene | NSS | 60 | 13 th Feb 2021 |
| 3. "To follow Traffic rules awareness programme The NSS students requested the vehicle riders to wear helmet and follow traffic rules | NSS | 55 | 13 th Feb 2021 |
| 4. Aids Awareness Lecture | NSS | 50 | 1 st Dec 2020 |
| 5. Sushasan diwas owth ceremony | EBSB | 40 | 24 th Dec 2020 |
| 6. Madhya Nishedh Awareness | NSS+EBSB | 90 | 30 th January 2020 |

| | | | |
|--------------------------------------|---------------------------------|-----|----------------------------|
| 7. Constitution Day – lecture | EBSB | 30 | 26 th Nov. 2020 |
| 8. Elocution – Indian culture | EBSB | 08 | 30 th Oct. 2020 |
| 9. Girls safety awareness program | Women Harassment redressal cell | 42 | 16 th Jan 2021 |
| 10. Women defense training programme | EBSB, NSS, IQAC and Sports | 150 | 8 th March 2021 |

3.3.4 Number of students participating in extension activities at

3.3.3. above during the year

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

| | |
|--------------------|---------|
| Year | 2020-21 |
| Number of Students | 550 |

| Name of the activity | Name of the scheme | Year of the activity | Number of teachers participating | Number of students participating |
|---|--------------------|----------------------|----------------------------------|----------------------------------|
| Cycle Rally | NSS | 2021 | 04 | 25 |
| Swachhhta awareness rally | NSS | 2021 | 02 | 60 |
| To follow Traffic rules awareness rally | NSS | 2021 | 02 | 55 |
| Aids awareness Lecture | NSS | 2020 | 03 | 50 |

| | | | | |
|----------------------------------|---------------------------------|------|----|-----|
| Sushasan Diwas owth | EBSB | 2020 | 12 | 40 |
| Madya Nishedh awareness | NSS + EBSB | 2020 | 05 | 90 |
| Constitution day lecture | EBSB | 2020 | 02 | 30 |
| Elocution _ Indian culture | EBSB | 2020 | 02 | 08 |
| Girls safety awareness program | Women Harassment redressel cell | 2021 | 04 | 42 |
| Women defense training programme | EBSB, NSS, IQAC and Sports | 2021 | 04 | 150 |

Key Indicators 3.4 – Collaboration (20)

3.4.1. The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc. during the year

Year Number

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 24 |

| Title of the linkage | Name of the partnering institution/industry/ research lab with contact details | Year of commencement | Duration (From-To) | Nature of linkage |
|----------------------|--|----------------------|--------------------|-------------------|
|----------------------|--|----------------------|--------------------|-------------------|

| | | | | |
|--|-----------------------------------|---------------|------------------------|---|
| Student and cultural exchange under "Ek Bharat Shreshtha Bharat" | Mayai Lambi College Mayang Imphal | November 2019 | November 2019-Continue | Cultural and Student, teacher exchange for diversified Indian culture, special reference to Manipur |
|--|-----------------------------------|---------------|------------------------|---|

3.4.2 Number of functional MoU's with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1. Number of functional MoU's with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 05 |

| Organization with which MoU is signed | Year of signing MoU | Duration | Activities list | Number of participating teacher students |
|---|---------------------|----------|--|--|
| 1. Department of Microbiology Government Holkar Science | 08-02-2021 | 1 year | To avail library facility, Guest lectures by faculties, For placement purpose, | 02 teachers and for all Bio Students |

| | | | | |
|---|------------|---------|--|--------------------------------------|
| College Indore | | | To attend classes with prior permission, For research work, For NAAC cooperation, For NSS activities and for cultural programmes. | |
| 2. Maharaja Ranjeet singh College of professional Science | 18-02-2021 | 3 Years | To avail library facility, Guest lectures by faculties, For placement purpose, To attend classes with prior permission, For research work, For NAAC cooperation, For NSS activities and for cultural programmes. | 02 teachers and for all Bio Students |
| 3. Kund-Kund Gyan Pitha Indore | 01-02-2021 | 1 Year | To avail library facilities, Guest lectures by faculties, Activities related to knowledge conservation, For academic programmes. | Open to all |
| 4. Christian Eminent College Indore | 04-02-2021 | 5 Years | To avail library facility, Guest lectures by faculties, For placement purpose, | Open to all |

| | | | | |
|------------------------|-------------|---------|--|-------------|
| | | | To attend classes with prior permission, For research work, For NAAC cooperation, For NSS activities and for cultural programmes. | |
| 5. ILVA College Indore | 21 Feb 2021 | 5 Years | To exchange facilities of sports and faculties for sports upliftment | Open to all |

Criterion 4 - Infrastructure and Learning Resources Key Indicator – 4.1 Physical Facilities

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

Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words

The institution offers five undergraduate programmes in science stream and one post graduate programme in computer science with a strength of 2161 students of all categories. Classes of B.C.A. and M.Sc. are held in the morning shift while B.Sc. classes are in the noon shift.

The Institution has adequate infrastructure and physical facilities for teaching learning. viz., classrooms, laboratories, computer equipment etc. The institution is having sufficient land for extension and development. At present the institute has 10 classrooms, 04 Hall sized classrooms, one separate building for computer department having three large sized labs and classrooms funded through RUSA. Apart from these, 13 extra classrooms are under construction and will be completed within three months, this development is implemented through Word Bank scheme. Six labs having all the lab equipment are

also running smoothly by Zoology, Chemistry, Botany, Physics and Computer Science department. Sufficient number of computers with latest version are available in the computer labs for the students to carry on their practical work. All the departments have portable LCD projectors and laptops which are used for classes. A rich library having books and Inflibnet subscription.

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc. Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words

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

The building of college has a big court yard and which is used as badminton court, yoga session self-defence classes, Annual day celebration and other large scale activities and gatherings. The size of this court yard is near about 25.4 M.* 11.4 M. Apart from this facility there are 05 Hall sized rooms. The size of each hall is 11.50 M. * 9.0 M. These halls are also used for different activities as per the size of gathering. The institute is going to have a big-sized conference room which is under construction and will be completed within 3 to 4 months. The basketball court is also under construction. Girls common room is equipped with necessary items of girls.

4.1.3 Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

4.1.3.1: Number of classrooms and seminar halls with ICT facilities

| | |
|----------------------|---------|
| Year | 2020-21 |
| Number of classrooms | 01 |

| | | | | |
|----------------------------|---|----------------------------|---------------------------------------|--|
| No. of classrooms with LCD | No. of classrooms with Wi-Fi/waw facilities | Number of Smart classrooms | No. of classrooms with LMS facilities | No. of Seminar halls with ICT facilities |
|----------------------------|---|----------------------------|---------------------------------------|--|

| | | | | |
|----|----|--------------------|--------------------|--------------------|
| 05 | 22 | Under construction | Under construction | Under construction |
|----|----|--------------------|--------------------|--------------------|

4.1.4 Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs).

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

Expenditure for infrastructure augmentation excluding salary

| | |
|--------------|---------|
| Year | 2020-21 |
| INR in Lakhs | 00.5600 |

| | |
|---|------------------------------------|
| Expenditure for infrastructure augmentation | Total expenditure excluding salary |
| 4928694 | 5597788 |

Audit report to be submitted

Key Indicator – 4.2 Library as a learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) Data requirement for year: Upload a description of library with,

| Name of ILMS software | Nature of automation | Version | Year of automation |
|------------------------------|-----------------------------|----------------|---------------------------|
| Soul 2.0 | Partially | 2.0 | 2016-17 |

4.2.2 The institution has subscription for the following e-resources

1. E-journals
 2. E-Shodh Sindhu – through Inflibnet
 3. E-books – through Inflibnet
- Any three of the above –

| Details of membership | Details of subscription |
|-----------------------|-------------------------|
| N-List | 5900 |

4.2.3 Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

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

| | |
|--------------|---------|
| Year | 2020-21 |
| INR in Lakhs | 00.072 |

| Year of Expenditure | Expenditure on the purchase of books/e-books | Expenditure on the purchase of journals/e-journals in during the year |
|---------------------|--|---|
| 2020-21 | 715558 | 5900 |

Audited statement of accounts to be submitted

4.2.4 Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

| Upload last page of accession register details | Method of computing per day usage of library | Number of users using library through e-access | Number of physical users accessing library |
|--|--|--|--|
| Enclosed | As per the formula given in the format | 16 | 112 |

Details of library usages by teachers and students

The HEI is requested to calculate the teachers and student's usage library per day. Average usage of the library by the college = Total no. of teachers & students in each day for all working days / Total no. of working days (Note: Data template is not applicable to this metric)

221 Working days

100 Students + 12 Teachers = 112 Average Users per day

112 Average per day users

Pending –

Details of Library usage by teachers and students.

Key Indicator- 4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words

Institution continuously strives to provide state of the art technologies and update its ICT facilities to ensure efficient functioning and teaching.

The infrastructure includes:

1. 40 desktops with latest processor.
2. 10 Laptops of latest configuration.
3. 45 CCTV cameras.
4. 3 NVR (Network Video Recording)
5. 06 Projector with screen.

The institution has two separate broadband connections which is being shared among students and faculty members, it has 100 MBPS speed with the scheme of monthly unlimited data. The broadband connection enables Wi-Fi availability in all departmental computers and throughout accessible the entire college campus with the password. There is one computer laboratory. All departments are equipped with computer, printer and LCD projector facilities and broadband internet connection. The regular maintenance and upgradation of computers and related accessories is done by the local vendor as and when

required. E-books and E-resources are available for student access in the central library. The college website is regularly updated to provide online access of notices, events, feedback collection, online learning facilities for the students and all stakeholders.

Every department has projector with screen facility. In 2021 Wi-Fi facility was upgraded. Significant investment has been made to upgrade classrooms.

4.3.2 Student – Computer ratio Number of students: Number of Computers Data

Students - 719

Computer – 29

The ratio of Computers and Students is – 24:1

4.3.3 Bandwidth of internet connection in the Institution

10 – 30MBPS

Internet connection bill to be submitted.

Key Indicator – 4.4 Maintenance of Campus Infrastructure

4.4.1 Expenditure incurred on maintenance of infrastructure (Physical facilities and academic support facilities) excluding salary component during the year

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

| | |
|--------------|---------|
| Year | 2020-21 |
| INR in Lakhs | 00.5600 |

| | |
|---------------------------------|--|
| Non salary expenditure incurred | Expenditure incurred on maintenance of campus infrastructure |
| 669094 | 4928694 |

Pending

1. Audited statement of account.
2. Details about assign budget and expenditure on physical facilities and academic support facilities.

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words

Laboratory – Our institute has four well equipped labs of Zoology, Botany, Chemistry and Physics, apart from these one computer building got completed in the session 2020-21 under the scheme of RUSA.

The purchase is fulfilled as per the requirements of the equipment of labs. The HOD's of different departments make a demand list from different funds, such as Jan Bhagidari, RUSA, World Bank & Self-finance scheme. Stock register is maintained by Lab technicians and at the end of every session physical verification of permanent non consumable articles are verified by the committee, formed by the principal.

Library – Institute has an enriched library with partial facility of automation. Library has subscription of 'Inflibnet' for e-learning content. There are different funds to purchase books, magazines etc. such as Janbhagidari, and Government fund. As per the demand of different departments, HODs make a list of books and then books are purchased accordingly.

Physical verification is done by the committee formed by the Principal. There is a provision of right off for torn books. This procedure is done after the recommendation of the committee.

Sports complex - The institution has sufficient sports facilities. The court yard of the college building is very well used for indoor games such as badminton, chess etc. Institution is going to build Basketball court from Janbhagidari fund. Gym facility and equipment are in the process of purchase through RUSA. There is enough open space in the premises for extension and development of sports facilities.

Computers – Institution has computer science subject in U.G. and P.G. Apart from academic work, all the office work is carried on with the help of computers with Wi-Fi and LAN facility. All the office work including admission, is done online on regular basis. The maintains of IT infrastructure is done by the local vendors.

Classrooms – There are fifteen class rooms with Wi-Fi accessibility and all the teaching facility. The second floor with 11 classrooms is under construction. A new separate building of computer science department has three big-sized halls with the facility for practical work on the computer.

Maintains of basic physical infrastructure facilities such as telephone, electricity, water tracks etc. is done from the different grants from the government and Janbhagidari.

Criterion 5- Student Support and Progression Key Indicator- 5.1 Student Support

5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 1094 |

| Name of scholarship Scheme | SC Category | | ST Category | | OBC | | General | | No. of total beneficiaries | Total Sanctioned Amount |
|---------------------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|----------------------------|-------------------------|
| | No. Of Students | Sanctioned Amount | No. Of Students | Sanctioned Amount | No. Of Students | Sanctioned Amount | No. Of Students | Sanctioned Amount | | |
| Post metric scholarship | 135 | 1453899 | 240 | 2371598 | 396 | 3445885 | 0 | 0 | 771 | 7271382 |
| Vikramaditya scheme | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 50072 | 23 | 50072 |
| Gaon Ki Beti Scheme | 1 | 5000 | 0 | 0 | 6 | 30000 | 11 | 55000 | 18 | 90000 |
| Pratibha Kiran Scheme | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transportation Scheme for girls | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aawas Sahayta Scheme | 56 | 1171000 | 169 | 3278300 | 0 | 0 | 0 | 0 | 225 | 4449300 |
| Vigyan Protsahan Scheme | 0 | 0 | 56 | 168000 | 0 | 0 | 0 | 0 | 56 | 168000 |

| | | | | | | | | | | |
|-------|-----|---------|-----|---------|-----|---------|----|--------|------|----------|
| Total | 192 | 2629899 | 465 | 5817898 | 402 | 3475885 | 34 | 105072 | 1093 | 12028754 |
|-------|-----|---------|-----|---------|-----|---------|----|--------|------|----------|

Pending

Self attested letter with the list of students sanctioned scholarship.

5.1.2 Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 Total number of students benefitted by scholarships, free ships, etc. provided by the institution / non- government agencies during the year

NIL

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

Three of the above

| Name of the capability building and skills enhancement initiatives | Year of implementation | Number of students involved | Name of the agencies involved with contact details |
|--|------------------------|--------------------------------|--|
| Language and communication skills | 2010 ? | 150 (B.C.A. + M.Sc.) | Department of Higher Education Madhya Pradesh |
| Life skills | 2015 | 100 (Yoga day, Surya Namaskar) | Department of Higher Education Madhya Pradesh |
| ICT, computing skills | 2010 ? | 400 (final year students) | Department of Higher Education Madhya Pradesh |
| Soft skills | 2015 | Personality Development cell | Department of Higher Education Madhya Pradesh |

All of the above

www.gnspsc.ac.in

File Description (Upload)

- Link to Institutional website
- Any additional information
- Details of capability building and skills enhancement initiatives (Data Templets)

5.1.4. Number of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the year

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | NIL |

| Name of the scheme | Number of students who have passed in the competitive exam | Number of students placed |
|---|--|---------------------------|
| Swami Vivekanand career guidance and placement cell | _____ | 40/12 |

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

All of the above

- Minutes of the students harassment redressal committee, prevention of sexual harassment committee and anti-raging committee.
- Details of cases.

Key Indicator- 5.2 Student Progression

5.2.1 Number of placement of outgoing students during the year

5.2.1.1: Number of outgoing students placed during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 40/12 |

- Name of the employer with contact details
- Number of students placed
- Self-attested list of students placed

5.2.2 Number of students progressing to higher education during the year

5.2.2.1. Number of outgoing student progression to higher education

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 172/180 |

UG to PG

- Upload supporting data of students
- Details

5.2.3.1 Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

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 year.

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

Due to CORONA Pandemic, all the sports, cultural activities were suspended.

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

The Institution is a part of Government of Madhya Pradesh Higher Education department. We strictly follow all the guidelines and instructions of department of Higher Education M.P. Govt. There is a provision of forming electoral body of students' council but due to pandemic this electoral procedure could not be implemented. Still, the offline session was a platform for students to groom their leadership skills in different curricular and extra-curricular activities such as N.S.S. and EBSB etc. Students actively participates and organizes different programmes such as Teachers day, Makar sankrant, Vasant Panchmi, Republic day, Independence day. The involvement of students shows the sense of respect towards our culture and tradition. Ek Bharat Shreshth Bharat Club pairing with the college of Manipur, was founded in the year 2019-20. The purpose of this club is to interchange cultural heritage moral and ethical values harmony and to understand linguistic and socio economic diversity. College club members actively participated in all the activities throughout the year.

5.3.3 Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year

| | |
|------|---------|
| Year | 2020-21 |
|------|---------|

| | |
|--------|----|
| Number | 00 |
|--------|----|

Due to pandemic the session 2020-21 was not running offline, throughout the session, so the activities were not performed successfully.

Key Indicator- 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.

Institution has a registered Alumni association 'Nirbhay Samvad'. This Alumni association does not contribute financially but on various occasions they present something valuable and useful to the institution. The senior and experienced members of alumni from different fields interact and share their knowledge and experience with students of college regarding various activities.

5.4.2 Alumni contribution during the year (INR in Lakhs)

NIL

Criterion 6 - Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision and Leadership

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

Vision – The vision of the institution is to enable the students to receive quality education for multi-faceted skills and all around personality in well fare of society.

Mission – To promote science education in consonance with National policies of Higher Education. To provide quality science education to the students from all the strata of society and creating an environment to cultivate science as a bridge between changes accruing in cultural traditions and technologies.

As per the vision and mission of the institution we tend to cultivate the students with best possible education turn out to be good human beings and

become robust to meet the challenges of the world in their future. This institute has 75% students coming from a category group of weaker section though the college is situated in urban area but the institute has equal number of students coming from rural areas. The institute is eager enough to rapidly sanction their scholarships which is allotted by Government of Madhya Pradesh. In this way they get financial aid for their educational support. The financial assistance as well as quality Science higher education up bring their holistic development and also is a reflective mode in the governance of the institution.

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

In the starting of academic session meeting of teacher with the principal in were held to discuss academic affairs and formation of committees. Suggestions are invited and committee is formed. Every year nature of work is change to ensure equal exposer of all committee members. The involvement of the principal, teachers council and IQAC in framing the policies and procedures mapping the guidelines regarding admission, examination, discipline, grievance, support services and finance is insured. The effective leadership skills are visible in various institutional practices. The smooth functioning of the institution entirely depends upon the participation of every member of the institution apart from their allotted duties and works. There is a recent examples of participative management. The members and the administration being involved in 'RUSA and World Bank' project coordinated with various agencies such as Housing Board of M.P. and state directorate of Higher Education Bhopal. The successful outcome is visible clearly in the form of sanctioning of project and starting of construction work. The second floor of main building is taking a shape to enhance the infrastructural facility for the benefit of the students.

Key Indicator- 6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic/ perspective plan is effectively deployed

Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words

The institution has planned a strategy for effective deployment.

Strategic plan no. 1 – To promote the faculty members for Ph.D. qualification one of the faculty member completed and was awarded Ph.D. degree in the session 2020-21. Two guest faculties are persuing their Ph.D. work.

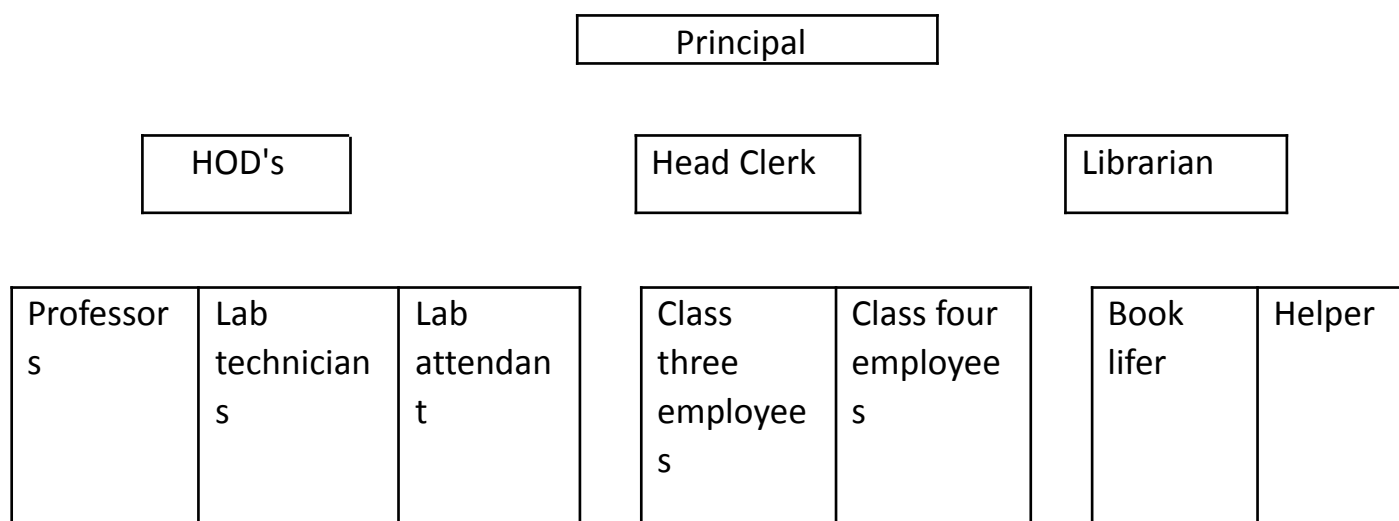
Strategic plan no. 2 – To Utilize optimal funds for infrastructure facility. The construction of a well-equipped computer block is a recent example of the institution showing strategic planning. As soon as the Institution received a handsome fund for new construction from RUSA, the administration decided and took action for the construction of Hi-tech computer block. The proposal of a new block of computer was approved by state directorate of Higher Education Bhopal. The decision was taken on the growing demand of computer science students coming from urban as well as rural areas.

Strategic plan no. 3 – To increase the strength of students according to the infrastructure – In the session 2019-20 total strength of students were 1847 and in the session 2020-21 this increased to 2161.

Strategic plan no. 4 – To make the campus environmental friendly – In this connection the plantation was done to promote greenery. Eco friendly Ganesh idol making workshop was organized. Green audit, environment audit and energy audit were done.

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

Describe the Organogram of the Institution within a maximum 200 words



As institution is state government body. It strictly follows all the norms of department of Higher Education M.P. A set of rule books such as service rules, leave rules etc. give proper guidance for taking further action in the matter. In routine work all the instructions and guidelines provided by commissioner office of Higher Education M.P. and secretariat of education department and additional director of Higher Education Indore division are followed by the institution.

The Principal has drawing and disbursing power and is head of the institution. The Principal is the authorised head of the institution and manages administrative as well as academic works.

The HODs take care that all the work is implemented very sincerely by the departmental staff. Different committees are formed by the principal to carry on various work smoothly. The permanent staff is appointed by the Higher Education department and they can be transferred anywhere in the state. For smooth functioning of self-finance courses the faculty and other staff is appointed by the norms of Higher Education Govt. Of M.P. The institution makes it a point that the permanent staff follows all the rules given by M.P. Higher Education. The government has decided all the policies for all the stakeholders.

6.2.3. Implementation of e-governance in areas of operation

Administration – For the trouble free functioning of the college administration, instructions are sought from different sources as office of the commissioner, Higher Education Bhopal, office of the addition director Indore division and lead college of Indore. The correspondence is carried online.

Finance and accounts – Salary bills and other bills are generated online by IFIMIS software, designed by treasury of Madhya Pradesh. Scholarships and E-payments are sanctioned online.

Admission and support – Admission process is online. Following the guideline of Higher Education, scholarships are transferred through E-payments.

Examination – Examination process is done completely online such as – submission of enrollment form, exam form and receiving of attestation form, **Hall ticket and finally the pa all are online.** Due to global pandemic the exam

pattern was changed from offline to open book system. Students received their question papers online and after a certain time period they submitted their answer books.

Pending-

Data Requirements: (As per Data Template)

- Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination

- Name of the Vendor with contact details

- Year of implementation

File Description (Upload)

- ERP (Enterprise Resource Planning) Document

- Screen shots of user interfaces

- Any additional information

- Details of implementation of e-governance in areas of operation, Administration etc. (Data Template)

Key Indicator- 6.3 Faculty Empowerment Strategies

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

Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 200 words

Teaching staff –

Sabbatical leave – Permanent teaching staff can avail this leave. Teaching staff who have completed five years of permanent job can avail this facility. Even those who have three years of job left before retirement are eligible to avail this leave. The leave can be availed for 24 months in the entire service period and maximum 12 months at a time.

Maternity and Paternity leave – One eighty days' leave is sanctioned pre and post-delivery and it can be availed twice in the entire service period. For

paternity leave any male staff is eligible for 15 days leave two times in their service period during six months post-delivery. Child care leave can be availed by the faculty having children under 18 years of age.

Medical leave – There is a criterion for medical leave of 10 days with full salary benefit and 20 days leave with half salary benefit every year which gets accumulated if not availed. The employees get benefitted on several medical grounds for a leave of 180 days without being paid. Leave without pay can be availed for six months on medical grounds for those employees who have completed their one year of job.

Medical aid – Employees are eligible for reimbursement of medical expenses for their treatment. The rules vary as per the seriousness of the disease, in chronic diseases such as open heart surgery, kidney and liver transplant, cancer etc. Any employee can get reimbursement up to 5 lakhs, depending upon the disease.

Gratuity scheme – Employees who have completed 5 years' service are eligible for gratuity scheme. In case of death during the service the employee is eligible for twelve months' salary or maximum 10 lakhs. After retiring successfully, the employee is eligible to credit a formula based amount.

Pension – The retirement age of class one / teaching staff is 65 years. Non-teaching /class 3 and 4 employees retire at the age of 62 years. For taking voluntary retirement the employee gets full pension benefit after completing 33 years of Job. The pension amount is 50% of the salary and the family pension is 25% of the salary.

Group Insurance – This department has a group insurance facility for all the employees. After retirement or in case of death, the insured amount disburses to the concerning person or nominee.

Compensatory appointment – There is a provision of compensatory appointment for the nominees of the government employees in case of his/her death. This scheme is applicable according to the norms of the government and the dependents qualification.

Non-Teaching Staff –

Maternity and Paternity leave – One eighty days' leave is sanctioned pre and post-delivery and it can be availed twice in the entire service period. For

paternity leave any male staff is eligible for 15 days leave two times in their service period during six months post-delivery.

Medical leave – There is a criterion for medical leave of 10 days with full salary benefit and 20 days leave with half salary benefit every year which gets accumulated if not availed. The employees get benefitted on several medical grounds for a leave of 180 days without being paid. Leave without pay can be availed for six months on medical grounds for those employees who have completed their one year of job.

Medical aid – Employees are eligible for reimbursement of medical expenses for their treatment. The rules vary as per the seriousness of the disease, in chronic diseases such as open heart surgery, kidney and liver transplant, cancer etc. Any employee can get reimbursement up to 5 lakhs, depending upon the disease.

Gratuity scheme – Employees who have completed 5 years' service are eligible for gratuity scheme. In case of death during the service the employee is eligible for twelve months' salary or maximum 10 lakhs. After retiring successfully, the employee is eligible to credit a formula based amount.

Pension – The retirement age of class one / teaching staff is 65 years. Non-teaching /class 3 and 4 employees retire at the age of 62 years. For taking voluntary retirement the employee gets full pension benefit after completing 33 years of Job. The pension amount is 50% of the salary and the family pension is 25% of the salary.

Group Insurance – This department has a group insurance facility for all the employees. After retirement or in case of death, the insured amount disburses to the concerning person or nominee.

Compensatory appointment – There is a provision of compensatory appointment for the nominees of the government employees in case of his/her death. This scheme is applicable according to the norms of the government and the dependents qualification.

6.3.2. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

6.3.3 Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 01 |

| | |
|--|--------------------------------|
| Name of the professional development programme for teaching and non teaching staff | Duration of the programme |
| Sports for man-kind | 18-24 th March 2021 |

Seven days programme.

6.3.4 Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 34 |

| Number of teachers | Name of the programme | Duration from to | |
|-------------------------|--|--------------------------|----|
| DR. MADHU TIWARI | 7 days National level online FDP - Recent trends in mathematics | 19-04-2021 to 27-04-2021 | 1 |
| DR. MADHU TIWARI | Online training programme organize by department of Higher education Govt. of M.P. College management and administration | 04-01-2021 to 09-01-2021 | 2 |
| DR. MADHU TIWARI | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 3 |
| DR. SANJAY JAIN | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| DR. SANJAY JAIN | One Week Online Short Term Training Program on "Applications of Mathematical Sciences" | 13-07-2020 to 18-07-2020 | |
| DR. PREETI BHATT | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 4 |
| DR. SANCHITA SHRIVASTAV | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 39 |
| DR. SANCHITA SHRIVASTAV | 21 days online International Training cum Orientation Programme -Immunology – A tool for disease management | 11-10-2021 to 31-10-2021 | 5 |
| DR. SHOBHA CHATURVEDI | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 6 |
| DR. SHOBHA CHATURVEDI | National E-workshop on - Premchandra ko kaise padhen | 15-07-2021 to 30-07-2021 | 7 |
| DR. ANJULA PORAS | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| DR. VIKAS KAUSHIK | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| DR. SUREKHA MISHRA | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MR. SHSHANK DUBEY | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MR. SHSHANK DUBEY | National workshop on research methodology and research design | 06-10-2021 to 11-10-2021 | |
| MISS CHETANA MURANIYA | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| DR. VANDANA RAJPUT | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MRS. ANUJA BAKRE | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |

| | | | |
|----------------------|--|--|----|
| MRS. ANUJA BAKRE | National workshop on research methodology and research design | 06-10-2021 to 11-10-2021 | |
| MRS. ANUJA BAKRE | National workshop on basic physics | 05-02-2021 to 11-02-2021 | |
| DR. SHARDA SINGH | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 8 |
| MISS KALPANA SONVADE | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MISS KALPANA SONVADE | FDP –Java | 21-06-2021 to 26-06-2021 | 9 |
| MISS KALPANA SONVADE | FDP – Computer Networking | 31-05-2021 to 05-06-2021 | 10 |
| MISS KALPANA SONVADE | FDP –Data Science | 11-06-2021 to 27-06-2021 | 11 |
| MISS KALPANA SONVADE | FDP – Python | 21-06-2021 to 26-06-2021 | 12 |
| MISS KALPANA SONVADE | FDP – Machine learning | 19-06-2021 to 24-07-2021 | |
| MISS SWATI JOSHI | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MISS DEEPIKA JAIN | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MISS POOJA GUNGAWAN | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | 13 |
| MISS POOJA GUNGAWAN | 7 day's workshop – current trends in computer science and IT | 11-01-2021 to 17-01-2021 | 14 |
| MR. BHUPENDRA SINGH | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |
| MR. BHUPENDRA SINGH | FDP on advance concepts on networking and Linux | 31-05-2021 to 05-06-2021 | 15 |
| MR. BHUPENDRA SINGH | FDP – An approach to enterprise resource planning | 21-06-2021 to 26-06-2021 | 16 |
| MR. BHUPENDRA SINGH | FDP – App development with android | 07-06-2021 to 12-06-2021 | 17 |
| MR. BHUPENDRA SINGH | FDP – Core Java | 21-06-2021 to 26-06-2021 | 18 |
| MR. BHUPENDRA SINGH | FDP –Python | 21-06-2021 to 26-06-2021 | 19 |
| MR. BHUPENDRA SINGH | FDP – Advanced Excel with Data Visualization | 31-05-2021 to 05-06-2021 | 20 |
| MR. BHUPENDRA SINGH | FDP – Website Development Using WordPress | 14-06-2021 to 19-06-2021 | 21 |
| MR. BHUPENDRA SINGH | FDP – Data Science | 11-06-2021 to 27-06-2021 | 22 |
| MR. BHUPENDRA SINGH | 5 day National Workshop on "Data Science and Advanced Computing" | 13-03-2021 to 14-03-2021 (Level-I) and 19-03-2021 to 21-03-2021 (Level-II) | 23 |

| | | | |
|---------------------|--|--------------------------|----|
| MR. BHUPENDRA SINGH | Modern Cryptography Block chain & lot Security: Challenges, Solution and Future Prospects | 23-03-2021 to 27-03-2021 | 24 |
| MR. BHUPENDRA SINGH | Enhancing Emotional Intelligence in Academicians to Connect with Next Generation Students" | 24-05-2021 to 29-05-2021 | 25 |
| MR. BHUPENDRA SINGH | Medical Image Processing & it's Applications in Automated Disease Detection" | 20-05-2021 to 26-05-2021 | 26 |
| MR. BHUPENDRA SINGH | Emerging Paradigms in Artificial Intelligence and Data Science | 16-08-2021 to 21-08-2021 | |
| MR. BHUPENDRA SINGH | Make in India: Through 3D Printing and Industry 4.0 for Indian Industries | 12-04-2021 to 17-04-2021 | 27 |
| MR. BHUPENDRA SINGH | Philosophy of Yoga, Health and Mental Wellbeing Amidst COVID Pandemic | 24-05-2021 to 24-06-2021 | 28 |
| MR. BHUPENDRA SINGH | Medical Image Processing & It's Applications in Automated Disease Detection | 20-05-2021 to 26-05-2021 | 29 |
| MR. BHUPENDRA SINGH | National level workshop How to prepare yourself for India Skills | 17-03-2021 to 20-03-2021 | 30 |
| MR. BHUPENDRA SINGH | Current Trends in Computer Science & IT | 11-01-2021 to 17-01-2021 | 31 |
| MR. BHUPENDRA SINGH | National Faculty Development Program on – "Research & Teaching Techniques" | 18-01-2021 to 22-01-2021 | 32 |
| MR. BHUPENDRA SINGH | National level 5 days FDP material characterization Techniques | 02-03-2021 to 06-03-2021 | 33 |
| MR. BHUPENDRA SINGH | FDP – Innovation in Teaching research and | 17-05-2021 to 22-05-2021 | 34 |

| | | | |
|---------------------|--|--|----|
| | challenges in Accreditation process for Higher Educational Institutions (ITRCA) | | |
| MR. BHUPENDRA SINGH | 9 days National Level Online FDP – Foregrounding the spectrum of character building in modern human life | 25-06-2021 to 03-07-2021 | 36 |
| MR. BHUPENDRA SINGH | FDP – Research methodology | 26-04-2021 to 01-05-2021 | |
| MR. BHUPENDRA SINGH | FDP – Future and challenges in engineering and technology | 14-05-2021 to 18-05-2021 | 35 |
| MR. BHUPENDRA SINGH | FDP – Multi technologies | 28-06-2021 to 03-07-2021 | 37 |
| MR. BHUPENDRA SINGH | National E-workshop employability trepanning programme | 20-02-2021 | |
| MR. BHUPENDRA SINGH | 5 days national workshop – Data science and advanced computing | 13,14,19 March and 19 to 21 st March 2021 | 38 |
| MR. DEEPAK YADAV | Online short term training Programme on applied computing | 21-06-2021 to 25-06-2021 | 40 |
| MR. DEEPAK YADAV | One week Online FDP on Next Generations System: Artificial intelligence and machine learning | 08-02-2021 to 12-02-2021 | 41 |
| MISS AARTI VERMA | FDP – Sports for mankind | 18-03-2021 to 24-03-2021 | |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words

Institutions Performance Appraisal System for teaching and non-teaching staff

Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words

Performance appraisal system is prescribed by M.P. Higher Education as per the norms and format designed by U.G.C.

The Principal is the sole authority of the institution. API forms are given to the teaching staff so that they can indicate the academic and other activities in the appraisal form. The API forms contain form sections regarding the details of teaching work committee works, seminars, publications, research work etc. The forms are submitted to the IQAC committee, where in they are thoroughly analysed and then placed for the Principal's opinion. The principal checks and writes suitable note on the form and forwards it to the higher authority, the office of the additional director Higher Education division Indore. Additional director checks and forwards it to the office of the commissioner Higher Education Bhopal. These API forms play a very important role in the promotion or any complaint against the concerning faculty.

Non-teaching staff also submit their annual confidential report to the principal. Lab technicians and lab assistants fill their CR form, HODs of the concerning departments check and write appropriate remark and forward it to the principal. The principal after analysing the form forwards it to the office of the additional director Higher Education. This process carries on in the end of every financial year.

**6.4.1 Institution conducts internal and external financial audits regularly
Enumerate the various internal and external financial audits carried out
during the year with the mechanism for settling audit objections within a
maximum of 200 words**

Institution conducts internal, external audits regularly. For internal audits the appointed C.A. verifies all the financial documents very minutely, and gives his consent and suggestion wherever required. For external audit a team of auditors from accounts general office Gwalior M.P. visit once in two to three years to scrutinize the financial documents. Few issues are done ok and complicated and objectionable matters are settled as per their suggestion and demand. Under the RUSA and the world bank scheme many projects are undergoing. So as per Higher Education department norms a separate CA is to be appointed for the settlement, evaluation of its expenditure.

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

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

| | |
|--------|---------|
| Year | 2020-21 |
| Number | 00 |

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources

Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words

This institution is being a government body, the main source of fund that the institution raises is the self-finance scheme courses fee and Janbhagidari fund collected from fee structure. Government appoints the chairperson for Janbhagidari, but due to some reasons there was no chairperson appointed by the government. Hence nominees of collector, the Principal, teaching and official staff members of the institution form a Janbhagidari committee. The meetings of this committee are held as per the need and the demand of the work. The principal has right for expenditure up to the limit of fifty lacs, which can be varied as per the demand. The demands are discussed by the committee members and then finalized on priority basis. The expenditure includes books, equipment, furniture, construction work and so on.

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words

The Internal quality assurance cell promoted all the faculty members and departments to organize seminar workshop and FDP for academic enhancement. The motivation resulted in online webinars on and on as well as faculty development programme for the teachers on national level.

The different departments of the institution signed MOU's with various institute for the benefit and enhancement of students' knowledge and exposure, such as Botany department, Maths department, Sports department and Library collaborated with various institutions and finally signed MOU. This activity of academic and co-curricular based collaboration is done with the initiative of IQAC. Stakeholders were promoted for online feedback system.

IQAC suggested for the subscription of E-journal, as well as plantation for greenery and healthy environment. The IQAC took initiative for green audit, energy audit and environmental audit. IQAC initiated for publication of handbook "Women empowerment" and "Professional Ethics".

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC reviewed has suggested methods to improve the quality of teaching learning process. The IQAC promoted teachers and students for online classes as well as submission of assignments. This process achieved huge success. On the initiative of higher education department of M.P. one of the faculty member's was involved in making of e-content and uploading of e-lectures easily accessible to everyone. Due to pandemic online facilities of lectures were necessary, it was a successful initiation of IQAC. Subscription of e-journal has been implemented by IQAC. The feedback forms for stakeholders were also circulated online and reviewed by IQAC.

6.5.3 Quality assurance initiatives of the institution include:

Any 2 of the above.

Quality initiatives

- AQARs prepare/submitted
- Collaborative quality initiatives with other institutions.
- Paste web link of annual report
- E-copies of accreditations and certifications.
- Details of Quality assurance initiatives of the institutions.

Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No. Gender Equity

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the year.

As per the guideline and instruction of the department of Higher Education Govt. of Madhya Pradesh, the Principal forms a committee in the beginning of the academic session. The committee is known as 'Girls' Safety and Women Harassment Redressal Cell'. This committee is also responsible for work under the guideline of "Vishakha recommendation." In the session 2020-21, the institute participated in the programme organized by state administration department, where the objective was safe city for women. The trained faculty members organized awareness programme for college girls. The faculty members displayed posters of awareness on the prime location of college and notice boards.

To enable girls for their own safety and security, the institute, occasionally arranges self-defence training programmes. On the occasion of World Women's Day, 8th March, the college arranged a lecture and performance by Ms. Poornima Bhise, a well-known Judo player and International empire of Judo & Martial Arts. This programme enabled girls to feel empowered physically as well as mentally.

In terms of safety and security for girls the institution has taken certain solid measures. The entire premises are covered by boundary wall. Entire building is under CCTV surveillance which has its display monitor in the chamber of the Principal. For the double security at the main gate along with camera a full time guard is appointed for security.

The committee of 'Women Harassment and Redressal Cell' is available all the time for counselling and this cell arranges various awareness programmes not only for girl students but for all women staff. There is a separate girls' common room adjacent to girls' wash room. All the basic facilities are available in girls' common room and wash room.

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

Any two of the above

Geo tagged photographs of solar energy panels and LED bulbs has to insert.

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)

The institute strictly follows the waste management rules as per the demand of municipal corporation of Indore. As Indore is the cleanest city of India, the citizens are in the habit of separating dry and wet waste, using two different coloured bins. The blue coloured dustbins are used for disposal of non-biodegradable waste and the green colour dustbin are used for biodegradable waste. The institution also follows the same rule collecting the garbage into bins and handover to the garbage cart of municipal corporation of Indore, every day. The entire campus is plastic free. The students of NSS also actively clean the premises from time to time. The municipal corporation charges minimum amount from all the residential place of Indore for collecting and disposing waste, but being a government institute we are exempted from it. The institute has no Bio medical waste, e-waste, hazardous chemical and radioactive waste.ssss

7.1.4 Water conservation facilities available in the Institution:

Any three of the above.

Geo tagged photograph/video of Rain water harvesting, Bore well recharge and maintenance of water bodies and distribution system in the campus.

7.1.5 Green campus initiatives include

7.1.5.1. The institutional initiatives for greening the campus are as follows:

Any three of the above

Geo tagged photograph of use bicycles (cycle stand) Ban on use of plastic (Pamphlet) landscaping with trees and plants.

7.1.6 Quality audits on environment and energy are regularly undertaken by the institution

7.1.7 The Institution has disabled-friendly, barrier free environment

Any two of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

In the academic session 2019-20, with the initiative of Higher Education department of Madhya Pradesh, institute established students club EBSB (Ed Bharat Shrestha Bharat) for pairing with the college of Mainpur. The main aim of the club is to interchange cultural heritage, moral and ethical values, harmony, to understand regional qualities, linguistic and socio economic diversities. The EBSB club students had many learning sessions, where they became well acquainted with the language, life style of the people through short movies. The EBSB club also organized two national level seminars on the topic –

1. Indian cultural Harmony with the special reference to Manipur and Madhya Pradesh.
2. Rich Indian heritage with special reference to North East and Madhya Pradesh.

On 20th August the NSS students of the institution took oath celebrating Sadbhawana Diwas to be harmonious in accord to mankind.

The graduation syllabus has foundation course as a compulsory subject which includes Hindi language, English language, Environment etc. The syllabus of Hindi has a separate unit of Moral values. The chapters of this unit are related to communal harmony, national integrity, patriotism, unity and diversity.

- EBSB seminar photograph syllabus of Hindi and other documents also provide web link showing activity.
- Photocopy of English language B.C.A. syllabus.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution takes initiatives to sensitize students and employees towards the values, duties, rights and responsibilities. In this context the institution has

published a handbook on "Professional Ethics." Apart from this the English language syllabus gives the student a deeper insight in to the aspects of Indian constitution and fundamental duties. The syllabus also teaches them the rich heritage of Indian art and life in Vedic literature. The syllabus is framed in a way which teaches the student about freedom movement also. Many activities are being done but due to pandemic restricted activities were performed including cycle rally to Heritage building Rajwada Indore and also visited and felicitated the senior most freedom fighter and renowned lawyer of the city Dr. Anand Mohan Mathur on the celebration of Aazadi Ka Amrit Mahotsav.

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

Any 3 of the above

- Poster of the campus which shows – Code of conduct to be upload on website.
- Induction programme – photos
- Code of conduct related committees such as discipline committee report to be upload on website.

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals

The institute has a well-planned programme chalked out for the entire year. On the initiative of the Incharge teachers, the students with full enthusiasm endeavoured to make the programme a great success. In the session 2020-21 there was a great impact of pandemic on all the gatherings and activities, despite this the institute organised few programmes following corona protocols. Independence Day was celebrated with patriotic zeal and on 5th September Teacher's Day was also celebrated by the few active students to revere their teachers. To honour father of the nation Mahatma Gandhi, a small programme was organized where students sang Bapu's favourite Bhajans in front of the statue situated in the premises. In this context de-addiction week was also organized. One of the alumni, who is running an NGO, visited the college with his team and explained the students through document and lecture about the dangers of taking drugs. As it is a government order to arrange Yoga and Surya Namaskar session on the occasion of Vivekanand

Jayanti on 12th January, the day was celebrated with limited number of students and staff. On 26th January Republic day was celebrated with full enthusiasm.

World Women's Day, 8th March was celebrated by giving a training programme to the students specially girls on self-defence, safety and security. On the occasion of World Aids Day an awareness lecture was arranged for the benefit of the students.

Key Indicator - 7.2 Best Practices

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

Note:

Format for Presentation of Best Practices -I

1. **Title of the Practice** – "Pacing with pollution free environmental friendly training session of Clay Ganesha to make young generation responsible towards environment & conservation of nature."
2. **Objectives of the Practice** – This training is solely meant for modern youth who are moving away from nature. Worshipping lord Ganesha at the time of Ganesh Chaturthi is a regular practice of common folk. This institution has been successfully organizing this training session from the past eight years. Making of clay Ganesha enables students to get connected to the idol when they are dissolved in the bucket. The clay is recycled by using it in growing the plants. This practice also attaches us to save environment and lead us to pollution free future.
3. **The Context** – Ganesh Utsav was celebrated as a festival first time by freedom fighter Shrimant Bhausahed Rangoni on the inspiration of Lokmanya Tilak in the year 1892. Gradually this festival became a part of our life and instilled nationalistic fervour and devotional attitude of the people. It is also an interchange of regional cultures as it was started in Maharashtra and gradually spread in maximum parts of India. People whole heartedly worshipped Lord Ganesha as per their ability and convenience, ranging from three days to ten days. Earlier the idols were made of plaster of Paris, but due to the increase in water pollution, this institution has started the practice of making clay Ganesha to enable students to mingle with the best practice for society.

4. The practice - This institution has started the training of clay Ganesha for students, faculties and office staff under the guidance of a senior Fine Arts faculty of Government institution. This practice enables educated students to have holistic approach towards all streams of life and society. It makes them responsible toward mother nature and aquatic life. Eco friendly Ganesha idols are made of clay, natural fibres, paper and other biodegradable materials. These idols, when immerse in water, dissolve faster. There are several reasons to prove that clay Ganesh idol is the best to adopt.

1. Plaster of Paris idols do not dissolve easily and pollute the water. Their material kills natural life in water and the sparkles and artificial colours bring great harm to the survivors in water who are essential part of our Ecology. Also this water when used by people causes many diseases related to lungs, skin and eyes.
2. The harmful metals like mercury, lead and carbon are used while making plaster of Paris Ganesha. The high amount of metal and chemicals kill fishes and plants in the water.
3. The glitter used in POP plaster damages the lungs and causes many allergies thus harming mankind also.

The best part of eco-friendly Ganesha idol is that we make them ourselves and while creating the idol there is a deep feeling of devotion and respect for the almighty God. It also creates family bonding and an opportunity among members to unleash their creativity.

The clay idol is generally and easily immersed in the bucket or tub thus recycling the water and clay. On the contrary POP idols after festival are sometimes not immersed properly and they are found half broken and damaged in the garbage bin. The very scene puts the question mark on the devotion towards lord Ganesha.

5. Evidence of success - The true success can be witnessed from the fact that every year the members are increasing in this awareness programme. The celebration is seen in every Hindu family as a tradition and a means of devotion. The institute started this practice eight years ago which was meant for students and staff but seeing the interest and awareness of general people, the institution this year (2021-22) made the practice online, open to all. This festival is celebrated for ten days, starting from Ganesh Chaturthi to Anant Chaturdashi. Prior to this festival even the media highlights and propagates the use of clay instead of POP idols. Our

Institution is benefitted to be the only one to start this best practice eight years ago in making clay idols and successfully increasing in number every year.

- 6. Problems Encountered and Resources Required** – The plaster of Paris idols of Ganesha are made very neatly using a dye, adding artificial colours, glitters and sparkles. The shape is also perfect whereas clay Ganesha is made of biodegradable material adding turmeric sandal wood powder and other eco-friendly materials, which does not give neatness but the clay Ganesha made by our own hand, fills our heart with excessive devotion and respect and we feel emotional attachment to the idol. The challenge the institution faced was to convince everyone about the disadvantages of POP Ganesha and to promote clay Ganesha thus arousing their devotional, emotional and sentimental feelings for almighty God Ganesha. As clay is available all around, resources never ran short of it, and other biodegradable items are also easily available.

Best Practice II -

1. **Title of the Practice** – To create an exchange of the rich Indian culture and heritage & to develop the sense of harmony.
2. **Objectives of the Practice** – The main objective of the programme Ek Bharat Shreshth Bharat is to promote national integration through systematic exchange between paired states in the cultural, literary and linguistic fields. The objective is that the students of this institution should learn the linguistic and cultural aspects of paired state covering history, culture, language, clothing, customs and festivals.
3. **The practice** - To promote the diversified culture of India. The two institutions got paired by the ministry of Human resource development & RUSA. With reference to National higher education mission department of higher education M.P. government paired our institution with Mayai Lambi college Mayang Imphal Manipur with great sincerity and hard work a club of students was found and fulfilled all the expectations of this mission.
4. **The practice** – As the institute was paired with institute of Manipur so all the activities were carried on regarding the learning of culture, language, life of Manipure etc. The EBSB club organized many monthly programme and activities including language learning, making of well magazine related to Manipuri culture to understand the life style of

Manipur, many documentary films were shown. Elocution and essay writing programmes were conducted. Apart from these monthly activities, two national level webinars were also organized by the club. Many students and professors at national level participated and got benefited by it.

- 5. Evidence of success** – The students enthusiastically participated in monthly activities and also were eager to visit Myai Lambi College Imphal Manipur. The vigour of the club members was evident that the institution organized two national level webinars on the topic – "Indian cultural harmony with special reference to Manipur and Madhya Pradesh" and Dimension of rich Indian heritage with special reference to North East and Madhya Pradesh.
- 6. Problems encountered** – The main problem was encountered was of language. During virtual meeting with the club members of Myai Lambi College Imphal, language had become a great barrier. To break this barrier 25 club members along with faculty initiated to visit Manipur to thoroughly understand their culture, language and lifestyle etc. Due to pandemic COVID -19 end to this to the disappointment of club members, this programme was cancelled. If this were carried on it would have prove to be a very good platform for the interchange of two different cultures of diversified Indian heritage.

Key Indicator - 7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The city Indore is not only industrial and commercial in its growth but also a great education hub for all stream of students. Our institution being co-ed college having only science stream is a great facilitation for the students of urban as well as rural areas. The students of a higher percent **bath** great the opportunity to study in the institution proving their excellence equally. All income group background students avail quality science education from the institution. The institution provides proper government, financial aid in the form of scholarship to eligible urban and rural students.

The students of schedule caste, schedule tribe and other backward classes get scholarship for their studies. This institution is the co-ed government

body providing science stream education to the students coming from different backgrounds and areas.