GOVT. COLLEGE, MANDLESHWAR
DISTT. KHARGONE, (M.P.)

SELF STUDY REPORT

SUBMITTED TO

NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC),
BANGALORE.

2015-16
## CONTENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>i</td>
</tr>
<tr>
<td>Certificate of Compliance</td>
<td>ii</td>
</tr>
<tr>
<td>Affiliation Certificate</td>
<td>iii</td>
</tr>
<tr>
<td>2(f) Certificate</td>
<td>iv</td>
</tr>
<tr>
<td>12(B) Certificate</td>
<td>v</td>
</tr>
<tr>
<td>Profile of the College</td>
<td>1</td>
</tr>
<tr>
<td><strong>SWOC Analysis of the Institution Strengths:</strong></td>
<td>3</td>
</tr>
<tr>
<td>Criterion - I : Curricular Aspects</td>
<td>15</td>
</tr>
<tr>
<td>Criterion - II : Teaching, Learning and Evaluation</td>
<td>21</td>
</tr>
<tr>
<td>Criterion - III : Research, Consultancy and Extension</td>
<td>33</td>
</tr>
<tr>
<td>Criterion - IV : Infrastructure and Learning Resources</td>
<td>43</td>
</tr>
<tr>
<td>Criterion - V : Student Support and Progression</td>
<td>53</td>
</tr>
<tr>
<td>Criterion - VI : Governance, Leadership and Management</td>
<td>59</td>
</tr>
<tr>
<td>Criterion - VII : Innovations and Best Practices</td>
<td>71</td>
</tr>
<tr>
<td>(a) Environment Consciousness</td>
<td></td>
</tr>
<tr>
<td>(b) Innovations</td>
<td></td>
</tr>
<tr>
<td>(c) Best Practices</td>
<td></td>
</tr>
<tr>
<td>Evaluative Report of the Departments</td>
<td>76</td>
</tr>
</tbody>
</table>
Preface

Govt. College, Mandleshwar 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 order to answer about the two hundred and thirty questions contained 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 cooperation 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.

NAAC Steering Committee Coordinator

Principal

Govt. College Mandleshwar
Dist. Khargone (M.P.)
Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Govt. College Mandeshwar (Name of the institution) fulfills all norms

01. Stipulated by the affiliating University and/or

02. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and

03. The affiliation and recognition [if applicable] is valid 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 sent.

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: 17.5.16
Place: Maudeshwar

[Signature]
Principal of the Institution

(Name and Signature with Office seal)
DEVI AHILYA VISHWAVIDYALAYA, INDORE

UNIVERSITY HOUSE
INDORE - 452-001

Date = 8 JUL 2015

TO WHOM IT MAY CONCERN

This is to certify that Govt. College, Mandleshaw Madhya Pradesh is affiliated to the Devi Ahilya Vishwavidyalaya, Indore since 1982 and the following Courses/Subjects are taught in the college.

1. Three years B.A with the subjects Hindi Lit., English Lit., Political Science, Economics, Sociology & Foundation course.
2. Three years B.Com. course
3. Three years B.Sc. course with subjects Physics, Chemistry, Mathematics, Zoology, Botany & Foundation courses.
4. Two years M.A. course in Hindi Lit, English Lit, Political Science, Economics, Sociology.
5. Two years M.Com. course.

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

Registrar

[Signature]

[Note: The text is handwritten in Devanagari script.]
UNIVERSITY GRANTS COMMISSION
BAHRAICHAAH ZAFAR HUJAING
NEW DELHI

No. F. 880/82(CP)

January, 1984

27 JAN 1984

The Registrar,
Vikram University,
Ujjain.

Subject: Inclusion of colleges under section 2(f) of the UGC Act 1956

Sir,

I am directed to refer to your letter No. Stat/UGC-2(f)/83/2489 dated 7.10.1983 on the above subject and to say that the name of the following colleges have been included in the above list under "Govt. colleges teaching up to Bachelor's Degree":

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>Year of Ctt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Govt. Degree college, Jobat Distt. Jhobua (MP)</td>
<td>August 1983</td>
</tr>
<tr>
<td>(on temporary affiliation up to 83)</td>
<td></td>
</tr>
<tr>
<td>Dr. S.S. Kanhere.</td>
<td></td>
</tr>
<tr>
<td>ii. Govt. Degree College, Mandlewah Distt. Khargone</td>
<td>August 1982</td>
</tr>
<tr>
<td>(on temporary affiliation up to 83)</td>
<td></td>
</tr>
<tr>
<td>Dr. J.K. Dwivedi.</td>
<td></td>
</tr>
<tr>
<td>iii. Govt. Kalidas Girls College, Ujjain (MP)</td>
<td>1981</td>
</tr>
<tr>
<td>(on temporary affiliation up to 82-83)</td>
<td></td>
</tr>
<tr>
<td>Smt. Praveen Chaturvedi</td>
<td></td>
</tr>
</tbody>
</table>

The above colleges are not fit to receive central assistance in terms of rules framed under Section 12(A) of the UGC Act, 1956.

Yours faithfully,

(S.P. BHATIA)
Under Secretary

Copy to:

The Principal,

i. Govt. Degree college, Jobat, Distt. Jhobua (MP)

ii. The Principal, Govt. Degree college, Mandlewah, Distt. Khargone (MP)

iii. Govt. Kalidas Girls college, Ujjain (MP)

iv. All Officers/Sections in the UGC office.

(S.P. BHATIA)
No.F.B-142/91(CPP)  

The Registrar  

Vikram University  

Ujjain  

April, 1992  

Sub: Declaring a College fit to receive assistance under Section 12-B of the U.G.C. Act, 1956.

Sir,

I am directed to refer to your office letter No.DC/DC/92/WII/FYP/5888 dated 30.1.92 on the above subject and to say that it has been noted that the following colleges have been granted permanent affiliation from the Vikram University:

1. Govt. Girls College, Dewas  
2. Govt. College, Mandleshwar  
3. Govt. Girls College, Dhar  
4. Shri Sitaram Jaju Girls Degree College, Neemuch  
5. Govt. Girls College, Mandsaur  
6. Govt. College, Sanawad  
7. Govt. Kalidas Girls College, Ujjain  
8. Govt. College, Thandla  
9. Govt. Girls College, Barwani  
10. Govt. College, Petlawad  
11. Govt. College, Kukshi  
12. Govt. College, Jobat  
13. Govt. Girls College, Jhabua  
14. Govt. Girls College, Khargone  
15. Govt. College, Suzner  

Accordingly, the above noted colleges which already stands included in the list of colleges maintained under Section 2(f) of the U.G.C. Act, 1956, are declared.

Contd....2/-
fit to receive assistance from the U.G.C. and other central sources in terms of Rules framed under Section 12-B of the U.G.C. Act, 1956.

Yours faithfully,

(Kishan Chand)
Under Secretary

Copy to:
1. The Principal, Govt. Girls College, Dewas
2. The Principal, Govt. College, Mandasahwar
3. The Principal, Govt. Girls College, Dhar
4. The Principal, Shri Sitaram Jaju Girls Degree College, Neemuch
5. The Principal, Govt. Girls College, Mandsaur
6. The Principal, Govt. College, Sanawad
7. The Principal, Govt. Kalidas Girls College, Ujjain
8. The Principal, Govt. College, Thandla
9. The Principal, Govt. Girls College, Barwani
10. The Principal, Govt. College, Patlawad
11. The Principal, Govt. College, Kukshi
12. The Principal, Govt. College, Jobat
13. The Principal, Govt. Girls College, Jhabna
14. The Principal, Govt. Girls College, Khargona
15. The Principal, Govt. College, Sumer
16. The Principal, Govt. College, Nagda.
17. The Secy, GOI M/HRD (Deptt. of Edn.) New Delhi
18. Incharge Computer Cell, UGC
19. S.O. Accounts 'G'
20. All Officers/Section in the UGC Office

[Signature]
(B.K. Mastwala)
Section Officer

31-3-92
Profile of the College

Mandleshwar is a Town and a Nagar Parishad in Khargone district in the Indian state of Madhya Pradesh. It is situated on the banks of Narmada River, 8 K.M. East of Maheshwar and 99 K.M South of Indore.

There are old temples including Shree Gupteshwar Mahadev Mandir, Chhappan Dev, Shree Ram Temple, Shree Datta Temple, Ganga-zira, and Kaashi Vishweshwar temple, Vasudevanand saraswati (a saint) lived here for a long period. Dhawal-Kunda (Island in river) Hathani (Island in river) Sahastradhra and RamKund are some other places of historical importance. It is said that Swami Vivekananda lived here for some days, when he was going to Raipur. Marks of British time are present such as SDM, DSP Office, fort and the ghat. 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.

Mandleshwar is 8 K.M. away from Maheshwar which was the capital of Holkar states. Mandleshwar is situated on the bank of Narmada River. The Narmada is one of the holy rivers of India, and at Mandleshwar there are tanks, temples and ghats.

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

Mandleshwar has one government college, three private colleges, one Pharmacy Institute, one Engineering College and 3 B.Ed. College.

Government College Mandleshwar came into existence on 28 August 1982. Initially it started functioning in Govt. Boys Higher Secondary School Mandleshwar with Art & Commerce faculties. It was shifted to its new premises in the year 1990 which is situated between Maheshwar and Mandleshwar. The college is 3 KM away from Mandleshwar city and 5 KM away from Maheshwar city. Science faculty is also started in the year 1990 in Govt. College Mandleshwar M.Com. and M.A. in five subjects (Political Science, Economics, Sociology, English Literature, Hindi Literature) are started in Govt. College Mandleshwar in 1994. 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 have principal's room, eleven class rooms, one community hall, four laboratories (Zoology, Botany, Physics, Chemistry), one library, one staff room, one NSS room, one store room, and one sports room, one girls common room. Having completed 33 years of value based education, the college offers undergraduate programs in Hindi Literature, English Literature, Political Science, Economics, Sociology, Physics, Chemistry, Mathematics, Zoology, Botany, and Commerce and also postgraduate programmes 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 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.
SWOC Analysis of the Institution

Strengths:

- An Eco-friendly campus.
- A building with 12 spacious teaching rooms.
- Well equipped newly-constructed Physics, Chemistry, and Computer laboratories and two laboratories of Botany, Zoology.
- A rich library with a collection of 12000 books.
- 25 Computers, 1 projector, 2 Laser printers, 1 photocopy Machine
- U.G.C. network resource center
- A well-furnished Girl’s common room.
- 2 Aqua Guards installed in different buildings to provide clean drinking water.
- Facility of a generator and inverter to ensure continuous supply of electricity.
- Canteen and parking facility for the teachers and the students.
- A large sports complex with Football, Cricket, Basketball, Volleyball, Kabbadi, Kho-Kho, grounds and Table-Tennis.
- Examination center for the university exams.
- A Career Guidance Cell that regularly organizes lectures, workshops and training sessions on career and employment.
- A Placement Cell.
- 2NSS units to involve students in community services and extension activities.
- Qualified, competent and committed permanent teaching faculty with an average experience of more than 20 years.
- One hostel with accommodation with 24 seat.

Weaknesses

Lack of sufficient class rooms.
- Lack of permanent teaching staff.
- Lack of individual departments.
- Lack of auditorium and a separate library building.
• Lack of sanctioned teaching staff for both UG and PG classes.

• Lagging behind in consultation and extension activities.
• Lack of clerical staff.
• No autonomy with regard to curriculum development, financial, administrative and infrastructural sanctions.

Opportunities

• To provide more opportunities to the students for P.G. Classes and research in the college.

• To improve consultancy and extension services.

• To improve the infrastructure by the addition of more class rooms, construction of a new library building and an auditorium.

• To set up more smart class rooms.

• Providing more placement opportunities to the students.

• To launch more job-oriented professional programmes.

• To organize more seminars and conferences.

• To improve sports and other facilities in the college.

Challenges

• To receive sufficient grants from the government, U.G.C. for the renovation and enhancement of infrastructure to meet the present and the future requirements.

• To further raise the academic standards by associating teaching-learning with innovative practices, extension lectures, organization of seminars and workshops, research activities and support of technology.

• To create a congenial atmosphere of research and involve all the teachers in the research activities.

• To collaborate with other institutions in order to be benefited from their experience and to motivate the faculty to follow their best practices.

• To increase the progression percent of the students to the higher studies.
SECTION B: PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>Government College Mandleshwar Distt. Khargone (M.P.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Mandleshwar</td>
</tr>
<tr>
<td>City</td>
<td>Pin: 451221 State: Madhya Pradesh</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.mpcolleges.nic.in/gdcmandleshwar">www.mpcolleges.nic.in/gdcmandleshwar</a></td>
</tr>
</tbody>
</table>

2. For communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. B. L. Bilwe</td>
<td>O: 07283-280346 R:</td>
<td>9425980757</td>
<td>-</td>
<td><a href="mailto:hegcmankhr@mp.gov.in">hegcmankhr@mp.gov.in</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>-</td>
<td>O: - R:</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Dr. Mukesh Sathe</td>
<td>O: 07283-280346 R:</td>
<td>9827809564</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

3. Status of the Institution:

   Affiliated College  ✔
   Constituent College  
   Any other (specify)  

4. Type of Institution:

   a. By Gender
      i. For Men  
      ii. For Women  
      iii. Co-education  ✔
   b. By Shift
      i. Regular  
      ii. Day  ✔
      iii. Evening  

5. It is a recognized minority institution?
   Yes
   No
   If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:
   Government Grant-in-aid Self-financing Any other
   From UGC CRO Bhopal (M.P.)
   Government Grant-in-aid
   Self-financing
   From UGC CRO Bhopal (M.P.)
   √

7. a. Date of establishment of the college: 28-08-1982. (dd/mm/yyyy)
   b. University to which the college is affiliated /or which governs the college (If it is a constituent college)
   D.A.V.V. Indore
   c. Details of UGC recognition: Devi Ahilya Vishwavidyalaya. Indore

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2 (f)</td>
<td>27-01-1984</td>
<td>Certificate enclosed</td>
</tr>
<tr>
<td>ii. 12 (B)</td>
<td>31-03-1992</td>
<td>Certificate enclosed</td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

<table>
<thead>
<tr>
<th>Under Section/ clause</th>
<th>Recognition/Approval details Institution/Department Programme</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. -</td>
<td>Nil</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>iii.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Enclose the recognition/approval letter)
8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?
   Yes √ No

   If yes, has the College applied for availing the autonomous status?
   Yes No √

9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?
      Yes No √

      If yes, date of recognition: ……………………. (dd/mm/yyyy)

   b. for its performance by any other governmental agency?
      Yes No √

      If yes, Name of the agency ……………………. and
      Date of recognition: ……………………. (dd/mm/yyyy)

10. Location of the campus and area in sq.mts: Location *

11. | Location                      | Dhamnod road, Mandleshwar Dist. Khargone (M.P.) |
    |--------------------------------|-----------------------------------------------|
    | Campus area in sq. mts.   | 30 Acres                                      |
    | Built up area in sq. mts. | 4607.31 sq.mts                                |

   (* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

12. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.
   □ Auditorium/seminar complex with infrastructural facilities :- Not available
   □ Sports facilities *
   □ Play ground: - Kho-Kho, Kabaddi, Badminton, Baskat-Ball, and Volley ball, Cricket ground.

   Swimming pool: - Not available
   Gymnasium: - Not available
• Hostel
  * Boys’ hostel
  i. Number of hostels - 01
  ii. Number of inmates - Nil
  iii. Facilities (mention available facilities) - Nil
  * Girls’ hostel
  i. Number of hostels - Nil
  ii. Number of inmates - Nil
  iii. Facilities (mention available facilities) - Nil
  * Working women’s hostel
  i. Number of inmates - Nil
  ii. Facilities (mention available facilities) - Nil

• Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise) - Not available

• Cafeteria — Not available

• Health centre - Not available

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance Not available
First aid kit is available in sports department.
Health centre staff - Not available

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified doctor</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Qualified Nurse</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

• Facilities like banking, post office, book shops - Not available

• Transport facilities to cater to the needs of students and staff - Not available

• Animal house - Not available

• Biological waste disposal - Not available

• Generator or other facility for management/regulation of electricity and voltage
  One Generator and one inverter available.
- Solid waste management facility - Not available
- Waste water management - Not available
- Water harvesting - Not available

12. Details of programmes offered by the college (Give data for current academic year)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme Level</th>
<th>Name of the Programme/ Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/ approved Student strength</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under-Graduate</td>
<td>B.A.</td>
<td>3 Years</td>
<td>12th</td>
<td>Hindi</td>
<td>160</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Sc.</td>
<td>3 Years</td>
<td>12th</td>
<td>Hindi/English</td>
<td>120</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Com.</td>
<td>3 Years</td>
<td>12th</td>
<td>Hindi</td>
<td>160</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Post-Graduate</td>
<td>M.com</td>
<td>2 Years</td>
<td>Graduation</td>
<td>Hindi</td>
<td>50</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. English</td>
<td>2 Years</td>
<td>Graduation</td>
<td>English</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Hindi</td>
<td>2 Years</td>
<td>Graduation</td>
<td>Hindi</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Political Science</td>
<td>2 Years</td>
<td>Graduation</td>
<td>Hindi</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Sociology</td>
<td>2 Years</td>
<td>Graduation</td>
<td>Hindi</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. Economics</td>
<td>2 Years</td>
<td>Graduation</td>
<td>Hindi</td>
<td>50</td>
<td>15</td>
</tr>
</tbody>
</table>

13. Does the college offer self-financed Programmes?
   Yes ☐ No ☑
   If yes, how many? —

14. New programmes introduced in the college during the last five years if any?
   Yes ☑ X  No ☐ Number X
15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Departments eg. Physics, Botany, History etc.</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Physics, Chemistry, Botany, Zoology, Mathematics.</td>
<td>05</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>Arts</td>
<td>English, Hindi, Political Science, Economic, Sociology</td>
<td>05</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td></td>
<td>01</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>AnyOther(Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, B.Com, MA, M.Com…) - 05

   a. annual system b. semester system c. trimester system

17. Number of Programmes with - Nil

   a. Choice Based Credit System
   b. Inter/Multidisciplinary Approach
   c. Any other (specify and provide details)

6. Does the college offer UG and/or PG programmes in Teacher Education?

   Yes  [ ]  No  [ ]

If yes,

   a. Year of Introduction of the programme(s)………………….. (dd/mm/yyyy)

   and number of batches that completed the programme

   b. NCTE recognition details (if applicable) - Nil

   Notification No.: ………………………………………

   Date: ……………………………… (dd/mm/yyyy)

   Validity:…………………………

SSR OF GOVT. COLLEGE   MANDLESHWAR
c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?
   Yes [ ] No [ √ ]

19. Does the college offer UG or PG programme in Physical Education?
   Yes [ ] No [ √ ]
   If yes,
   a. Year of Introduction of the programme(s)……………… (dd/mm/yyyy)
      and number of batches that completed the programme [ ]
   b. NCTE recognition details (if applicable) Notification
      No.: …………………………………
      Date: …………………………… (dd/mm/yyyy)
      Validity:……………………
   c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?
      Yes [ ] No [ √ ]

20. Number of teaching and non-teaching positions in the Institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government Recruited</td>
<td>*M 09 *F 03</td>
<td>*M 08 *F 01</td>
<td>*M 04</td>
</tr>
<tr>
<td></td>
<td>Yet to recruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctioned by the Management/ society or other authorized bodies Recruited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yet to recruit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M-Male  *F-Female
21. Qualifications of the teaching staff:

<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>05</td>
<td>03</td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>Temporary teachers</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>01</td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time teachers</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>

22. Number of Visiting Faculty /Guest Faculty engaged with the College: 01

23. Furnish the number of the students admitted to the college during the last four academic years. 2012-2013, 2013-2014, 2014-2015, 2015-2016

<table>
<thead>
<tr>
<th>Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>90</td>
<td>59</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>ST</td>
<td>126</td>
<td>154</td>
<td>133</td>
<td>198</td>
</tr>
<tr>
<td>OBC</td>
<td>124</td>
<td>209</td>
<td>154</td>
<td>255</td>
</tr>
<tr>
<td>General</td>
<td>28</td>
<td>63</td>
<td>44</td>
<td>83</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>368</td>
<td>458</td>
<td>441</td>
<td>646</td>
</tr>
</tbody>
</table>

24. Details on students enrollment in the college during the current academic year:

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M. Phil.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where college is located</td>
<td>844</td>
<td>315</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>NRI students</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Foreign students</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Total</td>
<td>844</td>
<td>315</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>
25. Dropout rate in UG and PG (average of the last two batches)

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>30%</td>
</tr>
</tbody>
</table>

26. Unit Cost of Education

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

(a) including the salary component

Rs. 17725949/-

(b) excluding the salary component

Rs. 1972207/-

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes [ ] No [√]

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes [ ] No [√]

b) Name of the University which has granted such registration.

[ ]

c) Number of programmes offered

[ ]

d) Programmes carry the recognition of the Distance Education Council.

Yes [ ] No [√]

28. Provide Teacher-student ratio for each of the programme/course offered

B.A. 414/5  M.A. Economic 73/1, M.A. Sociology 32/1, M.A. English 16/1
M.A. Hindi 85/1, M.A. Political Science 24/1
B.Com 111/3  M.Com 115/3
B.Sc. 238/5

29. Is the college applying for

Accreditation: Cycle 1 [√]  Cycle 2 [ ]  Cycle 3 [ ]  Cycle 4 [ ]

Re-Assessment: [ ]

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)
30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ……………… (dd/mm/yyyy) Accreditation Outcome/Result………..
Cycle 2: ……………… (dd/mm/yyyy) Accreditation Outcome/Result………..
Cycle 3: ……………… (dd/mm/yyyy) Accreditation Outcome/Result………..

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year
   (Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
   IQAC …25-06-2015 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
   AQAR (i) ……………… (dd/mm/yyyy)
   AQAR (ii) ……………… (dd/mm/yyyy)
   AQAR (iii) ……………… (dd/mm/yyyy)
   AQAR (iv) ……………… (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include.
   (Do not include explanatory/descriptive information) Nil
C. Criteria-Wise Inputs

### CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 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.
1.1.2 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.Sc. and B.Com courses. There is no choice for student in B.Sc. and 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/B.Sc) 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 Mandleshwar 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-
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 and 50% at PG level.

### Season 2015 & 2016

<table>
<thead>
<tr>
<th>S.N</th>
<th>Number of course</th>
<th>Govt,College Mandleshwar</th>
<th>Govt,P.G.College Khargone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum %</td>
<td>Maximum %</td>
<td>Minimum %</td>
</tr>
<tr>
<td>01</td>
<td>B.A. I</td>
<td>36.2%</td>
<td>80.4%</td>
</tr>
<tr>
<td>02</td>
<td>B.Com I</td>
<td>33.6%</td>
<td>92.00%</td>
</tr>
<tr>
<td>03</td>
<td>B.Sc. I</td>
<td>41.00%</td>
<td>88.4%</td>
</tr>
<tr>
<td>04</td>
<td>M.A pr. (Hindi)</td>
<td>44.4%</td>
<td>59.84%</td>
</tr>
<tr>
<td>05</td>
<td>M.A pr. (English)</td>
<td>42.3%</td>
<td>71.29%</td>
</tr>
<tr>
<td>06</td>
<td>M.A pr. (Sociology)</td>
<td>44.3%</td>
<td>69.67%</td>
</tr>
<tr>
<td>07</td>
<td>M.A.pr (Political science)</td>
<td>46.27%</td>
<td>55.92%</td>
</tr>
<tr>
<td>08</td>
<td>M.A pr. (Economics)</td>
<td>47.82%</td>
<td>77.8%</td>
</tr>
<tr>
<td>09</td>
<td>M.Com ( previous)</td>
<td>46.96%</td>
<td>70.04%</td>
</tr>
</tbody>
</table>
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: 2010-11**

<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.Sc.</td>
<td>45</td>
<td>45</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>95</td>
<td>95</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Hindi)</td>
<td>07</td>
<td>07</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>01</td>
<td>01</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Economies)</td>
<td>13</td>
<td>13</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Political science)</td>
<td>10</td>
<td>10</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Sociology)</td>
<td>04</td>
<td>04</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Com</td>
<td>04</td>
<td>04</td>
<td>1:1</td>
</tr>
</tbody>
</table>
### 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>98</td>
<td>98</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>68</td>
<td>68</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>102</td>
<td>102</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Hindi)</td>
<td>17</td>
<td>17</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>09</td>
<td>09</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Economies)</td>
<td>20</td>
<td>20</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Political science)</td>
<td>05</td>
<td>05</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Sociology)</td>
<td>08</td>
<td>08</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Com</td>
<td>23</td>
<td>23</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>178</td>
<td>178</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>45</td>
<td>45</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>120</td>
<td>120</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Hindi)</td>
<td>46</td>
<td>46</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>21</td>
<td>21</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Economies)</td>
<td>38</td>
<td>38</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Political science)</td>
<td>12</td>
<td>12</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Sociology)</td>
<td>09</td>
<td>09</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Com</td>
<td>67</td>
<td>67</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>171</td>
<td>171</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>53</td>
<td>53</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>98</td>
<td>98</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Hindi)</td>
<td>52</td>
<td>52</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>09</td>
<td>09</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Economies)</td>
<td>47</td>
<td>47</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Political science)</td>
<td>16</td>
<td>16</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Sociology)</td>
<td>20</td>
<td>20</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Com</td>
<td>76</td>
<td>76</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>171</td>
<td>171</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>30</td>
<td>30</td>
<td>1:1</td>
</tr>
<tr>
<td>B.Com</td>
<td>37</td>
<td>37</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Hindi)</td>
<td>42</td>
<td>42</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>13</td>
<td>13</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Economies)</td>
<td>45</td>
<td>45</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Political science)</td>
<td>21</td>
<td>21</td>
<td>1:1</td>
</tr>
<tr>
<td>M.A. (Sociology)</td>
<td>16</td>
<td>16</td>
<td>1:1</td>
</tr>
<tr>
<td>M.Com</td>
<td>47</td>
<td>47</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

2.2.1 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.

2.2.2 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.

2.2.3 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.

2.2.4 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.


2.2.5 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.

2.2.6 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 blue print, 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.

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

IQAC keeps a watch over the students if they are using computer, internet and Inflibnet facility provided by the college or not.

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?

As far as the support system is concerned, the faculty members, librarian, lab technicians etc. are available on 24 x 7 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.

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.

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 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 on their respective subjects.

2.3.7 Detail (process and the number of students \benefitted) 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 Guidance 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>
<tr>
<td>Temporary teachers</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>
<tr>
<td>Part-time teachers</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. and P.G. level in the institution. Not any new subjects programmes is introduced in the institution at U.G. and P.G. level traditional.

2.4.3 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>6</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>-</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>-</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>-</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:

c) Percentage of faculty

* invited as resource persons in Workshops: **Dr. Sushila Shrivastava**
* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies **70%**
* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: **40%**

2.4.4 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.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty. **Nil**

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Institution is getting feedback from the students. Feedback forms are analyzed by the principal. At the end of the session confidential reports of the teachers are prepared and forwarded to the additional director and commissioner of higher education.

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

<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>64%</td>
<td>64.47%</td>
<td>62.33%</td>
<td>48.91%</td>
</tr>
<tr>
<td>02</td>
<td>B.Com.</td>
<td>96.36%</td>
<td>60.46%</td>
<td>76.66%</td>
<td>82.97%</td>
</tr>
<tr>
<td>03</td>
<td>B.Sc.</td>
<td>25.64%</td>
<td>48.86%</td>
<td>28.43%</td>
<td>39.81%</td>
</tr>
<tr>
<td>04</td>
<td>M.A Economics</td>
<td>77.77%</td>
<td>35.29%</td>
<td>91.17%</td>
<td>38.63%</td>
</tr>
<tr>
<td>05</td>
<td>M.A English</td>
<td>100%</td>
<td>00%</td>
<td>22.22%</td>
<td>25%</td>
</tr>
<tr>
<td>06</td>
<td>M.A Political sc</td>
<td>100%</td>
<td>50%</td>
<td>63.63%</td>
<td>80%</td>
</tr>
<tr>
<td>07</td>
<td>M.A Hindi</td>
<td>85.71%</td>
<td>81.25%</td>
<td>95.34%</td>
<td>77.08%</td>
</tr>
<tr>
<td>08</td>
<td>M.A Sociology</td>
<td>100%</td>
<td>85.71%</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>09</td>
<td>M. Com</td>
<td>66.66%</td>
<td>66.66%</td>
<td>90%</td>
<td>80%</td>
</tr>
</tbody>
</table>

The pattern is almost same the results is satisfactory and more than 70% in UG and almost 80% in PG.

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. and B.Sc. 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.
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.

   **Yes,**

   Dr. Sanjay Harne
   Dr. Sushila Shrivastav
   Dr. Rajani Suryavansi
   Dr. O.S. Parihar

   **Recommendations:**

   1. All the faculty members should apply for Research Projects to UGC.
   2. Faculty member should attend summer school/workshops.
   3. M.A. and M.Com Students of should be encouraged and trained to handle preferably survey based project-work related to different fields of the subject besides what is prescribed in the syllabus.
   4. College should subscribe research journals.

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
   - any other

   **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 50 marks. Presently projects are confined only to the final semesters of UG and PG 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)

At Present Dr. Sanjay Harne Assistant Professor (Mathematics) is a registered guide in Vikram University Ujjain (M.P.). Four students were awarded Ph.D degree under his guidance. Two students are pursuing their research under his guidance at present.

Dr. Sushila Shrivastava is a registered guide in D.A.V.V. Indore.

Dr. Sanjay Harne is leading a minor research project - at present.

Shri Sagar Singh Thakur Assistant professor (Chemistry) and Shri Santosh Barde Assistant professor (Commerce) are pursuing their Ph.D degree at Present.

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.

Dr. Sanjay Harne Fibonacci Sequence and its Polynomials and Mathematical Modeling

Dr. Sushila Shrivastava Biochemical studies of silkworm.

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 inter-disciplinary 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>Total grant Received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry sponsored</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>NIL</td>
</tr>
<tr>
<td>Students’ research projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other (specify)</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 - Chemistry, Physics, Botany, Zoology*

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?

Presently the sole research centers available for the scholars who register themselves with the affiliating university, are the Schools of Studies of the...
University in various subjects. All the research scholars are to pursue their research in the laboratories/libraries available in the School of Studies of the respective subjects. As regards other research laboratories, advanced research scholars can take the benefit of Raja Ramanna Centre for Advanced Technology (RRCAT), Indore, and UGC-IUAC laboratory in the campus of Devi Ahilya Vishwa Vidyalaya, Indore.

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: **08**
* 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: **03**
* Number of papers published by faculty and students in peer reviewed journals

<table>
<thead>
<tr>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>37</td>
</tr>
</tbody>
</table>

01. Dr.C.L.Dulkar
    (Assistant Professor Botany)

02. Srmt. Lata Mansare
    (Assistant Professor Political Science)
03. Dr. Sushila Shrivastava 07 21
   (Assistant Professor Zoology)
04. Dr. Rajni Suryavanshi 00 04
   (Assistant Professor Commerce)
05. Dr. O.S. Parihar 03 01
   (Assistant Professor Hindi)
06. Prof. Sagar Singh Thakur 01 00
   (Assistant Professor Chemistry)
07. Dr. Sanjay Harne 19 07
   (Assistant Professor Maths )

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</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.**

3.4.4 Provide details (if any) of

* Research awards received by the faculty: **Nil.**
* Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally:
**Dr. Sushila Shrivastav Assistant Professor Zoology has been awarded a cheque of Rs.5000/- and Silver medal for highest publication in international conference at Nepal on 8th Dec. 2015 International Science congress association.**
* Incentives given to faculty for receiving state, national and international recognitions for research contributions: **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.

The students are instruments of conveying the message of responsible citizenship. Issues like; inclusion of eligible candidates in electoral roll, eradication of: foeticide, child marriage, child labour, child rearing practices, addiction and awareness about health and hygiene, mal nutrition safe potable water are discussed.

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 are as 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>2010-11</td>
<td>25610=00</td>
<td>25610=00</td>
<td>Plantation, orientation, 7days special camp, district camp, red-ribbon club activity, blood donation, workshop on HIV-aids</td>
</tr>
<tr>
<td>2</td>
<td>2011-12</td>
<td>52300=00</td>
<td>52300=00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2012-13</td>
<td>31150=00</td>
<td>31150=00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2013-14</td>
<td>29800=00</td>
<td>29800=00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2014-15</td>
<td>54300=00</td>
<td>54300=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

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

Nil.
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 Mandleshwar 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:

01. A proposal of 25.91 lakhs to construct Zoology and Botany labs.
02. A proposal of 93.39 lakhs to complete the incomplete boundary wall.
03. A proposal of 4.26 lakhs for electricity facility of hostel building.
04. A proposal of 2.16 lakhs for renovating of Roads in Govt. College Mandleshwar
05. A proposal of 4.33 lakhs repairing of Basketball ground.
06. A proposal of 2.98 lakhs for leveling of play ground.
07. A proposal of 5.00 lakhs for renovating of Govt. College Mandleshwar building.

4.1.2 Detail the facilities available for Learning and research etc.

a) Curricular and co-curricular activities –

Classrooms: 11

Technology enabled learning spaces: One computer lab.
Seminar halls: One

Tutorial spaces: Nil.


Botanical garden: Nil.

Animal house: Nil.

Specialized facilities and equipment for teaching and learning:

One LCD projectors, one photocopiers, one camera, Internet facility, computers and laptop.

b) Extra –curricular activities :-

Outdoor sports:

Kho-Kho, Kabaddi, Basket Ball, Badminton court and Volley Ball grounds are available.

Indoor games:

Facilities for Chess, Carrom, and Table-Tennis are available.

NSS:

Separate NSS room is available. One unit of 50 Girls volunteers is working under the supervision of NSS officer Dr. Rajani Suryvansh one unit of 50 Boys volunteers is working under the supervision of NSS officer Dr. O.S.Parihar

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.

01. State Govt. and J.B.S
   (i) 3 Class rooms :- Cost Rs.50% State Govt. 50% J.B.S
   (ii) Drinking Water and facility work :- Cost 18.17 lakh Rs.50% State Govt.
       50% J.B.S
       (a) Tube well (b) Pump house
       (c) Sump Well (d) Water tanks
   (iii) Toilet facility **Renovating** :- Cost **3.86 lakh** 50% State Govt. 50% J.B.S
   (iv) Vehicle Purling Shed (60 Verse) :- cost 15.04 lakh 50% State Govt.
       50% J.B.S
   (v) One staff room :- 3 lakh State Govt.

02. JanBhagidari Samiti
   (i) Hostel Building Repairing :- cost 2.80 lakh J.B.S
   (ii) Girls common room repairing :- cost 1 lakh J.B.S

03. UGC
   (i) one class room :- cost **9.50 lakh** UGC

**Proposals Pending with State Govt.**
   (i) Construction of Zoology and Botany lab Building estimated 25.91 lakhs.
   (ii) Rest Boundary wall Construction estimated 93.39 lakhs.
   (iii) Electricity facility for hostel building estimated 4.26 lakhs.
   (iv) Renovation and construction of approaching roads in Govt. College estimated 2.16 lakhs.
   (v) Repairing of Basket ball ground estimated 4.33 lakhs.
   (vi) leveling of play ground estimated 2.98 lakhs.
   (vii) Renovation and colour of college Building estimated 5 lakhs.
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.**

4.1.7 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. B.L. Hirve Co-ordinator
Dr. D.K. Mahant Member
Dr. C.L. Dulkar Member
Dr. Lata Mansare 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 area of the library (in Sq. Mts.): 105 Sq.Mts.
- Total seating capacity: 20
- Working hours
  - on working days: 10.30 to 5.00
  - during and before examination days: 10.30 to 5.00
  - during vacation: Nil.
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone accessing e-resources):

Layout of the library enc
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>-</td>
<td>-</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2967</td>
<td>74500/-</td>
<td>2011-12</td>
<td>By UGC, Govt. fund and JBS</td>
</tr>
<tr>
<td>3</td>
<td>929</td>
<td>75791/-</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2500</td>
<td>430301/-</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>800</td>
<td>257199/-</td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>-</td>
<td>7196/-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>837791/-</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.
* 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.
4.2.5 Provide details on the following items:

* Average number of walk-ins: 25
* Average number of books issued/returned: 15
* Ratio of library books to students enrolled: 1:38
* Average number of books added during last three years: **951 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: **161 books.**

4.2.6 Give details of the specialized services provided by the library

* Manuscripts: Nil.
* Reference: Yes.
* 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.
4.2.7 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):

  20 computers
  - Computer-student ratio: 1:9 (only for UG final year students)
  - Stand alone facility: No.
  - LAN facility: Yes.
  - Wifi facility: Yes (only for office purpose)
    Configuration: Pentium 4, Intel 1.0, 3.3, 4.6, and 4.7
  - Number of nodes/computers with Internet facility: 20
  - 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>2010-11</td>
<td>244064</td>
<td>7 (Seven) Computer raster Purchased</td>
</tr>
<tr>
<td>2</td>
<td>2011-12</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>3</td>
<td>2012-13</td>
<td>437994</td>
<td>13 Desktop Computer with Preloaded operating System Purchased</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52920</td>
<td>2 (Two) online UPS (uniline) Purchased</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22155</td>
<td>2 (Two) Laser Printer Purchased</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44000</td>
<td>One Computer Not book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21105</td>
<td>One Document Scanner</td>
</tr>
<tr>
<td>4</td>
<td>2013-14</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>5</td>
<td>2014-15</td>
<td>-</td>
<td>Nil</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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Building</td>
<td>200000=00</td>
<td>2690000=00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>02</td>
<td>Furniture</td>
<td>-</td>
<td>-</td>
<td>498847=00</td>
<td>200000=00</td>
</tr>
<tr>
<td>03</td>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>97125=00</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>Computer</td>
<td>-</td>
<td>-</td>
<td>489060=00</td>
<td>-</td>
</tr>
<tr>
<td>05</td>
<td>Vehicle</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>06</td>
<td>Any other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>200000=00</td>
<td>2690000=00</td>
<td>1085032=00</td>
<td>200000=00</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 over head 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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Post matric</td>
<td>399</td>
<td>2623356=00</td>
<td>572</td>
<td>4294500=00</td>
</tr>
<tr>
<td>2</td>
<td>Gaon Ki Beti</td>
<td>94</td>
<td>470000=00</td>
<td>94</td>
<td>470000=00</td>
</tr>
<tr>
<td>3</td>
<td>Pratibha Kiran</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>57</td>
<td>33975=00</td>
<td>227</td>
<td>227000=00</td>
</tr>
<tr>
<td>5</td>
<td>Minority</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Handicapped</td>
<td>-</td>
<td>-</td>
<td>-</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.
✓ 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.

Health 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>60%</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, Mandleshwar**

<table>
<thead>
<tr>
<th>Programme-wise Pass Percentage for the last four years</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A.</td>
<td>32.72</td>
</tr>
<tr>
<td>2. B.Sc.</td>
<td>44.68</td>
</tr>
<tr>
<td>3. B.Com.</td>
<td>39.42</td>
</tr>
<tr>
<td>5. MA Economics</td>
<td>25.00</td>
</tr>
<tr>
<td>6. MA English</td>
<td>33.00</td>
</tr>
<tr>
<td>7. MA Political sc</td>
<td>23.00</td>
</tr>
<tr>
<td>8. MA Hindi</td>
<td>100.00</td>
</tr>
<tr>
<td>9. MA Sociology</td>
<td>20.00</td>
</tr>
<tr>
<td>11. M. Com</td>
<td>73.33</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 dropout?

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. The players from various colleges are selected for district level team for participation at university level.

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.

01. Ku. Soun Chouhan Student of B.Com Final Year has Participated in national level N.S.S youth festival fair at Raipur Chhattisgarh in January 2016.

02. Ku. Saloni Patidar Student of B.A. I Year has participated in state level N.S.S camp at Gwalior (M.P.) in March 2016

03. Ku. Dipika karma Student of B.Com final Year has participated in state level N.S.S. camp at Jabalpur in Feb. 2014.

04. Yogesh Patel Student of M.A. Final year participate in National level N.S.S Adventure camp at Hatkoti Shimla Himachal Pradesh in Jan. 2014.

05. Ku. Dipti Gujar Student of B.Sc I st has participated in Table Tennis Competition and Division level she had been runner up.

06. Arum Bhuria Student of B.A. I st year has participated in Division level Athletics 400 in Running and he had been second Runner up.

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.
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 and PG 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 brought 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 different departments for organizing Seminars in different departments sponsored by funding agencies like UGC, State Government, MAPCOST etc.

Providing 'On Duty Leave' to teachers for attending academic Seminars/Conferences in specific/general subjects and presenting research papers.

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. At the institutional level, an IQAC has been recently established in the college. The details are mentioned in Pt. No. 6.5.1

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 20 units in 2013. 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. For all the developmental activities of the college from the Janbhagidari funds, the Annual Budget is approved by the Samiti. The Samiti also manages the Self-financed Courses.

Staff Council is the sole 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>Uater facility tube well water Ripe line</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>02</td>
<td>Sump Well</td>
<td>Work in Progress</td>
<td>Not Completed</td>
</tr>
<tr>
<td>03</td>
<td>Girls Toiled facility</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>04</td>
<td>Boys Toiled Facility</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>05</td>
<td>Parking Shed</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>06</td>
<td>Books Hosted Renovating</td>
<td>Yes</td>
<td>Completed</td>
</tr>
<tr>
<td>07</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.200/- 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 short 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, donation by JBS 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. Feedback is taken by devising different formats. The implementations of such quality measures are being monitored by IQAC.

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: Nil

* Check dam construction: Nil.

* Efforts for Carbon neutrality: Nil.

* Plantation:

  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 required.

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 2011-12. 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 2011-12 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.

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.

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. 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.
School of excellence Barwani is conducting entrance exam at district headquarter 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

Name of the Principal: Dr. B.L. Bilwe

Name of the Institution: Government College Mandleshwar

City: Mandleshwar

Pin Code: 451221

Work Phone: 07282-280346

Website: www.mpcolleges.nic.in/gdcmandlewar/

E-mail: hegcmankhr@mp.gov.in

Mobile: 09425980757
1. Flag hoisting is done daily, followed by recital of national anthem and Madhya Pradesh Gaan.

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

3. Students and staff members are felicitated on the occasion of their birthdays.

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

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

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

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

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

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

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

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

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

13. 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 :- BOTANY
2. Year of Establishment :- 1990
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
5. Annual/ semester/choice based credit system (programme wise) :- Semester
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
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>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</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. C.L. Dulkar</td>
<td>Ph.D</td>
<td>Asstt. Prof.</td>
<td>Pollution Ecology</td>
<td>32 years</td>
<td>-</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty -

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

13. Student - Teacher Ratio (programme wise) :- 123+65+25 = 213:1

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

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

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

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

18. Research Centre / facility recognized by the University

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

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

22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the department
25. Seminars/Conferences/Workshops organized & the source of funding
   a) National -
   b) International -


<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.Sc Botany</td>
<td>93</td>
<td>43</td>
<td>44</td>
<td>49</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.Botany</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.?
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>
<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 :- Central library
b) Internet facilities for Staff & Students :- Nil
c) Class rooms with ICT facility :- Nil
d) Laboratories :- Yes

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 - lectures Practical Seminars

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

**Strength** :- Ph.D. holder research experience Conference Attended.

**Weakness** :- One man department.

**Opportunities** :- M.Sc should be opened research labs started.

**Challenges**:- One another post of professor be appointed.
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: - CHEMISTRY
2. Year of Establishment: - 1990

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

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. :- 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>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</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. Sagar Singh Thakur</td>
<td>M.Sc.</td>
<td>Asstt.Prof.</td>
<td>organic chemistry</td>
<td>10 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.Sc (1:240)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :- 1) Lab Technician - 01 1) Lab Attendant - 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: - None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - None

18. Research Centre /facility recognized by the University: - None

19. Publications: - None

  * a) Publication per faculty:-

  * Number of papers published in peer reviewed journals (national / international) by faculty and students -
* 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:- Students do internship projects in other aging is a part of final year syllabus

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

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


<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.Sc. Chemistry</td>
<td>122</td>
<td>122</td>
<td>65</td>
<td>57</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. Chemistry</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.? - None
29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>PG is not Running</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>

**Employed**
- Campus selection
- Other than campus recruitment

| Entrepreneurship/Self-employment | Nil |

30. Details of Infrastructural facilities
   a) Library: Central Library
   b) Internet facilities for Staff & Students: Yes
   c) Class rooms with ICT facility: Nil
   d) Laboratories: Yes

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

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

35. SWOC analysis of the department and Future plans

**Strength:**
1. One well quantified teacher
2. Regular and hardworking students.
3. One laboratory
(4) One lab Technician and one lab attended.

**Weakness :-**
(1) Lack of Teachers
(2) Lack of equipments and lack of chemicals.
(3) Lack of Separate Departmental Library.
(4) Lack of smart Class rooms
(5) Lack of modern teaching aids.
(6) Lack of chemistry books in college Library

**Opportunities: -**
(1) M.Sc classes can be started
(2) Students can get jobs in nearby chemical industries.
(3) Students can do medical representatives jobs
(4) Students can do his own business like soap making and Neel production.

**Challises: -**
(1) To increase sanction post of Teachers in department.
(2) To increase equipment and chemicals in laboratories
(3) To develop Separate department laboratory
(4) To increase number of Chemistry book in college library
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 Mathematics
2. Year of Establishment: - July 1990
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):- UG B.Sc.
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.: - 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>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</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 Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sanjay Harne</td>
<td>M.Sc., Ph.D</td>
<td>Asstt.Prof.</td>
<td>Number Theory</td>
<td>06</td>
<td>06</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): - 36:1

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: - Ph.D

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

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received - UGC Bhopal F.No.:MS-15/103025/XII/14-15/CRO/Dated 20-02-2015 ¼Minor Research Project Amount - 80,000/-

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

19. Publications:-
   * a) Publication per faculty: - 51
   * Number of papers published in peer reviewed journals (national / international) by faculty and students - 51
20. Areas of consultancy and income generated: - Nil

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

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 :- Students do internship projects in other aging is a part of final year syllabus

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

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

* SNIP -

* SJR -

* Impact factor

* h-index -
25. Seminars/ Conferences/Workshops organized & the source of funding
   
   c) National - Nil
   
   d) International - Nil


<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.Sc.</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td>09</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.</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>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>Employed</td>
<td>Nil</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>

30. Details of infrastructural facilities

- Library: Central library
- Internet facilities for Staff & Students: Common Computer lab
- Class rooms with ICT facility: Nil
- Laboratories: Nil

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

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

35. SWOC analysis of the department and Future plans

**Strength:**

1. One well quantified teacher
2. Regular and hardworking students.
3. Friendly Environment Experienced and supporting staff member
Weakness: - 
(1) Lack of Separate Departmental Library.
(2) Lack of smart Class rooms
(3) Lack of modern teaching aids.
(4) Lack of Mathematics books in college Library

Opportunities: - 
(1) M.Sc. classes can be started
(2) Students can get jobs in near by industries.
(3) Students can do medical representatives jobs
(4) Students can do his own business like soap making and Neel production.
(5) Helpful in competitive exam and useful in getting jobs

Challenges: - 
(1) To work with limited resources.
(2) To manage classes with insufficient number of faculties
(3) To increase number of Mathematics book in college library
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 Physics

2. Year of Establishment: - 1990

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

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>Asst. Professors</td>
<td>01</td>
<td>Nil</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>Mukish Verma</td>
<td>M.SC M.Phil</td>
<td>Guest Faculty</td>
<td>Electronics</td>
<td>05</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: - 100%

13. Student -Teacher Ratio (programme wise):- 36:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:- Lab Tech - 01, Lab Att. - 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: - Nil

* a) Publication per faculty: - Nil

* 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: - None

21. Faculty as members in:-
   a) National committees
   b) International Committees
   c) Editorial Boards.... :- None

22. Student projects

   (a) Percentage of students who have done in-house projects including inter departmental/programme: - No

   (b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:- Students do internship projects in other aging is a part of final year syllabus

23. Awards / Recognitions received by faculty and students: - None

24. List of eminent academicians and scientists / visitors to the department: - None
25. Seminars/Conferences/Workshops organized & the source of funding

(a) National - No

(b) International - No


<table>
<thead>
<tr>
<th>Name of the Course/programme</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc.</td>
<td>24</td>
<td>24</td>
<td>15 09</td>
<td>37.5%</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.Sc.</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.? -
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>Employed</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:- None
   i) Library :- Central Library
   j) Internet facilities for Staff & Students :- yes
   k) Class rooms with ICT facility :- NA
   l) 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: - Weekly class room lest, lecture method, Group nis cession

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

35. SWOC analysis of the department and Future plans

   Strength: - Friendly Environment Experienced and supporting staff member
   Weakness: - Lack of dedicated smart class room students are from rural back ground
Opportunities: - Helpful in competitive exam and useful in getting jobs

Challenges: - (1) To work with limited resources.
               (2) To manage classes with insufficient number of faculties
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: - ZOOLOGY DEPARTMENT
2. Year of Establishment: - 1990
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. Sushila Shrivastava</td>
<td>M.Sc, Ph.D., LL.B., PGDCA, M.A. (Eng.litt) FSLSC, FISCA, FICCE, ESCA (Indian)</td>
<td>Asstt.Prof.</td>
<td>cytology</td>
<td>30 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 218:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :- 1) Lab Technician Sanctioned - 01 Filled 01
   1) Lab Attendant Sanctioned - 01 Filled 01

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:
   * a) Publication per faculty: - 27:1
   * 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  11
* 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
   c) National committees b) International Committees c) Editorial Boards.... :- 02 National, 02 international, 01 Editorial

22. Student projects
   d) Percentage of students who have done in-house projects including inter departmental/programme :- Nil
   e) 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 pared ground 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
   
e) National -

f) International -


<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.Sc Zoology</td>
<td>119</td>
<td>119</td>
<td></td>
<td>NA</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>
</tbody>
</table>

Employed

- Campus selection: Nil
- Other than campus recruitment: Nil

Entrepreneurship/Self-employment: Nil

30. Details of Infrastructural facilities

- m) Library: Central library: Central Library
- n) Internet facilities for Staff & Students: Yes
- o) Class rooms with ICT facility: No
- p) 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: Since Zoology is a compulsory subject for the students of B.Sc Biology group (there is no other subject like Microbiology or Biotechnology) the
department has sufficient students strength. Department has only one sanction post of Asstt.Prof.

**Weakness:** - Although college has good strength of students but post is only one which is insufficient. After graduation the students, particularly girls, face stagnation in the subject because there are no PG courses available in Zoology either in the college or in the nearby area. Development of lab of still required.

**Opportunities:** - Zoology is favorite subject of students the importance by zoology will never come down because through this subject students become aware of Anatomy physiology of animals.

**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 English


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

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. Mukesh Sathe</td>
<td>M.A. Ph.D</td>
<td>Asstt.Prof.</td>
<td>Indian writing in English</td>
<td>11 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 1:9
   PG 1:45

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

SSR OF GOVT. COLLEGE  MANDLESHWAR
* 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
   (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:- 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

   g) National - Nil

   h) International - Nil

   PG- 2013-14 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 *M</th>
<th>Enrolled *F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. (English Lit.)</td>
<td>01</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td>100%</td>
</tr>
<tr>
<td>M.A. (English)</td>
<td>08</td>
<td>08</td>
<td>03</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>B.A. (English)</td>
<td>184</td>
<td>184</td>
<td>80</td>
<td>104</td>
<td>50%</td>
</tr>
<tr>
<td>B.Com (English)</td>
<td>46</td>
<td>46</td>
<td>28</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>B.Sc (English)</td>
<td>122</td>
<td>122</td>
<td>65</td>
<td>57</td>
<td>35%</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>M.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>
<tr>
<td>B.Sc (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

q) Library :- NA

r) Internet facilities for Staff & Students :- yes

s) Class rooms with ICT facility :- NA

t) 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 Teachers
(2) Only one period is taken of M.A. due to lack of teachers. Result is affected by not giving sufficient time to M.A. Students.
(3) Lack of books of English literates in college library
(4) There is no separate departmental library and room for the department

Opportunities :-
(1) The department offers good opportunities to students who are graduate and post-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.

Challises:-
(1) To increase the number of sanctioned teacher in English department
(2) To run 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.
(v) To arrest the declining trend in the number of students opting for English lit. In UG and PG courses by motivating them to opt for the Subject at both UG and PG 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.

1. Name of the department: - Department of Economics

2. Year of Establishment: - 28/08/1982

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: - 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>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. B.L.Hirve</td>
<td>M.A.M.Phil</td>
<td>Asstt.Prof</td>
<td>Advanced Economic</td>
<td>32 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. M.A.

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

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) Publication per faculty: - 03

   * 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: - None

21. Faculty as members in:-
a) National committees  b) International Committees  c) Editorial Boards…. - None

22. Student projects  
   
   (a) Percentage of students who have done in-house projects including inter departmental/programme: - No

   (b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:- Students do internship projects in other aging is a part of final year syllabus

23. Awards / Recognitions received by faculty and students: - None

24. List of eminent academicians and scientists / visitors to the department: - None
25. Seminars/Conferences/Workshops organized & the source of funding

(a) National - No

(b) International - No

PG - 2013-14 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. Economics</td>
<td>95</td>
<td>95</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>M.A. Economics</td>
<td>45</td>
<td>45</td>
<td>10</td>
<td>35</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. Economics</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>M.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>70%</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>Nil</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>

30. **Details of infrastructural facilities:** None

  u) **Library:** Central Library  
  v) **Internet facilities for Staff & Students:** yes  
  w) **Class rooms with ICT facility:** NA  
  x) **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:** Weekly class room lest, lecture method, Group nis cession

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

35. **SWOC analysis of the department and Future plans**

**Strength:**  
1. Friendly Environment Experienced and supporting staff member  
2. One well quantified teacher
(3) Regular and hardworking students.

**Weakness:** - (1) Lack of dedicated smart class room students are from rural background

(2) Lack of Teachers

(3) Lack of Separate Departmental Library.

(4) Lack of smart Class rooms

**Opportunities:** - (1) Helpful in competitive exam and useful in getting jobs

**Challenges:** - (1) To work with limited resources.

(2) To manage classes with insufficient number of faculties

(3) To increase sanction post of Teachers in department.

(4) To increase number of Economics book in college library
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: - 1982


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

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.O.S.Parihar</td>
<td>Ph.D.</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 400/1 PG 40/1 Hindi Lang. in UG 900/1

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. Ph.D - 01

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

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

   g) 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
   
i) National - Nil  
j) International - Nil


<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.A. Hindi lit.</td>
<td>136</td>
<td>136</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>M.A. Hindi lit.</td>
<td>52</td>
<td>52</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>B.A. Hindi lang</td>
<td>184</td>
<td>184</td>
<td>80</td>
<td>104</td>
</tr>
<tr>
<td>B.Com Hindi lang</td>
<td>46</td>
<td>46</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>B.Sc Hindi lang.</td>
<td>122</td>
<td>122</td>
<td>65</td>
<td>57</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>M.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>
<tr>
<td>B.Sc 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>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>Nil</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>

30. Details of Infrastructural facilities
   y) Library : - NA
   z) Internet facilities for Staff & Students : - yes
   aa) Class rooms with ICT facility : - NA
   bb) 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
2. Central college library.
3. Students are regular and hard working
**Weakness:**
1. Lack of sanctioned post of teacher
2. Lack of Hindi literature books in library
3. Only one Period taken of M.A. Classes due to lack of teachers
4. Sufficient time guidance in not given to the M.A. classes students due to lack of teachers

**Opportunities:**
1. Books of Hindi literature can be increased in college library
2. Separate departmental library can be established
3. Post of teachers can be increased
4. Student strength can be increased

**Challises:**
1. To increase the number of sanctioned post of teachers in Hindi department.
2. To run M.A. classes properly P.G Classes
3. To increase student strength in PG 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: - 1982

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./B.Com/B.Sc

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>Prof. Rajguru Patidar</td>
<td>B.Com. M.A(Sociology)</td>
<td>Asstt.Prof.</td>
<td>Social Change</td>
<td>UG 19 Years PG14 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


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) Publication per faculty: - Nil
   - 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

   (a) Percentage of students who have done in-house projects including inter departmental/programme: - No

   (b) 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


<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. III</td>
<td>184(B.A I july 12)</td>
<td>90</td>
<td>38</td>
<td>52</td>
<td>100%</td>
</tr>
<tr>
<td>M.A. IV</td>
<td>20(M.A I july13)</td>
<td>15</td>
<td>4</td>
<td>11</td>
<td>100%</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>
<tr>
<td>M.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>50%</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>

Employed

- □ Campus selection: Nil
- □ Other than campus recruitment: Nil

Entrepreneurship/Self-employment: Nil

30. Details of Infrastructural facilities

cc) Library :- NA

dd) Internet facilities for Staff & Students :- yes

ee) Class rooms with ICT facility :- NA

ff) 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 100%

Weakness: - No Placement
Opportunities: - Women and child Development Department. opportunity in NGO

Challises:-
(1) To increase the number of sectioned post by teachers in Sociology department
(2) To run properly 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: - 1982

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./B.Com/B.Sc

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. Lata Mansare</td>
<td>M.A. Ph.D</td>
<td>Asstt.Prof.</td>
<td></td>
<td>UG 19 Years PG14 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. I sem/139 IIIsem/114 V sem/95
   - M.A. I sem/25 III sem/08

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) Publication per faculty: - Nil
   - 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

   (a) Percentage of students who have done in-house projects including inter departmental/programme: - No

   (b) 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


<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></td>
</tr>
<tr>
<td>B.A. III</td>
<td>184(B.A I july 12)</td>
<td>90</td>
<td>38</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. IV</td>
<td>20(M.A I july 13)</td>
<td>15</td>
<td>4</td>
<td>11</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>
<tr>
<td>M.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>75%</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>

Employed
- Campus selection: Nil
- Other than campus recruitment: Nil
- Entrepreneurship/Self-employment

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 100%

**Weakness:** No Placement
Opportunities: - Women and child Development Department.
Opportunity in NGO

Challises: -
(1) To increase the number of sectioned post by teachers in sociology department
(2) To run properly M.A. Classes.