NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

SELF STUDY REPORT (S.S.R)

YEAR – 2015-16

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Principal
(PROF. R.C. VERMA)
Govt. Degree College
Dharampuri Distt. Dhar
(M.P.) 454449
Mob.No. 7869359741
hegcdhardha@mp.gov.in
GOVT. DEGREE COLLEGE DHARAMPURI

DISTT. DHAR (M.P.)

YEAR – 2015-16

PRINCIPAL
Prof. R.C. Verma
Govt. Degree College
Dharampuri Distt. Dhar
454449

NAAC STEERING
COMMITTEE CO-ORDINATOR
Dr. P.S. Nargesh
Head of English

MEMBERS
1- Dr. B.S. Nigwale
   Head of Commerce
2 - Prof. S. S. Tagore
   Dept. of Commerce
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<td></td>
</tr>
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<td></td>
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<td>80</td>
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</tbody>
</table>
Preface

Govt. degree College Dharampuri is continuously striving towards achieving its goal of imparting value-based quality education to the students with rural background that constitute the major part of its student strength. Though the college has to operate within a certain framework with many constraints and limited resources, it has shown its growth potential in the past few decades on the academic as well as infrastructural front.

The college is privileged to have obtained the status of Institutional Eligibility for Quality Assessment (IEQA) from NAAC, Bangalore. Now we take pleasure in submitting this Self Study Report (SSR) to the NAAC for further processing the same. The SSR has been prepared with extreme care and realistic perspective by the NAAC Steering Committee after a long and persistent effort of about six months. The Committee has taken all pains to collect and collate the data in the SSR format. It has spared no effort to reach the accurate figures and stick to the precise facts to the extent possible. The Committee acknowledges with thanks all the sections and departments of the college for their co-operation in providing the data and other valuable information on demand.

Nevertheless, while realizing its strengths and weakness, its credits and shortcomings, the Committee on behalf of the College Administration realizes that the whole set of queries raised in the SSR format is an eye opener, and that it provides a direction towards future for achieving academic excellence. Therefore, it is committed towards streamlining many areas and framing its future plan as per the findings of the NAAC Peer Team.

Name steering Committee
Co-ordinator
(DR. P.S. NARGESH)
Head of Dept. English
Mob.No. 9165908077
E-mail:- drpsinghnargesh@gmail.com

P.V. Dharma
(M.P.) 454449
Mob.No. 7869359741
hegedhardha@mp.gov.in

Name of Principal
Govt. Degree College
Dharampuri Distt. Dhar
(M.P.)
Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to Certify that Govt. College Dharampuri (Name of Institutions) fulfills all norms

01-Stipulated by the affiliating University and/or
02-Regulatory Council/Body (Such us UGC,NCTE,AICTE,MCI,DCI,BCI etc) and
03-The affiliation and Recognition (If applicable) is valied as on date.
04-In Case the affiliation/recognition is withdrawn by the concerned the same will be informed to NAAC immediately.

In Case the affiliation/recognition is Conditional, then a detailed enclosure with regard to Compliance of Conditions by the Institution will be send.

It is noted that NAAC’s accreditation, if granted, shall cancelled automatically, once the Institution loses its University affiliation or Recognition by the Regulatory Council, as the Case may be.

In Case the Undertaking Submitted by the Institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the Undertaking given to NAAC Will be displayed on the College website.

Date: 30/05/2016
Place – Dharampuri

[Signature]

Govt. College Dharampuri
All Communications should be addressed to 'The Registrar' and not to any officer by name. The No. and date of previous correspondence on the subject, if any, should invariably be given otherwise no action will be taken.

DEVI AHILYA VISHWAVIDYALAYA, INDORE

UNIVERSITY HOUSE
INDORE- 452-001

No. DCDC/15/2046

Date 15 JUL 2013

TO WHOM IT MAY CONCERN

This is to certify that Govt. College, Dharampuri (Dhar) Madhya Pradesh is affiliated to the Devi Ahilya Vishwavidyalaya, Indore since 1996 and recognized by the University Grants Commission and the following Courses/Subjects are taught in the college.

1. Three years B.Com. course.
2. Three years B.A. course

Affiliation given to this college and its courses are valid as on date of issue of this letter.

Registrar

Devi Ahilya Vishwavidyalaya
INDORE
No. F.8-42/99 (CPP-I)

The Registrar,
Devi Ahilya Vishwavidyalaya,
Indore-452 001 (M.P).

Sub:- List of Colleges prepared under Section 2(1) of the UGC Act, 1956-Inclusion of New Colleges.

Sir,

I am directed to refer to your letter No. ACM/Aff.IV/99/870 dated 12th November, 1999 on the above subject and to say that the name of the following College has been included in the above list under Government Colleges teaching upto Bachelor’s Degree:-

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>Year of Establishment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. College, Dharampuri, Dist.-Dhar (M.P.)</td>
<td>1989</td>
<td>The College is eligible to receive Central assistance in terms of the Rules framed under Section 12-B of the UGC Act, 1956.</td>
</tr>
</tbody>
</table>

Yours faithfully,

(D.D. Mehta)
Under Secretary

Copy forwarded to:-

1. The Principal, Govt. College, Dharampuri, District-Dhar (M.P).
2. The Secretary, Government of India, Ministry of Human Resource Development, (Department of Education), T-14 Section, Shastri Bhavan, New Delhi-110 001.
3. The Joint Secretary, UGC Central Regional Office, Tawa Complex, Bittan Market, E-5, Arera Colony, Bhopal-462 0166.
4. All Sections, UGC.
5. Section Officer (FD-III Section) UGC, New Delhi.

(C.P. Arora)
Section Officer
F.No.GD/103016/XII/12-13/CRO

To
The Account Officer,
UGC, Central Regional Office
Tawa Complex, Bittan Market,
E-5, Arera Colony, Bhopal (M.P.)-462016

Sub: Release of 15% "Adhoc On account grant" under the scheme of Plan Block Grant-in-aid during XII Plan period.

Sir/Madam,

As per the decision taken in the Commission meeting held on 19th July 2012, 25% of allocation of XI Plan College-Development Assistance was released as "on account grant" for XII Plan period. Now the Commission has decided in the commission meeting held on 30th December 2013 to release up to 40% of GDA + merged schemes allocated to the individual colleges during XIth Plan period, including 25% of grant already released earlier to Govt. Degree College, Dharampuri, Dhar- (M.P.) the colleges during XII Plan. Accordingly, I am directed to convey the sanction of the Commission for payment of Rs. 1332500/- to Govt. Degree College, Dharampuri, Dhar-(M.P.) the for the XII Plan period as detailed below:

<table>
<thead>
<tr>
<th>XIIth Plan Allocation</th>
<th>Amount already released during 2012-13</th>
<th>Amount to be released during 2013-14</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3800000</td>
<td>187500</td>
<td>1332500</td>
<td></td>
</tr>
</tbody>
</table>

3. The Sanctioned grant may be treated as "Adhoc on account" grant for XII Plan. The allocation made now is Provisional Allocation and the final allocation would be made on finalization of XII Plan Guidelines. The grants sanctioned now would be adjusted against the XII Plan allocation to be made subsequently on the basis of assessment.

4. XIIth Plan may be treated as equivalent to GDA+ merged schemes of XIth Plan period. Ratio of allocation under budget heads 35 & 31 (Non-recurring & Recurring) may remain 80:20 as in UGC’s guidelines. There should not be any re-appropriation from budget head 35 to 31 or vice versa. The release for SC/ST may be made as per the allocation of 15% and 7.5% respectively.

5. The amount of the grant shall be drawn by the Account Officer CRO, UGC, Bhopal (Drawing and Disbursing Officer), University Grants Commission on the Grants-in-aid bill and shall be disbursed to and credited to the Principal, Govt. Degree College, Dharampuri, Dhar- (M.P.) by him/her through RTGS/NEFT.

6. The Grant is subject to the Adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the College.

7. The University/College shall maintain proper accounts of the expenditure out the Grants, which shall be utilized, only on approved items of expenditure and ensure proper labeling of the items purchased.

8. The Utilization Certificate to the effect that the Grant has been utilized for the purpose for which it has been sanctioned shall be furnished to the University grants Commission as early as possible after the close of the current financial year. Balance grant will be released only on receipt of audited UC and Statement of Expenditure etc., signed by Chartered Accountant.

9. The assets acquired wholly or substantially out of University Grants Commission's Grant shall not be disposed or encumbered or utilized for the purpose other than those for which the Grant was given, without proper sanction of the University Grants Commission and should at any time the college ceased to function, such assets shall revert to the University Grants Commission.

10. The University/College/Institute shall maintain a Register of Assets acquired wholly or substantially out of the Grants in the prescribed form.

11. The grantee Institution shall ensure the Utilization of Grants-in-aid for which it is being sanctioned/paid. In case of non-utilization/part utilization, or mis-utilization of grants sanctioned by the Commission for the purpose for which these were approved and in accordance with the terms and conditions of the approval or does not furnish the required documents or is dissatisfied from the University the entire amount paid by the

Cont....
Commission shall be refunded by the College with simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawl to the date of refund as per provisions contained in General Financial Rules of Government of India will be charged.

12. The grant should not be used for Self-Financing/Unaided Courses.

13. It may be noted that the accounts of the grant-in-aid institution shall be subject to inspection by officers of the CRO, UGC, Bhopal.

14. The interest earned by the University/College/Institute on these grants in aid shall be treated as additional grant and may be shown in the U.C./Statement of expenditure to be furnished by grantee institution.

15. The University/College/Institute shall follow strictly all the instructions issued by the Government of India from time to time with regard to reservation of posts for scheduled Castes/Scheduled Tribes/OBC/PH/etc.,

16. The University/College shall fully implement the official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for Official purposes of the Union) Rules, 1978 etc.

17. The sanction issues in exercise of the delegation of powers vide commission office order no. 25/92 dated May 01, 1992:

18. The funds to the extent are available under the Scheme.

Yours faithfully,

(Dr G.S. Chauhan)
Deputy Secretary

Copy forwarded for information and necessary action to:

1. The Principal
   Govt. Degree College
   Dharampuri
   Bhopal (M.P.)

2. The Commissioner, Higher Education
   Govt. of Madhya Pradesh,
   5th floor, Satpura Bhawan,
   Bhopal (M.P.).

BCR OF 2013-2014

The sanctioned grant of Rs. 1332500 (In words of Rs. Thirteen Lakh Thirty Two Thousand Five Hundred Only ) has been transferred/being transferred to your college Account No. 53040813073 at Bank with IFS Code SBIN003044 through RTGS/NEFT. The Canara Bank, Atera Colony, Bhopal/UBI, St. Joseph Branch Bhopal. You are requested to confirm the receipt of the above amount in your account by sending back the given stamped receipt within 7 days.

(Prashant Dwivedi)
Education Officer

Receipt

Received Rs 1332500 from University Grants Commission, Central Regional Office, Bhopal towards “Adhoc of Account Grant” under the scheme of Plan Block Grant in aid for XIth Plan period

Date...........

01/03/2011

The Principal
Govt. Degree College
Dharampuri
Bhopal (M.P.)
Profile of the College

Dharampuri is an old City and Nagarpalika in Dhar Distirict in the Indian state of M.P. It is situated on the bank of narmada river, 30 K.M. East of Manawar and 100 K.M. North of indore.

There are old temples including Nageswar Mandir, Rani Rupmati’s Birth Plase, Shree Ram Temple, Shree Maharshi Dadhici (a saint) lived here for a long period. It was also the headquarters of the Nimar Agency and cantonment under the British from 1819 to 1894. It fell to the Marathas in the 18th century and in 1740 was granted by Malhar Rao Holkar to a Brahman, Yganka Tram shastri. In 1823 it become the headquarters of the district of Nimar, which until 1864 was managed by the agent to the governor general at Indore.

Dharampuri is 11 K.M. away from Khalghat which is situated on the bank of Narmada River. The Narmada is one of the holy rivers of India, and at Dharampuri there are tanks, temples and ghats.

Dharampuri can be reached by A.B.road from Indore, Dhamnod, Omkarshwar, Barwah and Khargone and direct- bus services are also available from Ujjain and Indore.

Dharampuri has one government college, One private colleges.

Government College Dharampuri came into existence on 05 Oct. 1989. Initially it started functioning in Govt. College Dharampuri with Art & Commerce faculties. It was shifted to its new premises in the year 1989 which is situated between Dharampuri and Khalghat. The college is 4 KM away from Dharampuri city and 7 KM away from Khalghat city. It is a Co-education College. The objective behind establishing a college was keeping in view the traditional outlook of the populace having a low literacy in the region with a predominantly high percentage of tribal population, other important aspect was to create awareness about social evils and their eradication.

The existing buildings has principal's room, Eight class rooms, one library, one staff room, one NSS room, one store room and one sports room, one girls common room. Having completed 23 years of value based education the college offers undergraduate programs in Hindi Literature, English Literature, Political Science, Economics, Sociology and Commerce. The college aims to mould the students hailing mostly from the marginalized and weaker sections of the society into better individuals and guide them to contribute towards the national goals of national integrity, social harmony and social commitment, Academic excellence, personality development and social orientation are our guiding principles.

We strive to develop a strong foundation of ethical principles in our students and make them profound academically to acquire excellence in this age of growing competition.
(B) SWOC ANALYSIS

Strengths

- Catering to the higher educational needs of rural students of mostly Scheduled Castes and backward communities
- High growth potential due to the distant location of all district headquarters Qualified teaching faculty
- One departments with Computer and internet connections
- 01 Broadband internet connections connected to 12 desktop computers
- Five LCD Projectors and Four Interactive Boards
- A Computer Laboratory with 12 computers, internet and intranet facilities
- INFLIBNET membership for all the regular teachers
- Career Guidance Cell conducting skill-development and other career counseling programmes.
- Internal Quality Assurance Cell
- Facilities for indoor games
- Very active NSS units conducting outreach programmes (ISR) like Red Ribbon Club for HIV AIDS awareness programmes, Blood Donation Camps, Voters’ Awareness programmes etc.
- Transparent and prompt disbursal of all types of scholarships
- Clean Environment, Tree plantations, Gardens.

Weakness

- Acute shortage of classrooms and laboratory spaces to accommodate the existing student strength, and departmental rooms.
- Need for bigger Library to accommodate the rising number of books every year.
- Need for a bigger computer laboratory to accommodate the students of various computer courses.
- Absence of research centres in any subjects resulting in lack of research facilities Absence of Alumni Association.
- Lack of a formal feedback mechanism to find out student progression outside the institution.

Opportunities
- Initiating remedial coaching, extension lectures and focusing more on learner-centric classrooms for better implementation of the curriculum.

- Opening Job Oriented Centres in many subjects provided sufficient infrastructural facilities are made available.

- Opening more PG courses both in general as well as professional subjects to ensure greater student progression to advanced courses, particularly girls.
PART – B
INSTITUTIONAL DATA

(A) Profile of the college

1- Name and Address of the College
Name : Govt. Degree College Dharampuri
Address : Khalghat Road Dharampuri
Distt. Dhar (M.P.) 454449 Ph.No. 07291-264384
E-mail – hegcdhardha@mp.gov.in

2- For Communication
OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>STD Code</th>
<th>Tel.No.</th>
<th>Fax No.</th>
<th>Mo.No.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. R.C. Verma</td>
<td>07291</td>
<td>264384</td>
<td>NA</td>
<td>7869359741</td>
<td><a href="mailto:hegcdhardha@mp.gov.in">hegcdhardha@mp.gov.in</a></td>
</tr>
<tr>
<td>Steering Committee Co-ordinator For Dr. P.S. Nargesh</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>9165908077</td>
<td><a href="mailto:drpsinghnargesh@gmail.com">drpsinghnargesh@gmail.com</a></td>
</tr>
</tbody>
</table>

2- Type of Institutional

(A) By Management
I. Affiliated College (√)
II. Consliarent College

(B) By Fundiy
I. Government (√)
II. Grant in aid (√)
III. Self Finance ( )
IV. Any Other ( )
(Specify the Type)

(C) By Gender
I. For men ( )
II. For Women ( )
III. Co-education (√)

4- Is it a recognized minority Institution ?
Yes ( ) No (√)
If you specify the minority stains
(Provide the necessary supporting documents)

5- (a) Date of establishment of the College
<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>10</td>
<td>1989</td>
</tr>
</tbody>
</table>

(b) University to which the college is affiliated –
Devi Ahilya University Indore (M.P.)

6- Date of U.G.C. recognition

<table>
<thead>
<tr>
<th>Under section</th>
<th>Date/month/year (DD-MM-YYYY)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (f)</td>
<td>Feb-2000</td>
<td></td>
</tr>
<tr>
<td>12 (B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Enclosed the certificate of recognition 2(f) and 12(B) of the U.G.C. Act.)

7- Does the University Act provide the autonomy affiliated/constitute college?

Yes ( )  No ( √ )

8- Campus area in acres/sq.mts

10.679 Acres/4412 sq.mts Built

9- Locating the college (based on govt. of India census)

Urban  
Semi-urban  
Rural  
Tribal  √
Hillyarea  
Any other (specify)  

10- Details of programs offered the institution (Give last year data)

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Programm e level</th>
<th>Name of programme/course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanction student strength</th>
<th>Number of student admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.G</td>
<td>B.A Plain</td>
<td>3 years (6 Sem)</td>
<td>12 th pass</td>
<td>Hindi</td>
<td>120</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.Com Plain</td>
<td>3 years (6 Sem)</td>
<td>12 th pass</td>
<td>Hindi</td>
<td>80</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

11- List the department –

**Arts** – Hindi, English, Economics, Geography, Political Science, Sociology , F.C.

**Commerce** – Management/Economics/Account, F.C.

**ANY OTHER SPECIFY -**

**DEPARTMENT -**
Unite cost = Total annual

Unite cost of education (*Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled*)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Including the salary component</td>
<td>39132/-</td>
</tr>
<tr>
<td>(b) Excluding the salary Component</td>
<td>1808/-</td>
</tr>
</tbody>
</table>
C. Criteria-Wise Inputs

<table>
<thead>
<tr>
<th>CRITERION I: CURRICULAR ASPECTS</th>
</tr>
</thead>
</table>

Curriculum Planning and Implementation

State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision:

To make quality the defining element of higher education in the institution through imparting quality education regular evaluation promotion and sustenance initiatives.

To make students of this tribal area competent and self reliant.

Mission:

To arrange periodic assessment as per the instructions of higher education department of the Madhya Pradesh.

To stimulate academic environment of the institution for quality teaching and learning.

To encourage self evaluation and accountability in the institution.

To increase the literacy rate in tribal students.

To empower tribal students.

Objectives:

To Promote the following core values among the students and staff of the Institution:

- Contributing to individual development of students awareness about the society as well as for national development.
- Promoting the use of ICT for teaching and learning.
- Prospecting for excellence.
- Inculcating values in students.

1. Does the college offer self finance programme? Yes ( ) NO (√)
   If yes how many? 0
   Fee charged for each programme (Include certificate, diploma additional course etc.)
<table>
<thead>
<tr>
<th>S.N.</th>
<th>Programme</th>
<th>Fee charged in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

2. Number of programme offered under –
   A. Annual system  
   B. Semester system  
   C. Trimester system

3. Programme with –
   A. Choice based credit system
   B. Inter/muldisciplings approach
   C. Any other specify

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

A copy of syllabus is provided to the students in the beginning of the session. Teachers are maintaining teaching dairy with planner, the teachers dairy is signed and checked every month by principal.

According to the syllabus of University and instructions of the state govt. class room teaching, Continuous and Comprehensive Evaluation (CCE) and Project work are conducted for effective implementation of the curriculum. On the basis of marks obtained by students in CCE they are classified in three categories i.e. Slow, Average and Fast learners.

Extra time is provided to the slow learners so that they can cope up in the particular subject while the fast learners are provided some extra and advanced study material.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Curriculum is prepared by the University. It is circulated and uploaded on the university website. Institution makes available the copies of the same and instructs the teachers to execute it. Academic Staff College of DAVV Indore organizes orientation and refresher programmes schedule of courses. In Madhya Pradesh govt. is monitoring and controlling the curricular activities. Principal of lead college in each district is authorized to monitor and streamline all the activities of the colleges under his jurisdiction.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.
Zero classes at the commencement of the session are organized. In these introductory classes general assessment of the new entrants is done. They are then instructed in communication skills, expression and presentation. Information about syllabus, study resources, internal assessment, examination pattern and extra-curricular activities in the campus is imparted. During the class-room teaching topics to be discussed are disclosed in advance.

As per the curriculum classes are taken, proper record of teaching is maintained and checked by the principal, lead college principal. Teaching dairy and planner is also monitored by Additional Director Higher education Indore during his visit to the college.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

Feedback about the curriculum is taken from the students analyzed by the faculty members and forwarded to the registrar of the University for Consideration.

Principal takes meeting of faculty members (Teachers) to get their suggestions on syllabus, its modification and implementation and suggestions are forwarded to the registrar of the University for Consideration.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

At present not any one teacher of the institution is the members of Board of studies. Any suggestions of students and teachers regarding syllabi are communicated to the University directly.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes; give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the Curriculum has been developed.

No, Institution is not autonomous, so it has no authority to develop any curriculum.

1.1.8 How does institution analyze /ensure that the stated objectives of curriculum are achieved in the course of implementation?

Institution analyses the stated objectives of curriculum with reference to the results of the students declared by the University.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc are offered by the institution.

No any one course

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree?
If ‘yes’, give details.

No, Institution does not offer any such programme.
1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

Range of Core /Elective options offered by the University and those opted by the college:

For B.A. course University has formed five subject groups out of which the student can choose three optional subject one each from either of the group. Even if student gets ATKT in two subjects she is allowed to appear in next semester. Institution is running only plain B.Com courses.

Choice Based Credit System and range of subject options:

There is no provision of CBCS in the ordinance of the affiliating university.

- Courses offered in modular form: No.
- Credit transfer and accumulation facility: No.
- Lateral and vertical mobility within and across programmes and courses: No.
- Enrichment courses: No.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

No Institution does not offer any self financed programmes

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

No

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No, University does not provide.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

Institution has no authority to modify the syllabus. The syllabi were discussed with stakeholders and their suggestions were sought.

Principal take suggestions of teachers for the modification in syllabus at institutional level and that suggestions are forwarded to the Registrar of university for consideration.
1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

**Feedback about the curriculum is taken from the students analyzed by the faculty members and forwarded to the registrar of the University for Consideration.**

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

NSS unit of the college is very active to create the atmosphere for human rights and sensitization of gender awareness. In the add syllabus of UG (B.A/B.Com) foundation is compulsory which includes computer basics, environmental studies and global warming.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- Moral and ethical values

  Special yoga classes were organized and some spiritual lectures were delivered during NSS camps.
- Employable and life skills

  Training programme will be organized on Computer software and Hardware, Beauty Parlour by Vivekanand Career Cell.
- Better career options

  Students were encouraged to appear in state PSC, teachers recruitment test. Brilliant students were encouraged to enroll in PG classes.
- Community orientation

  As Dharampuri is predominantly tribal area the girl students of our college are advised to convince the villagers at their native places to send their children regularly in the college to reduce the dropout rate.

  Government of Madhya Pradesh has various welfare schemes for the tribal people but due to low literacy rate they are not able to avail the benefits of these schemes, so the students of our college are very actively participating in their villages to propagate these schemes and also in helping them to avail their benefits.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

**Enriching the curriculum is the matter of University. College take feedback on this particular point from stakeholders and forwards it to boards of studies of concern subject for consideration**

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

**Not applicable.**

1.4 **Feedback System**
1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Principal of the institution takes advices suggestions of all faculty members and stack holders in the design and development of the curriculum and these advices and suggestions are forwarded to the university.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes, Feedback is obtained from students and stakeholders on curriculum and analyzed by the faculty members and forwarded to the registrar of the University for Consideration.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses /programmes?)

Not applicable

Any other relevant information regarding curricular aspects which the college would like to include.

-No-
CRITERION II: TEACHING-LEARNING AND
2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

From academic session 2015-16 admission process is online which can be accessible to all from anywhere; students can get required information online about the courses, fee structure, and number of available seats. The college displays all necessary information through notices for convenience of the students.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

The process of admission is online which is based purely on merit and there is provision for reservation to ST/SC/OBC, minority handicapped students. Due weight age is given to the students participating at state/national level sports, NSS, NCC, Scouts and guides and cultural competitions as per the policy of the higher education department of the state.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Since 2012-13 admission process is online and centralized therefore, the college has not anything to say to decide the minimum percentage of marks. But generally, 45% is the minimum at UG level.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Number of course</th>
<th>Govt,College Dharampuri</th>
<th>Govt,P.G.College Dhar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Minimum %</td>
<td>Maximum %</td>
</tr>
<tr>
<td>01</td>
<td>B.A. I</td>
<td>37.2%</td>
<td>85.4%</td>
</tr>
<tr>
<td>02</td>
<td>B.Com I</td>
<td>35.6%</td>
<td>91.00%</td>
</tr>
</tbody>
</table>

Season 2015 & 2016
Criteria – II : Teaching, Learning and Evaluation

1. How are students selected for admission to various courses ?
   a. Through an entrance test developed by the institution.
   b. Common an entrance test conducted by the university/govt.
   c. Through interview.
   d. Entrance test and interview.
   e. Merit at the previous qualifying examination.
   f. Any other specify.

2. Highest and Lowest percentages or mark at the qualifying examination considered for admission during the previous academic year.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Open category</th>
<th>SC/ST Category</th>
<th>Any other specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.G. &amp; P.G.</td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
<td>Highest (%)</td>
</tr>
<tr>
<td>U.G.</td>
<td>14</td>
<td>78</td>
<td>15</td>
</tr>
</tbody>
</table>

3. Number or works days during the last academic year – 180
4. Number of teacher during the last academic year – 08
5. Number of position sanctioned and filled

<table>
<thead>
<tr>
<th>Post Name</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>08</td>
<td>08</td>
<td>0</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>14</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Technical</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Number of regular and permanent teachers (Gender wise)

<table>
<thead>
<tr>
<th>Post Name</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proffessor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reader</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asstt. Proff.</td>
<td>07</td>
<td>01</td>
</tr>
<tr>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
7. (a) Number of qualified/permanent teacher and their percentage to the total number or faculty (08)/(100)

(b) Teachers students ratio (1:40)

(c) Number of teachers with ph.d as the highest qualification and their percentage to the total faculty strength. (04)/(50%)

(d) Number of teachers with m.phil as the highest qualification and their percentage to the total faculty strength. (03)/(37.5%)

(e) Percentages of teachers who have completed UGC Net and Slet exam. (37.5%)

(f) Percentage of the faculty who have served as resource persons in workshop/Seminar/Conferences during the last five years. (08) (100%)

(g) Number of faculty development programmes availed by teachers last five years.

<table>
<thead>
<tr>
<th>UGC Programme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher</td>
<td>05</td>
</tr>
<tr>
<td>Orientation</td>
<td>01</td>
</tr>
<tr>
<td>Any other specify</td>
<td>00</td>
</tr>
</tbody>
</table>

(h) Number of faculty developed programme organized in the college during the last five years. (No)

8. Number and percentage of the courses where predominantly the lecture method is practiced. (No)

9. Does the college have the tutor ward system. (Yes)

10. Are remedial courses offered (YES)

11. Are bridge courses offered (No)

12. Are leave courses with ICT enabled teaching learning process (YES)

13. Is there a mechanism for (YES)

(a) Self appraisal of faculty (No)

(b) Student assessment of faculty performance (YES)

(c) Expert/peer assessment of faculty performance (YES)

14. Do the faculty members perform additional administrative work ? if yes the average number of hours spent for the faculty per week. (100 Hrs)
Vision:- an experience of seeing someone or something in a dream or trance, or as a supernatural apparition. "the idea came to him in a vision"

Mission:- an important assignment carried out for political, religious, or commercial purposes, typically involving travel. "a trade mission to Mexico" the vocation or calling of a religious organization, especially a Christian one, to go out into the world and spread its faith. "the Christian mission"

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the processes

No, since admission process is online there is no such mechanism to review the admission process.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- SC/ST
- OBC
- Women
- Differently abled
- Economically weaker sections
- Minority community
- Any other

As per the Higher Education department of M.P. State Govt., there is provision of reservation of seats for SC/ST/OBC Students, differently abled and minority community.
2.1.6  Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. I.e. reasons for increase / decrease and actions initiated for improvement.

### Year: 2011-12

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>111</td>
<td>111</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>09</td>
<td>09</td>
<td>1:1</td>
</tr>
</tbody>
</table>

### Year: 2012-13

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>100</td>
<td>100</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>20</td>
<td>20</td>
<td>1:1</td>
</tr>
</tbody>
</table>

### Year: 2013-14

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>95</td>
<td>95</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>09</td>
<td>09</td>
<td>1:1</td>
</tr>
</tbody>
</table>

### Year: 2014-15

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>119</td>
<td>119</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>19</td>
<td>19</td>
<td>1:1</td>
</tr>
</tbody>
</table>

Number of students increased in the college compared to previous four years. It can be attributed to introduction of new courses introduced in the college and subsequent development of infrastructure.

### 2.2 Catering to Student Diversity

1.2.1  How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?
The institution caters to the needs of differently-abled students and ensure adherence to government policies of reservation of seats and by giving financial support in the form of various scholarships as per the rules and policies of the state/central govt.

1.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

Yes, Professor in charge, Vivekanand Career Counseling Cell counsels them before the commencement of the programme on the basis of their eligibility and inclination, through test based on MCQ and group discussion students level of understanding is assessed.

1.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc)

Before the commencement of regular classes “ZERO CLASSES” are organized. The objective is preliminary assessment of the students and introduce to them to the subject matter as also to make them capable of expressing their thoughts and to communicate meaningfully.

If it is observed that the students lag behind in grasping the subject, preparatory classes are organized so they can understand the fundamentals of the subject and can follow it in course of regular classes.

1.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Through talks and lectures of Professors, students are made acquainted with laws related to women and legal remedies accessible.

Debates and speeches are organized on different occasions on issues like gender equity environment, drug prohibition etc. To sensitize the staff and students towards maintaining good environment the college organizes tree plantations. A tree plantation committee has constituted in the college comprising both faculty members and students.

In order to acquaint the students with worldwide concern for environmental protection and conservation following days are observed in the college.


1.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

According to their performance in CCE, GD, and Project work, advance learners are indentified. They are then provided with advanced reference books, related research
publications and encouraged to visit subject related websites. They are further instructed to prepare notes as per requirement and share them with slow learners of the class. Such students are also helped in preparing of PPT of difficult topics so that they can help slow learners.

1.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

As far as academic performance is concerned, no system of analyzing data is presently available. For the economically backward students there are various schemes operated by the State Government in order to financially assist them in continuing their studies. The following schemes are available for students from the State Government:

2. Gaon ki Beti Yojana (Daughter of the Village Scheme)
3. Pratibha Kiran Yojana (Ray of Talent Scheme)
4. Avasiya Yojana (Scheme for those who stay away from Home for study).
5. Awagaman Yojana (Travelling expenses for students who come from a Distance more than 5 kms).

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blueprint, etc.)

As per the academic calendar of higher education department the college plans and organizes the teaching, learning and evaluation schedules.

2.3.2 How does IQAC contribute to improve the teaching–learning process?

IQAC holds its meetings involving the academic as well as administrative staff from time to time.
IQAC keeps a watch over the students if they are using computer, internet and Inflibnet facility provided by the college or not.

At the beginning of the academic session IQAC holds a meeting in which a blueprint for the session is drawn involving infrastructural development, academic, co-curricular, extra-curricular and extension activities of the students.

Analysis of performance of students based on CCE and Project work is also done.
Feedback is sought from the staff members about academic and all other activities of the students. Accordingly they are advised as to improve adopt methods and techniques that help in enhancement of performance.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

In order to make learning more student centric, the students are encouraged to participate in classroom workshops/seminars/GDs etc. As a part of the internal tests, particular topics are given to students to write/speak on the same. They are also made to prepare notes on particular topics.

As far as the support system is concerned, the faculty members, librarian, are available on basis to provide guidance to the students. The college administration is committed to providing a very congenial learning atmosphere to the students. The college has earned its name for a calm and quite environment

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The teachers allow the students to comment on various contemporary issues, problems and situations facing the country. It is done through debates, short extempore lectures, essays-writing etc. for which a period is allotted every weekend generally on Saturdays. This exercise also nurtures objectivity and scientific temper among the students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? e.g.: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Computers, Projector, are available and used Chart, Poster Making, Cartooning by faculty for effective teaching.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The faculty is encouraged to attend academic seminars/workshops Skill development Program on their respective subjects.

2.3.7 Detail (process and the number of students benefited) on the academic, personal and psycho-social support and guidance services (professional counseling /mentoring/ academic advise) provided to students.

A Career Counseling Cell (Swamy Vivekanand Career Guidance Cell) is functioning in the college backed by the Department of Higher Education, Govt. of M.P. The said cell organizes various counseling programmes according to the calendar supplied by the Office of the Director, Career Guidanc Scheme, Indore.
At every weekend willing students are given counselling in the areas of personality development, skill development, self-employment, and preparation of competitive examinations. Approximately 200 students have taken the benefit of such counselling sessions.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

*Exercises like book review, preparation of field reports etc are included to develop insight and better understanding of subject matter.*

2.3.9 How are library resources used to augment the teaching-learning process?

*Access to internet along with new text, reference books and journals are employed to augment the teaching, learning process.*

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

*No, the institution does not face any.*

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

*Semester cell monitors and evaluates teaching learning through CCE and Project works. Class room teaching is also analyzed by IQAC supervised by the principal.*

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

**Only subjects are taught at U.G. level in the institution. Not any new subjects programmes is introduced in the institution at U.G. level traditional.**

Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

### A Nomination to staff development programmes

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>8</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>-</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>01</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>-</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>-</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>04</td>
</tr>
</tbody>
</table>

### B Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

Staff development programmes are done through Refresher Courses and Orientation programmes conducted by various Academic Staff Colleges of the country. During the last four years the following number of faculty members has attended Refresher/Orientation Courses:

2.4.3 What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

Research grants are provided by the UGC, DST, MAPCOST etc. while Teacher-Fellowships and study leave is jointly granted by the UGC and the State Government to the permanent faculty members. Institutional support is given to those who take up Minor / Major Research projects from UGC and/or other government agencies by granting them short leave as per government norms for
library visits, field work etc.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Both the internal and external evaluation processes are a part of the curriculum provided by the University/Central Board of Studies. Since the faculty members are already in-charge of the admission/evaluation process, they are already aware of the system. As regards making the newly entered students aware of the system, classroom awareness sessions are conducted in each faculty by teachers.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

In Madhya Pradesh University has no role to adopt or initiate evaluation of teachers in govt. colleges.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Not applicable.

2.5.4 Provide details on the formative and summative evaluation approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

Nil.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

A committee is constituted for results analysis. The progress of the students is conveyed to faculty members and IQAC. The analysis of the results is compared with that of other institutes of the district.

Results analysis Table
Programme-wise Pass Percentage for the last four years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>B.A.</td>
<td>42%</td>
<td>88.95%</td>
<td>76.66%</td>
<td>13.9%</td>
</tr>
<tr>
<td>02</td>
<td>B.Com.</td>
<td>87%</td>
<td>79.25%</td>
<td>50%</td>
<td>38.46%</td>
</tr>
</tbody>
</table>
The pattern is almost same the results is satisfactory and more than 70% in UG.

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

CCE conducted by the professors and marks are shown to the students. Students are allowed to apply for revaluation and they can see answer-sheets of other students also.

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning?
If ‘yes’ provide details on the process and cite a few examples.

Yes, marks obtained by students in CCE are analyzed by IQAC. Performance of students during Group Discussion, Classroom teaching and Seminars are assessed. Extra classes are arranged for slow learners.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The students can apply to the University for re-totaling and rechecking within 10 days from the declaration of the results.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?

Yes, Semester Cell of the college used to display marks of CCE and project works of all the students.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The college strictly follows the academic calendar of university and state govt. Teachers are always remain in touch with students to encourage them.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?
The students of B.A. B.Com. are encouraged to visit the nearby villages to assess the malnutrition in children and health and personal hygiene in women. For the project work the students of B.A. approach to the villagers and advised them to form self-help groups to uplift their economic status.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?
A committee is formed in the college which analyze learning outcome of the students at the end of the session through results declared by the university and counsel to the weaker students in their respective subjects for further improvement.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes

Regular attendance of the students is monitored and extra classes are conducted if required.

2.6.6 What is the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

A graduate should be ethnically, strong person and always ready to serve the society and nation. Programmes or special lectures are organized on the occasion of Independence Day, Teachers Day, Gandhi Jayanti, Martyr Day, Vivekananad Jayanti.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include. No.
CRITERION III: RESEARCH, CONSULTANCY AND

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, the institution is not a research center.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- autonomy to the principal investigator
- timely availability or release of resources
- adequate infrastructure and human resources
- time-off, reduced teaching load, special leave etc. to teachers
- support in terms of technology and information needs
- facilitate timely auditing and submission of utilization certificate to the funding authorities

Not applicable.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Ever since the Semester system was started, in-house job-oriented projects were a part of the curricula in all the semesters carrying a maximum of 100 marks. Presently projects are confined only to the final semesters of UG.

Courses. The idea behind prescribing job-oriented projects was to inculcate a research culture among students and initiate them to carry out some field/library activities along with general subjects of study.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc)

Not applicable.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Nil.
3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

Nil.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Presently no such arrangements are in place in the college.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Nil

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

Nil

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Nil.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Teachers can apply for seed money to UGC, MPCOST.

3.2.3 What are the financial provisions made available to support student research projects by students?

Nil.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking interdisciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Nil.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Depending on the nature and topic of research projects the faculty members of the college use the ICT facilities and the Library and Laboratories for their purpose. They are free to use the facilities available in the college for the purpose of their individual research needs.
3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

No.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year From To</th>
<th>Title of the project</th>
<th>Name of the funding agency</th>
<th>Total grant Sanctioned</th>
<th>Received</th>
<th>Total grant received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major projects</td>
<td></td>
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<td></td>
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<tr>
<td>Interdisciplinary projects</td>
<td></td>
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<td>Industry sponsored</td>
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<tr>
<td>Students’ research projects</td>
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</tr>
<tr>
<td>Any other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

Library and computer facilities, internet, Laboratories.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

Presently there are infrastructural deficiencies for creating a good research environment. Once this is resolved, the college plans to augment its research facilities.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’ what are the instruments/ facilities created during the last four years.

No.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

No.
3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

Only Common facilities are available

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Nil.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product): Nil

* Original research contributing to product improvement: Nil

Research studies or surveys benefiting the community or improving the services : Nil.

Research inputs contributing to new initiatives and social development: Nil.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

No.

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty:

Number of papers published by faculty and students in peer reviewed journals

National:06
International:38

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Dr. P. S. Nargesh</td>
<td>01</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Prof. R. R. Pallay</td>
<td>00</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor Sociology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Dr. B.S. Nigwale</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor Commerce)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Dr. Jyoti Dhole</td>
<td>01</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor Geography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Dr. S.S. Tagore</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor Commerce)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Prof. D.S. Thakur</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>(Assistant Professor Hindi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Prof. Arjun Gore</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>
Last Four Year Seminars Details

<table>
<thead>
<tr>
<th>Name Of the Prof.</th>
<th>Seminars</th>
<th>Work Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Dr. P. S. Nargesh</td>
<td>08</td>
<td>01</td>
</tr>
<tr>
<td>(Assistant Professor English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. Prof. R. R. Pallay</td>
<td>08</td>
<td>0</td>
</tr>
<tr>
<td>(Assistant Professor Sociology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03. Dr. B.S. Nigwale</td>
<td>06</td>
<td>01</td>
</tr>
<tr>
<td>(Assistant Professor Commerce)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. Dr. Jyoti Dhole</td>
<td>12</td>
<td>01</td>
</tr>
<tr>
<td>(Assistant Professor Geography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05. Dr. S.S. Tagore</td>
<td>10</td>
<td>01</td>
</tr>
<tr>
<td>(Assistant Professor Commerce)</td>
<td></td>
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</tr>
<tr>
<td>06. Prof. D.S. Thakur</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>(Assistant Professor Hindi)</td>
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<tr>
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<td>04</td>
<td>02</td>
</tr>
<tr>
<td>(Assistant Professor Economics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08. Prof. R. C. Verma</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>(Assistant Professor Political Sci.)</td>
<td></td>
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</tr>
</tbody>
</table>

Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil.

* Monographs: Nil.
* Chapter in Books: Nil
* Books Edited: Nil

Books with ISBN/ISSN numbers with details of publishers: Nil

* Citation Index: Nil.
* SNIP: Nil.
* SJR: Nil.
* Impact factor: Nil.
* H-index: Nil.
3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Not applicable.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Not applicable.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

Not applicable.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Nil

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

Since the institution does not generate any income through consultancy thus there is no policy about it.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution has live contact with village folk through elected representatives of the villages in course of extension activities of NSS.

Induction into, and continuance of higher education is specifically stressed for girls. Girls especially from deprived/marginalized section are encouraged to take benefit of various financial support schemes of the govt.

Students are advised to follow practices like; Yoga, Surya Namaskar, Meditation etc for their holistic development.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements/activities which promote citizenship roles?
The NSS officer and Career Guidance Cell Counselor advise the students to participate in social movements like; anti dowry, de addiction campaign, child marriage prevention, adult education drive, awareness about health and personal hygiene etc. Their participation is monitored through feedback from them.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Members of JBS hailing from different segments of the society interact with the students and accordingly give their inputs to the administration.

Teachers-parents meetings are periodically organized to get views and their suggestions.

The college has sympathetic grievance redressal cell to address the problems of students.

Principal and staff members have open dialogue with the students about their problems regarding academics or career.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Provide the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The extension and outreach programmes are conducted through NSS of the college. The annual schedule for which is decided and circulated by the university and state govt.

The budgetary details for the last Four years follows:

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Year</th>
<th>Allotment</th>
<th>Expenditure</th>
<th>remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2012-13</td>
<td>27300=00</td>
<td>27300=00</td>
<td>Plantation, orientation, 7days</td>
</tr>
<tr>
<td>2</td>
<td>2013-14</td>
<td>27300=00</td>
<td>27300=00</td>
<td>special camp, district camp</td>
</tr>
<tr>
<td>3</td>
<td>2014-15</td>
<td>27300=00</td>
<td>27300=00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2015-16</td>
<td>27300=00</td>
<td>22500=00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2015-16</td>
<td>90000=00</td>
<td>90000=00</td>
<td></td>
</tr>
</tbody>
</table>

There has been found reasonable increase in awareness about literacy, personal health and hygiene, and concern about malnutrition.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

At the time of admission the students are encouraged to take entry in NSS and also become volunteers of NSS. However, these memberships are mutually exclusive. A lot of students get interested in the extension activities of the college through NSS units. Campus maintenance
and environmental friendly activities of NSS are regularly organized. Every year a 7 day camps are organized by the NSS unit in the nearby villages selected on the basis of some themes given by the NSS headquarters to be carried out in the village in consultation with the village panchayat. The themes are related to sanitation, water harvesting, environmental hygiene etc.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society

Nil

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

Now the students tend to be more sensitive and responsible towards; differently abled persons and drop out students due to economic constraints.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

During the annual special NSS camp the students are in close touch with the villagers throughout its duration. Feedback received from the villagers, their involvement and contribution for community development ascertained.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

Nil

3.6.10 Give details of awards received by the institution for extension activities and /contributions to the social/community development during the last four years.

Nil.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Nil.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Nil.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities,
student and staff support, infrastructure facilities of the institution viz. laboratories/ library/ new technology /placement services etc.

Nil.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Nil.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

a) Curriculum development/enrichment: 
   Nil.

b) Internship/ On-the-job training
   Yes.

c) Summer placement:
   Nil.

d) Faculty exchange and professional development:
   Nil.

e) Research:
   Nil.

f) Consultancy:
   Nil.

g) Extension:
   Nil.

h) Publication:
   Nil.

i) Student Placement:
   Nil.

j) Twinning programmers:
   Nil.

k) Introduction of new courses:
   Nil.

l) Student exchange:
   Nil.

m) Any other:
   Nil.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.: 

Nil

3.7.7 Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

Nil.

Criteria – III : Research, Consultancy and Extension

1. **How many teaching faculty are actively innovet in research ?**

   *(Guiding students research, managing research project) (08%)*

2. **Research Collaboration**
(a) National (No)

If yes how many

(b) International (YES)

3. Is the faculty in consultancy work (No)

(if yes consultancy earning/ years (Average of the last two year may be given) (No)

4. (a) Do the teachers have on going/Complete research project. (No)

(b) Provide the following details about the ongoing research project -

<table>
<thead>
<tr>
<th>Major project</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
<th>Agency</th>
<th>Amt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor project</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College project</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial project</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Research publication –

| International journals | -   | -   | 38    | -     | -   |
| National journals      | -   | -   | 06    | -     | -   |
| College journals       | -   | -   | -     | -     | -   |
| Abstracts              | -   | -   | -     | -     | -   |
| Any Other              | -   | -   | -     | -     | -   |

6. Has the faculty
   (a) Participated in conference? (No)
   (b) Presented research papers in conferences? (No)

7. Number of extension activities organized in collaboration which other agencies/Ngo’s (Such as Rotary/Lions club) averages last two years. (YES) Health Checkup of Girls.

8. Number of regular extension programme organized by N.S.S and N.C.C. (average of last two years) (19)

9. Number of N.C.C. Cadets/Units (0)

10. Number of N.S.S Volunteers /Units (100/01)

Criteria – IV : Infrastructure and learning resources

1. (a) Campus are in acres (10.679 Acres)
   (c) Built up area in sq.mts. (4412 Sq.mts.)
2. Working hours of the library
   (a) On working days (07 hrs)
   (b) On holidays (No)
   (c) On examination days (04 hrs)

3. Average number of faculty visiting the library/day (06 Days)
   (average for the last two years)

4. Average number of students visiting the library/day (50 Std.)
   (average for the last two years)

5. Number of journals subscribed to the institutions (0)

6. Does the library have the open system (No)

6. Total collection number

   a) Books (19542)
   b) Text books (18659)
   c) Reference books (04)
   d) Magazines (0)
   e) Current journals, Indian journals, Foreign journals (0)
   f) Peer reviewed journals (NIL)
   g) Books No./Journals (NIL)
   h) E-resources (NIL)
      CD’s/DVD (NIL)
      Data bases (NIL)
      On line Journals (NIL)
      Audio visual resources (NIL)
   i) Special collection (Numbers)
      Repository
      (World book, OECD, UNESCO etc.)
      Inter library borrowing facility
      Materials acquired under special (YES)
      Scheme (UGC, DST etc.)
      Materials for Competitive Examinations (YES)
      Including employment news, Yojana etc.
      Book bank (YES)
      Braille materials
      Manuscripts
      Any other specify

7. Number of books/journals/periodicals added during the last two years and their total cost-

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th></th>
<th>2012-13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total cost</td>
<td>Number</td>
<td>Total cost</td>
</tr>
<tr>
<td>Text books</td>
<td>16914</td>
<td>-</td>
<td>17888</td>
<td>-</td>
</tr>
<tr>
<td>Reference books</td>
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<tr>
<td>Other books</td>
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<td>Journals/periodicals</td>
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<tr>
<td>Encyclopedia</td>
<td>-</td>
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</tbody>
</table>

8. Mention the –
Total carpet area of the central library (in sqft) (600 Sqft)
Number of department library (B.A, B.Com)
Average carpet area of the department library (NO)
Seating capacity of the central library (Reading Rooms) (50 std)

11. Status of Automation of the library -
   Hot initiated (No)
   Fully automated (No)
   Partially automated (No)

12. Percentage of library budget in relation to the total budget -
   For SC,ST & UGC Grant Only.

13. Services /facilities available in the library (if yes) tick in the box
   circulation (YES)
   Clipping (YES)
   Bibliography (NO)
   Reprography (NO)
   Computer Printing (YES)
   Internet (YES)
   Inter library Zone (NO)
   Power backup (NO)

13. Average number of books issued per day. (100)

14. Ratio or library books to the number of students enrolled (60)

15. Computer facilities
   Number of computer in the college (16)
   Number of department with computer facilities (05)
   Central computer facilities (No)

   Budget allocated for purchase of computers during the last academic year (ByUGC)Amount spent on maintenance and Upgrading of computer facilities the last academic year (Nil)
   Internet facilities connecting (YES)
   Number of Nodes /computer with internet facility (08 Syst.)

16. Is there workshop/instrumentation centre (No)

17. Is there a health centre? (No)

18. Is there residential accommodation for faculty (No)

19. Are there students hostels? (No)
   If yes number of students residing in hostels

20. Is there a provision for
   a) Sports fields (NO)
   b) Gymnasium (No)
   C) Women rest room (YES)
d) Transport (No)
e) Canteen/Cafeteria (No)
f) Students centre (No)
g) Vehicle parking facility (NO)

CRITERION IV: INFRASTRUCTURE AND LEARNING

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The Administration of Govt. College Dharampuri fully realizes the importance of infrastructure in the teaching-learning process in the modern times, and is committed to effective and optimum use of its available infrastructure and continuous reduction of infrastructural deficiencies in order to facilitate its students compete with their counterparts in the bigger cities in the fields of technological learning and ICT. The College Administration has been striving towards this objective for the past many years. It has considerably increased its physical infrastructure during the past few years and is planning to further increase the same in the coming years. Thus the institution wants to achieve the final goal set by the Department of Higher Education i.e. 'value-based qualitative education'. The college has three sources of funding as regards building infrastructure which are (a) State Government, (b) UGC, and (c) Janbhagidari Funds. It has a policy of utilizing these funds primarily for developmental purposes.

To facilitate effective teaching learning college has sent some proposals to commissioner of M.P. higher education, they are as follows.

1. Proposal of 54.76 lakhs to boundary wall.

4.1.2 Detail the facilities available for Learning and research etc.

Curricular and co-curricular activities –

Classrooms: 08

Technology enabled learning spaces: One computer lab.

Seminar halls: Nil

Tutorial spaces: Nil.

One LCD projectors, one photocopiersons, Internet facility, computers.

Extra –curricular activities :- Outdoor sports:

Kho-Kho, Kabaddi, Badminton court and Volley Ball grounds are available.
Indoor games:

**Facilities for Chess, Carrom, and** are available. NSS:

Separate NSS room is available. One unit of 100 volunteers is working under the supervision of NSS officer Dr. B.S. Nigwale

Cultural activities:

Every year annual function is organized by the college, the students of the college participate very actively in youth festival at district and university levels.

Public speaking:

A Stage and dais for public speaking available. Communication skills development: - State Govt. Started

**MoU with P.S. Academy is proposed to develop the communication skills and knowledge of computer Tally software among the students under supervision of career guidance cell of the college.**

Yoga, health and hygiene: Nil.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

The available infrastructure is not enough for an institution which is on the path of continuous growth. Therefore, it has further plans of augmenting its infrastructure using various funds. However, the college effectively utilizes the available spaces by so planning the various classes spread over a time-period from 11.00 am to 5.00 pm. as to evenly distribute the spaces to different faculties. In the past four years, the institution has constructed the following spaces from UGC and State Government Funds.

**State Govt. and J.B.S Drinking Water and facility work :- Tube well**

(i) Toilet facility Renovating :- Available
(ii) One staff room :- Available.
02 JanBhagidari Samiti :- Available.
(i) Girls common room repairing :- Available.
4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

**College Building has ramp for physically disabled students.**

**The faculty and staff members are always ready to help students with physical disabilities.**

4.1.5 Give details on the residential facility and various provisions available within them:

Hostel Facility is – Accommodation available

but this facility has not been started by college Administration till now because of lake of water and electricity facilities. The college Administration is trying to start this facility from next session. of hostel building by getting renovation

- Recreational facilities: Nil
- Yoga center: Nil
- Computer facility including access to internet in hostel: Nil
- Facilities for medical emergencies: Nil
- Library facility in the hostels: Nil
- Internet and Wi-Fi facility: Not available in the hostel. Nil

Recreational facility-common room with audio-visual equipments: Nil

Available residential facility for the staff and occupancy Constant supply of safe drinking water: Nil

- Security Nil

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The playground of the college campus is available for students for morning walks, jogging, and yoga etc.

4.1.6 Give details of the Common Facilities available on the campus- spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

**The college has separate rooms for IQAC, Counseling and Career Guidance cell and Placement Unit.**

The college has our own tube well and the water is stored in overhead tank. Water cooler with RO system is available to ensure safe drinking water.

4.2 Library as a Learning Resource
4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the library has an Advisory Committee and its composition is as follows:

Prof. D.S. Thakur Co-ordinator
Dr. B. S. Nigwale Member
Dr. S. S. Tagore Member
Prof. Arjun Gore Member

The committee discussed the availability of books and magazines and actual requirement of the students and accordingly the purchased orders were placed.

4.2.2 Provide details of the following:

* Total seating capacity: - 25
* Working hours:
  - on working days: - 10.30 to 5.00
  - during and before examination days: - 10.30 to 5.00
  - during vacation): - Nil.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Every year new books are purchased as per the recommendation of library committee and budget allocation by state govt.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Number of books</th>
<th>Expenditure</th>
<th>Year</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1414</td>
<td>147663/-</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1756</td>
<td>179343/-</td>
<td>2013-14</td>
<td>By UGC, Govt. fund and JBS</td>
</tr>
<tr>
<td>3</td>
<td>2150</td>
<td>166884/-</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2907</td>
<td>195666/-</td>
<td>2015-16</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>8227</td>
<td>1527347</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC: No.
Electronic Resource Management package for e-journals: No.
Federated searching tools to search articles in multiple databases: No.
* Library Website: No.
* In-house/remote access to e-publications: No.
* Library automation: No.
* Total number of computers for public access: Nil
* Total numbers of printers for public access: Nil
* Internet band width/speed: Nil
* Institutional Repository: Nil

**Record of employees is maintained in digital form by higher education department.**

**Audited financial record is maintained for a mandatory period of 15 years by the college itself.**

**Record of academic performance of the students is kept for one year in the college.**

* Content management system for e-learning: Nil

Participation in Resource sharing networks/consortia (like Inflibnet): Nil

**Provide details on the following items:**

* Average number of walk-ins: 15
* Average number of books issued/returned: 20
* Ratio of library books to students enrolled: 1:57

Average number of books added during last three years: **89 books per year.**

* Average number of login to opac (OPAC): Nil.
* Average number of login to e-resources: Nil.

Average number of e-resources downloaded/printed: Nil.

Number of information literacy trainings organized: Nil.
Details of “weeding out” of books and other materials:

181 books.

4.2.6 Give details of the specialized services provided by the library

* Manuscripts: Nil.
* Reference: Nil.
* Reprography: Nil.
* ILL (Inter Library Loan Service): No.

Information deployment and notification (Information Deployment and Notification): Nil.

* Download: Nil.
* Printing: Nil.
* Reading list/ Bibliography compilation: No.
* In-house/remote access to e-resources: Nil.
* User Orientation and awareness: Yes.
* Assistance in searching Databases: Nil.
* INFLIBNET/IUC facilities: Nil.

4.2.6 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Subject-wise catalogue is maintained and required books are made available to the students and teachers of the college.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details

No special facility is available for physically challenged persons,

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

There is a regular interaction between students and teachers regarding the facilities available in the library.

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system):
14 computers

- Computer-student ratio: 1:4 (only for UG final year students)
- Stand alone facility: No.
- LAN facility: Yes.
- Wifi facility: Yes (only for office purpose)
- Licensed software:

- Number of nodes/computers with Internet facility: 12
- Any other: Nil.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Faculty members, staff and students are allowed to work on computer and can avail the facility of internet.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The college will acquire sufficient number of computers for lab. Wi-Fi and internet facilities will also be available for all students.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Session</th>
<th>Amount</th>
<th>Remark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2012-13</td>
<td>617137/-</td>
<td>Equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>296015/-</td>
<td>Furniture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46027/-</td>
<td>Books</td>
</tr>
<tr>
<td>2</td>
<td>2013-14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>2014-15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>2015-16</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?
Staff members are regularly using ICT resources available in the college to prepare the PPT. The principal of the college also encourages teachers for the use of ready tutorials available on U Tube and other academic websites.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

There is not any on-line teaching learning resources ICT enabled and class room in the institution.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of? No.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

Construction and building maintenance is done by PWD of state govt. as per budget allocation. Furniture, equipments and computer are purchase by UGC and Local funds.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Building</td>
<td>5328000=00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>02</td>
<td>Furniture</td>
<td>296015=00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>03</td>
<td>Equipment</td>
<td>617137=00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>Computer</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>05</td>
<td>Vehicle</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>06</td>
<td>Any other</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6241152=00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

College building is constructed and maintained by PWD.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment? Suppliers of the equipments/instruments have given warrantee for the maintenance.
4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

To avoid voltage fluctuation ISI mark stabilizers are used with every such appliance. The college has its own tube well and overhead tanks to ensure constant supply of water.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Nil.
CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Since 2012-13 central online system for admission is adopted and all the updated information regarding course offered, number of seats, fee structure and all rules and regulations are displayed on departmental websites.

5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Scholarships</th>
<th>Year-Wise amount of various scholarships given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Post matric</td>
<td>259</td>
</tr>
<tr>
<td>2</td>
<td>Gaon Ki Beti</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Pratibha Kiran</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>159</td>
</tr>
<tr>
<td>5</td>
<td>Minority</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Handicaped</td>
<td>-</td>
</tr>
</tbody>
</table>

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Except Scholarship not any other financial assistance is given to students

5.1.4 What are the specific support services/facilities available for

- Students from SC/ST, OBC and economically weaker sections: Post Metric scholarship and hostel facilities are available.
- Students with physical disabilities:

Reservation quota is available for physical handicapped students.

- Overseas students: Nil.

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• Students to participate in various competitions/National and International:  
**No specific schemes are available in this area.**  
• Medical assistance to students: health centre, health insurance etc.

**Heath center is not available in the college but first aid medical facility is available in the college.**

**College has insured all the registered students with New India Insurance company Bhopal.**

• Organizing coaching classes for competitive exams - **Nil**

• Skill development (spoken English, computer literacy, etc.)

**Skill development - for computer literacy Basic of computer & Information technology subject - under foundation course is taught to all final year students.**

**English language in foundation course is taught to all U.G. students.**

Support for “slow learners”

• Exposures of students to other institution of higher learning/ corporate/business house etc. **Nil**

• Publication of student magazines: **No.**

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

(A job oriented Project work is assigned to the students in the final semesters of both UG and PG.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

* Additional academic support, flexibility in examinations

For those who participate in Sports and Games and Cultural and Literary activities at the university level and above, attendance is taken care of at the college level. As far as flexibility in examinations is concerned, the university takes care that these dates do not clash with the competitions. In special cases separate examinations are conducted for students who attend National level sports events during examinations. At the college level flexibility is provided to such students as well as the students in NCC/NSS camps in the internal examinations (CCEs).

special dietary requirements, sports uniform and materials

Sports and Games Kits and uniforms are provided to players who play at the District level or above. TA/DA is also paid to the participating students.

Any other
For those who participate in the sports and games competitions at the university level and above, blazers are provided by the university. They are also felicitated in the Annual Social Gathering of the college.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

Nil

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

And

1. Sexual harassment cell is available in the college

2. Student grievance redressed is available in the college

3. Anti raging committee is available in the college

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

College has its career guidance and placement cell. Through this cell information about different competition exams and job opportunities are given to the students. Students are given guidance for interview by college professors and invited resource persons. Campus interview is not conducted by college so there is not any students who has been selected during campus interviews by different employers.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the student grievance redressal cell is constituted every year in the beginning of the session. In the preceding four years no cases were reported.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

A committee is formed to resolve issues pertaining to sexual harassment and no case has been reported.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes. Not a single instance has been reported during last four years.
5.1.13 Enumerate the welfare schemes made available to students by the institution.

Under the book-banks scheme books and stationary provided by the college to the ST/SC students, whereas all the students are covered under insurance scheme.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, annually a meeting is organized and suggestions are sought from the alumni for development of the college.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

<table>
<thead>
<tr>
<th>Student progression</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>62%</td>
</tr>
</tbody>
</table>

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Govt. College, Dharampuri

Programme-wise Pass Percentage for the last four years

<table>
<thead>
<tr>
<th>Name of the Programme</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A.</td>
<td>42.25</td>
<td>87.95</td>
<td>62.23</td>
<td>13.92</td>
</tr>
<tr>
<td>3. B.Com.</td>
<td>87.5</td>
<td>69.23</td>
<td>50.00</td>
<td>38.46</td>
</tr>
</tbody>
</table>

Comparative Chart for Programme-wise Year to Year Pass Percentage of the College.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Students are informed regarding various available courses in reputed institutes, their admission procedure.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

By providing extra guidance and motivation and counseling.

5.3 Student Participation and Activities
5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Kho-Kho, Kabaddi, Badminton, Table Tennis, and Volley ball grounds are available. In the beginning session students are selected for various teams and the sports material is issued to them. District level sports competitions are organized as per the sports calendar of higher education department.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

1 Parmanand Alawa  Student of B.A. II Year has Participated in national level Chesh at Indore 2015.

2 Jakira Pathan  Student of B.Com II Year has participated in Cricket at Indore 2014.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions

Informal feedback is obtained from graduates to improve the performance and quality of the institutional provisions. Being a govt. institution state govt. take all the necessary steps for improvement of the quality of the college.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Such a type of publication is not done in the college.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The last student union election (indirect) was held in the year 2011-12. There has been no student union elections after this due to the ban imposed by the State Department of Higher Education (M.P.)

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

E-News letter committee tree plantation committee

NSS advisory committee. To organize annual function various committees are formed students are nominated in various committees as per their interest and inclination.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.
College is having Alumni association. The annual meeting is organized and valuable suggestions are sought from them.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Nil.
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.?

Though the college is governed by the State Government, and the college administration is bound by the policies framed by the Department of Higher Education from time to time, based on the locality, the local culture, occupation of the inhabitants, the kind of students that the college caters to, the language and dialect the locals speak, this college has some individual vision and mission. The primary objective of the college is to cater to the higher educational needs of the rural students. As mentioned in the answer to point no. 1.1.1., the vision of the college is to develop the college as an educational hub with all modern facilities and open all branches of study for the student community which will provide them with equal opportunities as the urban student community. The college is striving continuously towards achieving this goal. With limited resources and infrastructure, the college has come of age in carving a niche in the locality as a valuable centre of learning.

In order to communicate the institutional goals and objectives, however, some specific goals and objectives of the college are given in the 'Right to Information' manual, 2005 brought out by the college, which are as follows:

1. To provide qualitative traditional higher education to the rural students.

2. To impart skill-based education for overall personality development of the students along with traditional education,

3. To endeavour to make higher education meaningful and socially relevant to the extent possible.

4. To change the various facets of education according to the needs of the time while keeping its basic structure intact.

5. To give higher education a direction towards employment-oriented training.

The college visualizes its future growth plan with more and more professional courses that will help the students opt for subjects both in UG for better career opportunity.
6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The State government policies are framed at the State level and at the college level the Principal, as the Head of the institution, ensures that such policies are implemented in letter and spirit. As regards the quality policy, again, the institution is bound by the quality policy of the State government. However, at the institutional level the Principal, in consultation with the faculty members, is empowered and can play a big role in adopting quality measures, implementing them and even improving upon that laid down by State government. For instance certain fund for implementation of IQAC has been allotted to this college and the sole responsibility of constituting the IQAC as per the norms laid down by the UGC, fund management, and ensuring the outcome of the IQAC lies with the Principal. The Principal delegates various responsibilities of the quality management to his senior faculty members, monitors and reviews the same periodically.

6.1.3 What is the involvement of the leadership in ensuring?

- The policy statements and action plans for fulfillment of the stated mission

The principal ensures that the teaching, learning and evaluation policies of the institution vis-a-vis the curricula received from the University/Central Board of Studies are implemented and are running according to the academic calendar, and the same is reflected in the results. The Principal also suggests and/or invites suggestions from other faculty members for improvements in the methods and modalities of the teaching/learning system, and monitors the implementation of the suggestions and ensures continuous improvement in the outcome. He also oversees that the State government policies on education, reservation, various types of financial assistance in the form of grants etc., are strictly followed by the concerned departments/sections.

- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

At the college level, the Principal, along with the Faculty members, formulates the future growth plans of the institution and designs plans accordingly, particularly in the areas of opening professional courses, infrastructure development, environment etc. These plans are then translated into various project proposals and the same are forwarded to the State Government, District Planning Board and/or the Janbhagidari Samiti for approval in principle and/or approval of funds. Once the plans and the funds are approved by the concerned agency, specific plans are made for executing the projects

- Interaction with stakeholders
And

- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

As regards interaction with stakeholders, the Janbhagidari Samiti along with the College Administration, determines the needs of the college in respect of utilizing the local funds available. This is mostly done with respect to infrastructure development, maintenance, institutional discipline, appointment of teachers for self-financed courses etc.

- Reinforcing the culture of excellence

And

- Champion organizational change

As regards staff/student discipline, innovative teaching methods using modern technological devices, internal evaluation etc., changes are wrought into the organizational culture by continuous interaction between the Principal and the Faculty

Through continuous interaction with Faculty members and staff council meetings, attempts are made to bring changes into the Organizational culture.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

For framing of policies, plans, and execution of projects, various Committees are constituted by the Principal at the beginning of each academic year. These committees are responsible for the particular projects assigned to them and are accountable to the Principal about their progress. Periodic meetings are organized by the Principal along with the Committees in order to review the progress and problems faced, if any, in the implementation of the plans/projects.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

By--

Encouraging individual teachers for taking up Research Projects from UGC or other funding agencies from time to time.

Encouraging individual teachers in the area of research particularly in writing and publishing of research papers on relevant topics.
Facilitating methodological change in classroom teaching using technological devices such as computers and internet, projectors, interactive boards, virtual classrooms etc.

6.1.6 How does the college groom leadership at various levels?

Under the present organizational structure, the Principal is the sole head of the activities of the college, both Academic and Administrative. Yet, there are certain areas where he needs assistance from the senior faculty members. In areas such as taking decisions on policy matters by Staff Council, and other important areas like Anti Ragging, Discipline, NAAC, UGC, IQAC, Purchase Committees and developmental projects, the Principal assigns the responsibilities to senior faculties. However, these are internal arrangements, and the final decision making power and the responsibility for each area lie with the Principal.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The Head of each department is given autonomy and responsibility for planning and implementation of the respective curriculum for teaching, paper-wise/unit-wise distribution of curriculum among the teachers, taking Comprehensive Continuous Examinations (CCEs), planning practical classes, and both internal and external practical examinations. They are also empowered to form strategy for future development of the department and plan developmental projects, send proposals to UGC, plan seminars in their departments etc.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Yes. It is practised through the various levels of committees in Janbhagidari Samiti. Its three organs are 1). General Body, 2) Management Committee, and 3) Finance Committee. All these committees are constituted with the senior faculty members of the college as well as the members of Janbhagidari Samiti

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The quality policy is laid down by the State government from time to time. The years 2011-12 and 2012-13 were declared by the Department of Higher Education, Govt. of M.P. as ‘Quality Year.’ A Quality manual was published by the Department with an action plan. The said quality policy is reflected in the curricular as well as extra-curricular activities of the college. Seminars/Workshops were conducted in different colleges of the State in which the teachers from this college also participated and presented research papers.
6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

For the last five years, the college has been on the path of development in various aspects. The number of computers installed in the college in the last five years has gone up from 1 unit in 2010 to 14 units in 2014. As a consequence the college has been facing a big demand for physical infrastructure like classrooms, computer laboratory buildings and other laboratory buildings. Since there is a geometric increase in the number of books procured in the Central Library every year, need for another Library building also has come up. Therefore, the aspects included in the future plans are:

A) Physical infrastructure
B) Technology-enabled classrooms

6.2.3 Describe the internal organizational structure and decision making processes.

At the institutional level the Principal is the final authority on administrative matters. As far as the financial matters are concerned, the Principal manages the utilization of all government funds. For the utilization of UGC grants the Principal constitutes a separate UGC committee as per UGC norms. For spending of local developmental funds, a Janbhagidari Samiti is constituted at the institutional level consisting of the President nominated by the State Government, the District Collector or his representative as the Vice-President, the Principal of the college as the Secretary and other members representing teachers, parents and eminent local people.

Staff Council is the Role Body functioning in the college, the decisions of which have the statutory standing.

An Organization Chart including the Principal and the Staff is enclosed for reference.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
  To bring down the drop out rate of students by improving their pass percentage.
  - To regularize the attendance of students in the classrooms.
  - To create a learner-centric system of learning in the classrooms.
  - To organize training sessions for teaching staff to enable them to use technological teaching devices in the classrooms.
To devise a format for feedback from students and parents.

• To devise a uniform format for Curriculum planning and implementation in the departments.

• Research & Development

To organize seminars in as many subjects as possible so that involvement of teachers is ensured.

• To encourage teachers to attend academic seminars/conferences both national and international.

• Community engagement

Through NSS, Law Department, Department of Social Work etc. the college organizes camps through students for various social activities.

• Human resource management

The college administration plans optimum utilization of available human resources by effectively deploying the administrative and services staff.

• Industry interaction

To organize Career Fair for student placements in which participation of various business organizations will be ensured.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

A 'Jansunvai' Centre is available in the college through which suggestions/grievances are received from students/parents. The Principal and the senior faculty members address these problems/suggestions on Tuesdays. In addition, through continuous interaction with the teachers and students, the Principal collect information on various academic/extra-curricular activities of the college and uses this information for further improvement.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Staff members are assigned the work of sanctioning the scholarship, free-ship. Faculty members are encouraged to actively participate in decision making process regarding book purchase and other activities.
6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolution

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Resolution</th>
<th>Implementation</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Water facility tube well Water Pipe line</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>02</td>
<td>Girls Toiled facility</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>03</td>
<td>Boys Toiled Facility</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>04</td>
<td>Girls Common Room renovating</td>
<td>Yes</td>
<td>Completed</td>
</tr>
</tbody>
</table>

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Yes, college has not applied to obtain autonomy as we do not fulfill the criteria for this.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Yes. The following committees are constituted by the Principal at the start of every academic year:

1. Anti Ragging Committee
3. Disciplinary Committee

The mechanism works as follows:

As soon as a complaint worthy of hearing is received by the Principal, the same is handed over to the Coordinator of the related Committee with a time-bound schedule for disposal of the case. The Coordinator then convenes a meeting to discuss the complaint. The committee summons both the complainant and the accused, if they so wish, and after the examinations and recording the statements of both the parties, and evaluation of the whole situation, arrives at an appropriate conclusion, and makes recommendations to the Principal for necessary action.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No.
6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

No.

6.3 Faculty Empowerment Strategies
6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Staff member were allowed and encourage attending the orientation and refreshers courses. Administrative academy of mp govt. organizes various short-term training programmes for teaching and non-teaching staff.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Staff member attended various courses organized by administrative academy Bhopal.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

For the regular teaching staff, the college follows the same "Academic Performance Index" format as was devised by the UGC and adopted by the State Government. In the said API format, in addition to teaching, information on all the activities assigned to each faculty is objectively evaluated and scores awarded to eventually arrive at the final scores. The following are the criteria assessed in the API format:

1. Teaching, tutorials, and evaluation work done
2. Reference/Study materials provided to the students.
3. Participation of the individual teacher in the Co-Curricular activities of the college.
4. Research, Publication and other Academic contributions

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

In the present system, there is no mechanism by which the outcome of the assessment is communicated to the Stakeholders. The performance appraisal is done by a three member committee chaired by the Principal of the college, which
is then forwarded to the Additional Director for his comments before being forwarded to the final authority on the matter i.e. the Commissioner, Higher Education, Government of M.P. At the Commissioner level, the API ratings are taken into account in the promotions and placements of individual teacher/non-teaching staff.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

All the welfare schemes of state govt. are available for teaching and non-teaching staff.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Govt. of M.P. has the power of posting/transfer of faculty members.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

1. As regards utilization of the government funds, there are two kinds of budgetary allocations viz., Plan and Non Plan. All the recurring expenditures like salaries and wages, various regular allowances including TA/DA, maintenance expenses like water, electricity, telephone, come under Non-Plan and any allocations for special projects like construction of buildings, procurement of equipments/books, various maintenance jobs come under Plan expenditure. Since the last three years Non-Plan expenditures have been Under 'global system' which means allocations on actual basis.

2. As far as the use of other funds are concerned, basically there are the following two sources:

a) Janbhagidari Fees:

An annual fees of Rs.300/- per student is collected for various developmental work. For utilization of the said amount, the College requires sanction from Janbhagidari Samiti. The Management committee of the college prepares various project proposals considering both sort term and long term plans and requirements of the college in other areas such as staff/student welfare. Different projects are approved after considering their pros and cons in detail. The resolutions, so passed, have statutory standing and are recorded in the register. The responsibility of the execution of the various projects so sanctioned lies with the college administration.
b) **UGC Developmental Grants**

The UGC developmental grants are allotted based on the Proposals submitted by the college during each five-year plan. A Planning Board constituted by the Principal prepares a detailed proposal to be submitted to the UGC. For this purpose, the Board considers the long-term developmental plan of the institution in areas such as academic, infrastructure, equipment and books. Thus at the time of the receipt of the grants, the various projects and areas for the utilization of UGC grants are pre-determined. The Principal is empowered to utilize the amount for the approved item based on the purchase/construction rules and parameters as laid down by the State government/UGC from time to time.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

1 All the government funds are audited by

   i. The Department of Higher Education, Govt. of M.P. &

   ii. The Office of the Accountant General, M.P.

However, the last audit took place in the year 2003.

(2) UGC funds are audited by a Chartered Accountant and the audited accounts are sent to the UGC, Central Regional Office, Bhopal. The Auditing for UGC grants is done for each head under which funds are allocated, such as Building Construction, Purchase of equipments/books and journals, furniture, computers, expenses incurred by Career Guidance Cell etc.

(3) Since Janbhagidari Samiti is registered under The Registrar, Firms and Societies, its accounts are audited by a Chartered Accountant and the annual audited accounts are forwarded to the said authority.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Collection of fee from the students, and UGC fund are the major sources of institutional receipts/funding. All the expenditures are incurred by state govt.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

No
6.5 **Internal Quality Assurance System (IQAS)**

6.5.1 Internal Quality Assurance Cell (IQAC)

(a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, IQAC played very important role for future planning, teacher appraisal system, getting students feedback.

(b) How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

IQAC has regularly monitored the requirement of the college and recommended accordingly to the management.

JBS and College administration has implemented all the recommendations of the IQAC.

(c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes, representative of district collector is the member of IQAC.

(d) How do students and alumni contribute to the effective functioning of the IQAC?

Since the IQAC is at its initial stage, it would be too early to speak on this area. However, the Alumni Association of the college is being formed, and this along with the present student community will be consulted in future with regard to the functioning of IQAC.

(e) How does the IQAC communicate and engage staff from different constituents of the institution?

In case of this college, it is a single institution. The policy framed by the IQAC with regard to enhancement of academic as well as administrative quality of the college is communicated to its staff through the Heads of various departments and sections of the college, and directions given for implementing them.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

As mentioned in point no.6.5.1, the newly constituted IQAC is in the process of making such a framework.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.
Yes. However, it is at the initial stage.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

The academic audit system is not in place. In future, the IQAC may initiate the same.

6.5.5 How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Not yet operational.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Teacher dairy and attendance registers are maintained by faculty members which are inspected and signed by the principal. Principal of the lead college and additional director also supervise these documents during their visits.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

All important decisions and minutes of the IQAC are shared with all members and students.

Any other relevant information regarding Governance Leadership and Management which the college would like to include. Nil.
7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The activities of the college by and large do not pollute the environment as there are no effluents or hazardous gases emitted by the institution. Yet the college is environment conscious and has done sufficient plantations, developed gardens in the campus.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation: NA

Staff members are not using their vehicles at least once in a week. Pool system is also encouraged.

Students are encouraged to save electricity now they are habitual of switching off the electrical appliances while leaving the classroom.

* Use of renewable energy: Nil
* Water harvesting: Yes
* Check dam construction: Nil.
* Efforts for Carbon neutrality: Nil.
* Plantation: Yes

NSS unit is active and rigorous plantation was done successfully in the campus.

- Hazardous waste management:

As the college does not produce any waste of hazardous nature so the waste management is not required.

- e-waste management:

As yet there is no significant e-waste is generated hence e-waste management is not require

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

from the session 2012-13. The objectives behind such an initiative was to highlight the activities of the college both in curricular and extracurricular fields. It also provides a suitable platform for both teachers and students to express themselves
in creative and innovative ways on current issues facing the country and also to share knowledge and perspectives on higher education.

1. Assembly and Extempore Speeches.

The college has been conducting Teacher-Student Assembly in the morning session since the academic year 2012-13 in which the assembly sings National Anthem and Madhya Pradesh Song. Immediately after this, the students are informed of the important regular activities of the college. Students are also invited to the dais to speak extemporily on topics such as time-management, discipline, culture and heritage of the country, great personalities etc.

This has impacted the overall performance of the college in the areas of student attendance, punctuality of teachers, exchanging ideas, disseminating knowledge/information among students and above all a collective presence of the staff and students of the college at one place.

7.3 Best Practices

7.3.1 Best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

1. Has the institution established internal quality assurance. (YES)

2. Does student participate in the quality enhancement initiatives of the institution? (YES)

3. What is the percentages of the following student categories in the institution?

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Category</th>
<th>No. of Students</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>SC</td>
<td>89</td>
<td>27%</td>
</tr>
<tr>
<td>b.</td>
<td>ST</td>
<td>153</td>
<td>47%</td>
</tr>
<tr>
<td>c.</td>
<td>OBC</td>
<td>47</td>
<td>14%</td>
</tr>
<tr>
<td>d.</td>
<td>Women</td>
<td>240</td>
<td>74%</td>
</tr>
<tr>
<td>e.</td>
<td>Differently abled GEN</td>
<td>37</td>
<td>11%</td>
</tr>
<tr>
<td>f.</td>
<td>Rural</td>
<td>300</td>
<td>93%</td>
</tr>
<tr>
<td>g.</td>
<td>Any other specify</td>
<td>21</td>
<td>7%</td>
</tr>
</tbody>
</table>
4. What is the percentages of the following categories staff?

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. SC</td>
<td>03</td>
<td>37.50</td>
<td>01</td>
<td>9.09</td>
</tr>
<tr>
<td>b. ST</td>
<td>05</td>
<td>62.50</td>
<td>04</td>
<td>36.36</td>
</tr>
<tr>
<td>c. OBC</td>
<td>0</td>
<td>0</td>
<td>03</td>
<td>27.27</td>
</tr>
<tr>
<td>d. Women</td>
<td>01</td>
<td>2.50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Physically challenged</td>
<td>0</td>
<td>0</td>
<td>01</td>
<td>9.09</td>
</tr>
<tr>
<td>f. GEN</td>
<td>0</td>
<td>0</td>
<td>02</td>
<td>18.18</td>
</tr>
</tbody>
</table>

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Category</th>
<th>Admission (%) 2011-12</th>
<th>On completion of the course (%) 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>SC</td>
<td>23</td>
<td>89</td>
</tr>
<tr>
<td>b.</td>
<td>ST</td>
<td>180</td>
<td>153</td>
</tr>
<tr>
<td>c.</td>
<td>OBC</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>d.</td>
<td>Women</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td>e.</td>
<td>Physically challenged</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f.</td>
<td>General category</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>g.</td>
<td>Any other specify</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
Department wise information at present

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Subjects</th>
<th>No. of Proff.</th>
<th>No. Students</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hindi</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economics</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sociology</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Political Science</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Geography</td>
<td>01</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Commerce</td>
<td>02</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Best Practices

1. Title of the Practice

   Awareness of govt. welfare schemes in local dialect (-----)

2. Goal

   We being an institution of higher education feel it our moral responsibility to help the backward and marginalized sections of the society by spreading awareness about various govt. welfare schemes through our students. It is our efforts to abridge the communication gap between the govt. agencies and under privileged persons on one hand and to develop sense of social responsibility among the students. Aware the student for govt. and Privet jobs.

3. The Context

   Often it is observed that the terms and conditions of various govt. schemes are either ambiguous or complicated that a common man finds it difficult to select the proper scheme for maximum advantage. This leads to the interference of middle men who snatch a sizeable share of benefits. The challenge before us was to educate the persons concerned to be able to communicate with concerned authorities so that existence of shady middle men is removed.

4. The Practice

   Information about all the Welfare schemes of state govt. were collected and translated into Nimadi and local languages. Rules and regulations about the schemes were discussed with concerning officers. Their opinions about the success rate of the schemes were obtained. It was realised that stakeholders and marginalized people
are not availing the benefits of schemes due to their ignorance. So the translated version of the schemes were printed and distributed to primary school teachers and Panchs of various village Panchayats. Students of our college also carried these leaflets to their villages and described about the schemes in local dialect Nimadi. In their neighborhood. Illiterate villagers after learning about the schemes in their own dialect could understand easily about the criterion, time-limit, eligibility and process to avail the benefits.

5 Evidence of Success

Special scheme for fishermen to get fish-seed on subsidized rates, free distribution of nets and gears, and training for the fish-culture was not implemented successfully in the previous years. But now most of the fishermen are availing the benefits of aforesaid schemes and fish-culture has become profitable in the area and more earn mony for future.

School of excellence Dhar is conducting entrance exam at district head quarter for selection of students. There is a provision of free accommodation, extra coaching and free coaching for medical and engineering entrance exams also. In previous years students only from nearby villages were appearing in entrance tests and people of remote area were deprived due to their ignorance. It is remarkable to mention that the students from hilly and remote area are appearing in large number and also getting admission in the school of excellence which in turn has seen a growth in collegiate admissions. This has been made possible by largely due to efforts of our students.

Balram Talab Yojana, Hybrid seed distribution, Sprinkler irrigation method, Drip irrigation method, Janani Suraksha Yojana, Ladli Lakshmi Yojana and some other schemes are now well known to villagers and they are getting the benefits of these schemes.

6 Problems Encountered and Resources Required

To begin with it was necessary to obtain the details of all the relevant welfare schemes from the concerned departments. As a next step they had to be got translated in the local dialect which would be self-explanatory. The text was printed in a booklet form and was distributed through the students in the villages on weekly market days.

Gram Panchayats were also requested to retain few copies for reference. Students were also asked to read out and explain the text to the villagers through their personal contacts in their leisure time.

To mobilize the scheme, management of human and financial resources posed a big challenge which was successfully meted out.

7 Notes (Optional) Nil.

8 Contact Details
Some other best practices

1. Everyday after the prayer breaking news is read, headlines of news papers are discussed with the students.

2. Flag hoisting is done daily, followed by recital of national anthem and Madhya Pradesh Gaan. Students and staff members are felicitated on the occasion of their birthdays.

3. Welcome/farewell party is organized to create cordial environment.

4. There is a provision for free ship to deprived students by JBS.

5. Subsidized transportation is provided to students from bus stand to college.

6. First-aid box is available in Sports Home Science department.

7. Complaints/suggestions box is placed in the college for students which is opened once in a week and complaints are addressed to.

8. Monthly news bulletin is prepared and displayed by students.

9. Students are trained in martial arts for self-defense.

10. Teachers Day is celebrated by the students every year.

11. Students of the college make donations to help poor students financially.

12. Due to ignorance and negligence on part of the rural women folk proper hygiene is not observed which is the cause of high rate of infectious diseases. Volunteers of NSS are advised to interact with them to encourage the practice of using proper sanitary napkins.
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: - Department of English

2. Year of Establishment: - UG 2008


5. Annual/ semester/choice based credit system (programme wise):- Semester System

6. Participation of the department in the courses offered by other departments: - No

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

8. Details of courses/programmes discontinued (if any) with reasons: - Nil

9. Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. P.S. Nargesh</td>
<td>M.A. Ph.D</td>
<td>Asst. Prof.</td>
<td>Indian writing in English</td>
<td>12 Year</td>
<td>-</td>
</tr>
</tbody>
</table>

11 List of senior visiting faculty - Nil

12 Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13 Student -Teacher Ratio (programme wise):- English lang. at UG level
   UG 1:16

14 Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15 Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: - Ph.D

16 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17 Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18 Research Centre / facility recognized by the University: - Nil

19 Publications: - Nil

   a. a) Publication per faculty: - Nil

   b. Number of papers published in peer reviewed journals (national / international) by faculty and students: - Nil

   * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil

   * Monographs: - Nil

   * Chapter in Books: - Nil
* Books Edited: - Nil
* Books with ISBN/ISSN numbers with details of publishers: - Nil
* Citation Index - Nil
  * SNIP - Nil
  * SJR - Nil
* Impact factor - Nil
  * h-index- Nil

20 Areas of consultancy and income generated: - Nil

21 Faculty as members in:-
  a) National committees b) International Committees c) Editorial Boards.... :-Nil

22 Student projects

  i. Percentage of students who have done in-house projects including inter departmental/programme :- Nil

  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:-Students do their internship projects works in other agencies which is a part of their final year syllabus.

23 Awards / Recognitions received by faculty and students:- Nil

24 List of eminent academicians and scientists / visitors to the department: - Nil

25 Seminars/ Conferences/Workshops organized & the source of funding

  a. National - Nil

  b. International - Nil

26 Student profile programme/course wise: - UG -

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. (English Lit.)</td>
<td>12</td>
<td>12</td>
<td>00 12</td>
<td>100%</td>
</tr>
<tr>
<td>B.A. (English)</td>
<td>292</td>
<td>292</td>
<td>20 272</td>
<td>75%</td>
</tr>
<tr>
<td>B.Com (English)</td>
<td>35</td>
<td>35</td>
<td>15 20</td>
<td>100%</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female
27. Diversity of Students:

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.( English lit.)</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>B.A.(English lang.)</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>B.Com( English lang.)</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

29 Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>100%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td>Nil</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30 Details of Infrastructural facilities

a. Library :- NA

b. Internet facilities for Staff & Students :- yes

c. Class rooms with ICT facility :- NA

d. Laboratories :- NA

31 Number of students receiving financial assistance from college, university, government or other agencies:- Nil

32 Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - Nil

33 Teaching methods adopted to improve student learning: - Group discussion and class room teaching
34 Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35 SWOC analysis of the department and Future plans

**Strength:** -
1. One qualified regular teacher
2. The students are regular and hard working
3. Separate class room
4. Library
5. Computers with internet facility are available

**Weakness:** -
1. Lack of books of English literates in college library
2. There is no separate departmental library and room for the department

**Opportunities:** -
1. The department offers good opportunities to students who are graduate in English since there are lot of vacancies for the post of English teachers in the near by schools and college. Knowledge of English also helps them crack competitive examinations and progress to further his/her studies.

**Challenges:** -
1. To increase the number of sanctioned teacher in English department
2. To Open properly M.A. Classes.
3. To teach English language and literates to vernacular Medium students.
4. To inculcate in the students a language culture to cope with the competitive job market.
5. To arrest the declining trend in the number of students opting for English lit. In UG courses by motivating them to opt for the Subject at UG levels so that more and more students take the advantage of the department
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

01- Name of the department: - Department of Economics

02- Year of Establishment: - UG 1989

03- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):- B.A.and. English lang. At UG level.

04- Names of Interdisciplinary courses and the departments/units involved: - English lang. In B.A./B.Com

05- Annual/ semester/choice based credit system (programme wise):- Semester System

06- Participation of the department in the courses offered by other departments: - No

07- Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

08- Details of courses/programmes discontinued (if any) with reasons: - Nil

09- Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Arjun Gore</td>
<td>M.A., M.Phil, Net</td>
<td>Asstt.Prof.</td>
<td>Economics</td>
<td>04 Year</td>
<td>-</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12-Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13-Student -Teacher Ratio (programme wise):- English lang. at UG level

14-Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15-Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.\ Ph.D
16-Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17-Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil
18-Research Centre /facility recognized by the University: - Nil

19-Publications: - Nil
   a. a) Publication per faculty: - Nil
   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Nil

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil
- Monographs: - Nil
• Chapter in Books: - Nil
• Books Edited: - Nil
• Books with ISBN/ISSN numbers with details of publishers: - Nil
• Citation Index - Nil
  * SNIP - Nil
  * SJR - Nil
• Impact factor - Nil
• h-index- Nil

20- Areas of consultancy and income generated: - Nil

21- Faculty as members in:-
  a) National committees b) International Committees c) Editorial Boards…. :-Nil

22- Student projects

  i. Percentage of students who have done in-house projects including inter departmental/programme :- Nil

  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:-Students do their internship projects works in other agencies which is a part of their final year syllabus.

23- Awards / Recognitions received by faculty and students:- Nil

24- List of eminent academicians and scientists / visitors to the department: - Nil

25- Seminars/ Conferences/Workshops organized & the source of funding

  a. National - Nil
  b. International - Nil
26- Student profile programme/course wise: - UG -

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>Enrolled *F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.( Economics)</td>
<td>182</td>
<td>182</td>
<td>12</td>
<td>170</td>
<td>90%</td>
</tr>
</tbody>
</table>

*M = Male *F = Female

27. Diversity of Students:

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. (Economics)</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? - Nil

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>90%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
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<td>Campus selection</td>
<td>Nil</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30- Details of Infrastructural facilities

a. Library :- NA

b. Internet facilities for Staff & Students :- yes

c. Class rooms with ICT facility :- NA

d. Laboratories :- NA
31- Number of students receiving financial assistance from college, university, government or other agencies:- Nil

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - Nil

33- Teaching methods adopted to improve student learning: - Group discussion and class room teaching

34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35- SWOC analysis of the department and Future plans

**Strength: -**
1. One qualified regular teacher
2. The students are regular and hard working
3. Separate class room
4. Library
5. Computers with internet facility are available

**Weakness :-**
1. Lack of books of Economics in college library
2. There is no separate departmental library and room for the department

**Opportunities :-**
1. The department offers good opportunities to students who are graduate in English since there are lot of vacancies for the post of English teachers in the near by schools and college. Knowledge of English also helps them crack competitive examinations and progress to further his/her studies.

**Challenges:-**
1. To increase the number of sanctioned teacher in Economics department
2. To Open properly M.A. Classes.
3. To teach Economics to vernacular Medium students.
4. To inculcate in the students a language culture to cope with the competitive job market.
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1- Name of the department: - Department of Hindi
2- Year of Establishment: - 1989

3- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : - B.A. and M.A. in Hindi lit. Hindi language of UG level

4- Names of Interdisciplinary courses and the departments/units involved: - B.A, B.Com Hindi lang.

5- Annual/ semester/choice based credit system (programme wise):- Semester System

6- Participation of the department in the courses offered by other departments:- Language part of the syllabus for B.Sc , B.Com & B.A. is coveted by the department

7- Courses in collaboration with other universities, industries, foreign institutions, etc. :- Nil

8- Details of courses/programmes discontinued (if any) with reasons:-

9- Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. D.S. Thakur</td>
<td>M.A., Net</td>
<td>Asstt.Prof.</td>
<td>Bhasha Vigyan</td>
<td>11 years</td>
<td>Nil</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student -Teacher Ratio (programme wise): - UG 455/1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre / facility recognized by the University: - Nil

19- Publications:
   a. a) Publication per faculty:
   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - National 03, International 01

   - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil
• Monographs:- Nil

• Chapter in Books: - Nil

• Books Edited:- Nil

• Books with ISBN/ISSN numbers with details of publishers: - Nil

• Citation Index - Nil

  • SNIP - Nil
  • SJR - Nil

• Impact factor - Nil

• h-index- Nil

20- Areas of consultancy and income generated: - Nil

21- Faculty as members in:- Nil

a)National committees b) International Committees c) Editorial Boards…. :-Nil

22- Student projects

  i. Percentage of students who have done in-house projects including inter departmental/programme :- Nil

  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies :- Nil

23- Awards / Recognitions received by faculty and students:- Nil

24- List of eminent academicians and scientists / visitors to the department: - Nil

25- Seminars/ Conferences/Workshops organized & the source of funding

  a. National -Nil

  b. International - Nil
26-Student profile programme/course wise: - UG

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Hindi lit.</td>
<td>128</td>
<td>128</td>
<td>18</td>
<td>110</td>
</tr>
<tr>
<td>B.A. Hindi lang</td>
<td>327</td>
<td>327</td>
<td>37</td>
<td>290</td>
</tr>
</tbody>
</table>

*M = Male *F = Female

27- Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. Hindi lit.</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>B.A. Hindi lang</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>B.Com Hindi lang</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?- Nil

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>90%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
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<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30- Details of Infrastructural facilities

a. Library :-) NA
b. Internet facilities for Staff & Students :-) yes
c. Class rooms with ICT facility :-) NA
d. Laboratories :-) NA
31- Number of students receiving financial assistance from college, university, government or other agencies 100%

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -

33- Teaching methods adopted to improve student learning: - onup discussing class room reaching

34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35- SWOC analysis of the department and Future plans

**Strength:** -

(1) One well qualified teacher

36- Central college library.

37- Students are regular and hard working

**Weakness:** -

(1) Lack of Hindi literature books in library

**Opportunities:** -

(1) Books of Hindi literature can be increased in college library

(2) Separate departmental library can be established

(3) Student strength can be increased

**Challenges:** -

To increase the number of sanction post of teachers in Hindi department.

To Open M.A. classes properly P.G Classes

To increase student strength in UG classes.
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: - Department of Sociology

2. Year of Establishment: - 1989

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc)

4. Names of Interdisciplinary courses and the departments/units involved: - English leng. In B.A.

5. Annual/ semester/choice based credit system (programme wise):- Semester System

6. Participation of the department in the courses offered by other departments:- No

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

8. Details of courses/programmes discontinued (if any) with reasons: - Nil

9. Number of teaching posts

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porf. R.R. Pally</td>
<td>M.A(Sociology)</td>
<td>Asstt.Prof.</td>
<td>Social Change</td>
<td>UG 30 Years</td>
<td>Nil</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student -Teacher Ratio (programme wise):- B.A. 210/1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre /facility recognized by the University: - Nil

19- Publications: - Nil

   a. a) Publication per faculty: - Nil

   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Nil

   • Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) No

   • Monographs: - No
• Chapter in Books: - No
• Books Edited: - No
• Books with ISBN/ISSN numbers with details of publishers: - No
• Citation Index - No
  * SNIP - No
  * SJR - No
• Impact factor - No
• h-index - No

20- Areas of consultancy and income generated: - No

21- Faculty as members in:-
  a) National committees b) International Committees c) Editorial Boards.... : - No

22- Student projects

  i. Percentage of students who have done in-house projects including inter departmental/programme: - No

  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: - No

23- Awards / Recognitions received by faculty and students: - No

24- List of eminent academicians and scientists / visitors to the department: - No

25- Seminars/ Conferences/Workshops organized & the source of funding

  a. National - No

  b. International – No
26-Student profile programme/course wise: - UG - 2012-13 TO 2014-15

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*M</td>
</tr>
<tr>
<td>B.A. III</td>
<td>210</td>
<td>210</td>
<td>20</td>
<td>190</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27- Diversity of Students:- No

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. final</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?- Nil

29-Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>80%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employed</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus selection</td>
<td>Nil</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td>Nil</td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>Nil</td>
</tr>
</tbody>
</table>
30- Details of Infrastructural facilities
   a. Library : NA
   b. Internet facilities for Staff & Students : yes
   c. Class rooms with ICT facility : NA
   d. Laboratories : NA

31- Number of students receiving financial assistance from college, university, government or other agencies: Nil

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - 

33- Teaching methods adopted to improve student learning: Formation go M.C.Q

34- Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35- SWOC analysis of the department and Future plans

   **Strength:** - Result 80%
   **Weakness:** - No Placement
   **Opportunities:** - Women and child Development Department. opportunity in NGO

   **Challises:** (1) To open M.A. Classes
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1- Name of the department: - Department of Political Science

2- Year of Establishment: - 1989

3- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc UG B.A. and PG.M.A

4- Names of Interdisciplinary courses and the departments/units involved: - English leng. In B.A.

5- Annual/ semester/choice based credit system (programme wise):- Semester System

6- Participation of the department in the courses offered by other departments:- No

7- Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

8- Details of courses/programmes discontinued (if any) with reasons: - Nil

9- Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
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</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10- Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. / Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. R. C. Verma</td>
<td>M.A. M.Phil</td>
<td>Asstt.Prof.</td>
<td>Political Science</td>
<td>UG 28 Years</td>
<td>Nil</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student - Teacher Ratio (programme wise): - 213/1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: -

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre / facility recognized by the University: - Nil

19- Publications: - Nil

   a. a) Publication per faculty: - Nil

   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Nil

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) No

- Monographs: - No
• Chapter in Books: - No
• Books Edited: - No
• Books with ISBN/ISSN numbers with details of publishers: - No
• Citation Index - No
  * SNIP - No
  * SJR - No
• Impact factor - No
• h-index- No

20- Areas of consultancy and income generated: - No

21- Faculty as members in:-
  a) National committees b) International Committees c) Editorial Boards…. :-No

22- Student projects
  i. Percentage of students who have done in-house projects including inter departmental/programme :- No
  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:-No

23- Awards / Recognitions received by faculty and students:- No

24- List of eminent academicians and scientists / visitors to the department: - No

25-eminars/ Conferences/Workshops organized & the source of funding
  a. National - No
  b. International - No
26- Student profile programme/course wise: - UG

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. III</td>
<td>213</td>
<td>213</td>
<td>25</td>
<td>188</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27- Diversity of Students: No

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. final</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?- Nil

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>87%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td></td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

Nil
30- Details of infrastructural facilities
   a. Library :- NA
   b. Internet facilities for Staff & Students :- yes
   c. Class rooms with ICT facility :- NA
   d. Laboratories :- NA

31- Number of students receiving financial assistance from college, university, government or other agencies: - Nil

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -

33- Teaching methods adopted to improve student learning: - Formation go M.C.Q

34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35-SWOC analysis of the department and Future plans

**Strength:** - Result 87%

**Weakness:** - No Placement

**Opportunities:** - Women and child Development Department.
                      Opportunity in NGO

**Challises:** - (1) To open M.A. Classes
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: - GEOGRAPHY DEPARTMENT
2. Year of Establishment: - 1989
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):- UG
4. Names of Interdisciplinary courses and the departments/units involved: - Nil
5. Annual/ semester/choice based credit system (programme wise):- Semester System
6. Participation of the department in the courses offered by other departments: - Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:- Nil
8. Details of courses/programmes discontinued (if any) with reasons: - Nil
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asstt. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jyoti Dhole</td>
<td>M.A, MPhil Ph.D, Net</td>
<td>Asstt.Prof.</td>
<td>Geography</td>
<td>11 years</td>
<td>-</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student - Teacher Ratio (programme wise):- UG 96:1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled :- 1) Lab Technician Sanctioned - 01
   1) Lab Attendant Sanctioned - 01

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:-

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre / facility recognized by the University: - Nil

19- Publications:-
   a. a) Publication per faculty: -
   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Total 16 International 14, National 02

   - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
• Monographs
  * Chapter in Books
  * Books Edited -

• Books with ISBN/ISSN numbers with details of publishers

• Citation Index
  * SNIP -
  * SJR -

• Impact factor

• h-index-

20- Areas of consultancy and income generated: - Nil

21- Faculty as members in

a) National committees b) International Committees c) Editorial Boards: -
  02 National, 02 international, 01 Editorial

22- Student projects

  a. Percentage of students who have done in-house projects including inter
     departmental/programme: - Nil

  b. Percentage of students placed for projects in organizations outside the
     institution i.e. in Research laboratories/Industry/other agencies: - Nil

23- Awards / Recognitions received by faculty and students: - 01 Awarded by
  Hr. Edu Minister on 26th Jan 2022 in the 02nd Annual Conference
  02 Awarded for Highest publication in Nepal

24- List of eminent academicians and scientists / visitors to the department: - Nil

25- Seminars/ Conferences/Workshops organized & the source of funding

  a. National -

  b. International -
26-Student profile programme/course wise: - UG - 2012-13 TO 2014-15

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>96</td>
<td>96</td>
<td>16</td>
<td>80</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27- Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc Zoology</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?- N.A

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
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</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30- Details of Infrastructural facilities

m) Library :- Central library :- Central Library
   a. Internet facilities for Staff & Students :- Yes
   b. Class rooms with ICT facility :- No
   c. Laboratories :- Yes
31- Number of students receiving financial assistance from college, university, government or other agencies - Post metric scholarship for SC/ST/OBC UG 2014-15 students

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - Nil

33- Teaching methods adopted to improve student learning - Lecture mathor Through LCD projectors interactive Board

34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35-SWOC analysis of the department and Future plans

**Strength:**
The department has sufficient students strength. Department has only one sanction post of Asstt.Prof.

**Weakness:** - After graduation the students, particularly girls, face stagnation in the subject because there are no PG courses available in Geography either in the college or in the nearby area. Development of lab of still required.

**Opportunities:** - Geography is favorite subject of students the importance by Geography will never come down because through this subject students become aware of Enviornmantal.

**Challenges:** - To have developed lab, PG classes, No. of posts no. of reference are major challenges

**Future Plans:** - To set up a PG department with full fledged liberating and other facilities
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1- Name of the department: - Department of Commerce

2- Year of Establishment: - 1989

3- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc UG B.A. and PG.M.A

4- Names of Interdisciplinary courses and the departments/units involved: -

5- Annual/ semester/choice based credit system (programme wise):- Semester System

6- Participation of the department in the courses offered by other departments:- No

7- Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

8- Details of courses/programmes discontinued (if any) with reasons: - Nil

9- Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M. Phil. etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. B. S. Nigwale</td>
<td>M.com, Ph.d</td>
<td>Asstt.Prof.</td>
<td>Commerce</td>
<td>UG 11 Years</td>
<td>Nil</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student - Teacher Ratio (programme wise):- 35/1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre / facility recognized by the University: - Nil

19- Publications: - Nil

  a. a) Publication per faculty: - Nil

  b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Nil

  - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) No
  - Monographs: - No
• Chapter in Books: - No
• Books Edited: - No
• Books with ISBN/ISSN numbers with details of publishers: - No
• Citation Index - No
  * SNIP - No
  * SJR - No
• Impact factor - No
• h-index- No

20- Areas of consultancy and income generated: - No

21- Faculty as members in:-
  a) National committees b) International Committees c) Editorial Boards…. :- No

22- Student projects
  i. Percentage of students who have done in-house projects including inter departmental/programme :- No
  ii. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:-No

23- Awards / Recognitions received by faculty and students:- No

24- List of eminent academicians and scientists / visitors to the department: - No

25-eminars/ Conferences/Workshops organized & the source of funding
  a. National - No
  b. International - No

26-Student profile programme/course wise: - UG

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>B.Com.</td>
<td>35</td>
<td>35</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

*M = Male *F = Female
27- Diversity of Students:- No

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com.</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?- Nil

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>87%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td>Employed</td>
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<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30- Details of Infrastructural facilities

- Library :- NA
- Internet facilities for Staff & Students :- yes
- Class rooms with ICT facility :- NA
- Laboratories :- NA

31- Number of students receiving financial assistance from college, university, government or other agencies: - Nil

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -

33- Teaching methods adopted to improve student learning: - Formation go M.C.Q
34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35- SWOC analysis of the department and Future plans

**Strength:** - Result 87%

**Weakness:** - No Placement

**Challenges:** - (1) To open M.Com. Classes
3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1- Name of the department: - Department of Commerce

2- Year of Establishment: - 1989

3- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc UG B.A. and PG.M.A

4- Names of Interdisciplinary courses and the departments/units involved: -

5- Annual/ semester/choice based credit system (programme wise):- Semester System

6- Participation of the department in the courses offered by other departments:- No

7- Courses in collaboration with other universities, industries, foreign institutions, etc.: - No

8- Details of courses/programmes discontinued (if any) with reasons: - Nil

9- Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
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</tbody>
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<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. S.S. Tagore</td>
<td>M.com, Ph.d</td>
<td>Asstt.Prof.</td>
<td>Commerce</td>
<td>UG 11 Years</td>
<td>Nil</td>
</tr>
</tbody>
</table>

11- List of senior visiting faculty - Nil

12- Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: - Nil

13- Student - Teacher Ratio (programme wise): - 35/1

14- Number of academic support staff (technical) and administrative staff; sanctioned and filled: - Nil

15- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG...

16- Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - Nil

17- Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - Nil

18- Research Centre / facility recognized by the University: - Nil

19- Publications: - Nil

   a. a) Publication per faculty: - Nil

   b. Number of papers published in peer reviewed journals (national / international) by faculty and students - Nil

   • Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) No

   • Monographs: - No
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• Books Edited: - No
• Books with ISBN/ISSN numbers with details of publishers: - No
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  * SNIP - No
  * SJR - No
• Impact factor - No
• h-index - No

20- Areas of consultancy and income generated: - No

21- Faculty as members in:-
  a) National committees  
b) International Committees  
c) Editorial Boards…. :-No

22- Student projects
  i. Percentage of students who have done in-house projects including inter departmental/programme :- No
  ii. Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:- No

23- Awards / Recognitions received by faculty and students:- No

24- List of eminent academicians and scientists / visitors to the department: - No

25-eminars/ Conferences/Workshops organized & the source of funding
  a. National - No
  b. International - No

26-Student profile programme/course wise: - UG

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>B.Com.</td>
<td>35</td>
<td>35</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female
27- Diversity of Students-: No

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com.</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

28- How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.- Nil

29- Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>87%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>Nil</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>Nil</td>
</tr>
<tr>
<td>Employed\nCampus selection</td>
<td>Nil</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td>Nil</td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>Nil</td>
</tr>
</tbody>
</table>

30- Details of Infrastructural facilities

a. Library :- NA

b. Internet facilities for Staff & Students :- yes

c. Class rooms with ICT facility :- NA

d. Laboratories :- NA

31- Number of students receiving financial assistance from college, university, government or other agencies: - Nil

32- Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -

33- Teaching methods adopted to improve student learning: - Formation go M.C.Q
34- Participation in Institutional Social Responsibility (ISR) and Extension activities: - Nil

35- SWOC analysis of the department and Future plans

**Strength:** - Result 87%

**Weakness:** - No Placement

**Challises:** - (1) To open M.Com. Classes

### Teaching Staff Qualification

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of proff.</th>
<th>Qualification</th>
<th>Subject</th>
<th>App.year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. R.C. Verma</td>
<td>M.A, M.phil</td>
<td>Political Science</td>
<td>1985</td>
</tr>
<tr>
<td>2</td>
<td>Prof. R.R. Pallay</td>
<td>M.A.</td>
<td>Sociology</td>
<td>1987</td>
</tr>
<tr>
<td>3</td>
<td>Dr. P.S. Nargesh</td>
<td>M.A ph.d</td>
<td>English</td>
<td>2004</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Jyoti Dhole</td>
<td>M.A, M.phil, ph.d</td>
<td>Geography</td>
<td>2005</td>
</tr>
<tr>
<td>5</td>
<td>Prof. D.S. Thakur</td>
<td>M.A, Net</td>
<td>Hindi</td>
<td>2005</td>
</tr>
<tr>
<td>6</td>
<td>Prof. Arjun Gore</td>
<td>M.A, M.phil</td>
<td>Economics</td>
<td>2012</td>
</tr>
<tr>
<td>7</td>
<td>Dr. B.S. Nigwale</td>
<td>M.Com. Ph.d</td>
<td>Commerce</td>
<td>2005</td>
</tr>
<tr>
<td>8</td>
<td>Prof. S. S. Tagore</td>
<td>M.Com. Ph.d</td>
<td>Commerce</td>
<td>2005</td>
</tr>
</tbody>
</table>

Name steering Committee

Co-ordinator
(DR. P.S. Nargesh)
Head of Dept. English

Principal
(Prof. R.C. Verma)
Govt. Degree College
Dharampuri Distt. Dhar